

**Guidebook with Curriculum for the training course  
"Creativity and Large-scale youth sport work events"**





**TITLE:**

Curriculum for the Training Course  
**“Creativity and Large-scale youth sport work events”**

**PROJECT:**

“Creativity in youth sport work for reconciliation and acceptance of diversity”, funded by the Education, Audiovisual and Culture Executive (EACEA), within the Erasmus+ programme.

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## Table of Contents

SUMMARY OF THE PROJECT .....	1
BACKGROUND OF THIS CURRICULUM .....	2
Programme of the TC "Creativity and Large-scale youth sport work events" .....	3
RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES .....	4
DEVELOPED SESSIONS OF THE TRAINING COURSE: "CREATIVITY AND LARGE-SCALE YOUTH SPORT WORK EVENTS" .....	7
1. Welcome evening and getting to know each other .....	7
2. Introduction; Expectations, Contributions; Group building; Youthpass introduction .....	9
3. Sharing our realities with the situations about youth sport work for inclusion and "sport for all" events organised in our communities and countries .....	13
4. Our target groups – youth with fewer opportunities / Consequences of fewer opportunities.....	16
5. Exchanging sport methods and games from our countries .....	19
6. Leadership vs Management skills in Youth Sport Work.....	21
7. Innovation and Creativity skills .....	26
8. Understanding the Large-Scale youth sport-work events – quality criteria and standards (regarding beneficiaries, organisers, partners, local community, donors).....	29
9. Escape rooms methodology and their creative use in developing large-scale youth sport work events for reconciliation and acceptance .....	31
10. Project Cycle Management (of large-scale youth sport work events) – defining and planning, implementation and follow-up stages.....	34
11. Envisioning and developing concept of large-scale youth sport work events with youngsters with fewer opportunities in our communities.....	38
12. Follow-up and Reporting of large-scale youth sport work events with youngsters with fewer opportunities .....	40
13. Youthpass, Evaluation and Closure.....	42



## SUMMARY OF THE PROJECT

In our youth work for reconciliation, inclusion and intercultural acceptance in post-conflict areas and with migrants, we've noticed sport can bring people together, as when playing a sport together for the same team, team players are not focused on the interracial, interreligious and other differences between them, but are focused on building quality team work together respecting each other's strengths and weaknesses and complementing each other.

All project partners believe and are motivated by the fact that through sport, personal development of our beneficiaries is multiple. In connection to reconciliation and intercultural learning is mainly the fact that through sport our beneficiaries create a sense of personal identity and then it is easier to accept the others as they are, as well.

Unfortunately, when organising education of their youth workers so far, partners could not find enough youth workers experienced in the topic and principles of using sport activities as methods in NFE/youth work for reconciliation and acceptance especially, as well as for using sport methodology in work with youngsters with fewer opportunities.

Project aims at: Building capacity of youth (work) organisations, their youth workers in NFE for youth SPORT work for reconciliation and accepting diversity among youngsters in our communities and encouraging creative usage of sport and outdoor activities in youth work for reconciliation.

The project activities:

- Activity 1 - Preparatory meeting
- Activity 2 - Training course 1 "Reconciliation youth work in post-conflict areas"
- Output 1 - Guidebook with Curriculum of the TC1
- Activity 3 - Study visit "Reconciliation and youth (sport) work in Berlin"
- Activity 4 - Training course 2 "Youth sport work for reconciliation and acceptance of diversity"
- Output 2 - Guidebook with Curriculum of the TC2
- Activity 5 - Training course 3 "Creativity and Large-scale youth sport work events"
- Output 3 - Guidebook with Curriculum of the TC3
- Output 4 - Handbook on organising creative large-scale youth sport work events
- Activity 6 - Youth exchange "Creative youth sport work events for reconciliation"
- Activity 7 - Local dissemination events in 5 partner local communities
- Activity 8 - Evaluation meeting
- Dissemination and reporting activities

Project contributes to developing sense of reconciliation, tolerance and understanding of diversity, not only among participants, but also among further beneficiaries of different youth sport work activities (with mainstream and marginalised groups) that will be led and managed by participants of this project activities.



## **BACKGROUND OF THIS CURRICULUM**

This curriculum is closely connected to the Training course “Creativity and Large-scale youth sport work events”. It consists of detailed sessions designs from the training course, with recommendations for future implementation and multiplication purposes of the overall training course and the specific sessions/elements of it. It serves as quality knowledge management basis for organising such training courses in the future.

Specific objectives of the training course were:

- To define and understand the concept of “large-scale youth sport work events”
- To learn more about realities and practices in other European countries in developing youth sport work programmes for inclusion
- To explore different leadership styles and management skills for organising large-scale youth sport work events
- To learn about the concept of Escape rooms methodology and principles to foster innovation and creative thinking of the participants
- To get a common understanding of the project cycle management process in implementing large-scale youth sport work events and the overcoming of challenges
- To develop recommendations to youth workers for quality reconciliation in our communities
- To develop specific practical workshops of youth work for reconciliation to be implemented in our communities as a follow-up of this training course

Training course is based on the approach, principles and methods of non-formal education and approach. It consists of interactive and participatory methods tailored to the participants’ profile and needs, some of them being: theoretical themes and lectures; individual/group activities; group games and exercises, simulations and role plays; work on examples in a small group; discussions; etc. The language of the training course is English.

The participants have to fulfil the following criteria:

- To be active youth workers already educated in basic NFE principles and methodology, (willing to get) involved in “sport for all” activities; and empowering other youth workers and mainstream and marginalised youth through sport and outdoor activities;
- Willing to apply & multiply the knowledge received;
- Willing to organise/lead local/national workshops for youth workers on the topic of the project after the participation at the training course;
- Willing to enter into partnerships with participants from different organisations/countries;
- Able to attend and be active during the entire duration of the training course;
- Age above 18 and able to follow the programme in English language.



## Programme of the TC "Creativity and Large-scale youth sport work events"

<b>Day 1</b>	
PM	Arrival of participants
Evening	Welcome evening and getting to know each other
<b>Day 2</b>	
AM	Introduction; Expectations, Contributions; Group building; Youthpass intro
PM	Sharing our realities with the situations about youth sport work for inclusion and "sport for all" events organised in our communities and countries
PM	Reflection and Evaluation of the day
Evening	Intercultural evening
<b>Day 3</b>	
AM	Our target groups – youth with fewer opportunities / Consequences of fewer opportunities
PM	Exchanging sport methods and games from our countries
PM	Reflection and Evaluation of the day
<b>Day 4</b>	
AM	Leadership vs Management skills in Youth Sport Work
PM	Innovation and Creativity skills
PM	Reflection and Evaluation of the day
<b>Day 5</b>	
AM	Understanding the Large-scale youth sport work events – quality criteria and standards (regarding beneficiaries, organisers, partners, local community, donors)
PM	FREE AFTERNOON
<b>Day 6</b>	
AM	Escape rooms methodology and their creative use in developing large-scale youth sport work events for reconciliation and acceptance
PM	Project Cycle Management (of large-scale youth sport work events) – defining and planning, implementation and follow-up stages
PM	Reflection and Evaluation of the day
<b>Day 7</b>	
AM	Envisioning and developing concept of large-scale youth sport work events with youngsters with fewer opportunities in our communities I
PM	Envisioning and developing concept of large-scale youth sport work events with youngsters with fewer opportunities in our communities II
PM	Reflection and Evaluation of the day
<b>Day 8</b>	
AM	Follow-up and Reporting of large-scale youth sport work events with youngsters with fewer opportunities
PM	Youthpass, Evaluation and closure
Evening	"See you again" party
<b>Day 9</b>	
AM	Departure of participants



## **RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES**

This guidebook with curriculum “Creativity and Large-scale youth sport work events” is created for the purpose of dissemination and, thus, extending the impact of our project on other partner organisations, other youth and similar organisations and their coordinators, youth workers and educators – to further improve knowledge management and capacity building of their youth (sport) workers in order to increase the systematic support given to youngsters in local communities.

This curriculum serves as the resource material and the inspirational tool for those other youth (sport) workers and youth organisations to use this curriculum in training of their volunteers/youth workers in the topics of youth sport work or for organising similar training courses on local and European level.

When organising a training course, based on this curriculum, we expect participants to gain / further develop following competences of theirs:

- Knowledge about the concept of “large-scale youth sport work events”;
- Awareness and knowledge about realities and practices in other European countries in developing youth sport work programmes for inclusion;
- Competences on exploring different leadership styles and management skills for organising large-scale youth sport work events;
- Knowledge and understanding of the concept of Escape rooms methodology and principles to foster innovation and creative thinking of the participants;
- Understanding of the project cycle management process in implementing large-scale youth sport work events and the overcoming of challenges;
- Social and civic competences for youth workers for quality reconciliation in our communities;
- Managerial competences to develop specific practical workshops of youth work for reconciliation to be implemented in our communities as a follow-up of this training course.

This training course provides participants with an opportunity for self-actualisation through developing the skills, attitudes and knowledge useful in understanding self and others in the process of everyday youth sport work for reconciliation and life in common Europe.

The list of competences which participants will develop are also noted down in every session separately. This means that, when reading the proposal of activities, in the beginning you will be able to see which competence area is being developed by each particular session and this programme.

In order to have a well organised and quality training course based on this curriculum, and to achieve the defined learning objectives for each session described, it is advisable to ensure quality learning environment for participants. This can be accomplished in several stages.

### ***Stage 1: Before the training course***

- Participants should receive all relevant information related to their participation (info pack, registration/application form) before the training course. In the application form, they should have the space to write about the motivation to participate in the training



course. It is recommended to also leave some space for additional comments, or possible contribution in the programme such as involvement of some relevant topics they feel should be addressed and covered. This element is very important in showing the participants the importance of their participation and contribution, as well as in meeting their needs

- Project managers (and sending organisations, if participants come from different countries) should have regular meetings with selected participants in order to prepare them for the participation at the training course. Participants are encouraged to conduct some research and prepare information about the situation on youth non-formal education possibilities and vocational trainings available in their communities and countries with the focus on sport work and large-scale events. The information should include the situation on different public and NGO programmes and measures existing and on challenges that youth workers are facing when dealing with the topics. Participants (with the help of project managers and sending organisations) should prepare the presentations (for participants coming from other countries) with the background information about the situation and the latest developments in each of their local communities / countries.
- Sending organisations should provide their participants with useful materials and information for evening sessions where they have the chance to present their organisations and projects to each other, ensuring that they have necessary brochures, updated information about the local and international projects, links of web pages and organisations' contact information.
- Sending organisations should prepare the participants for working and functioning in intercultural surrounding, as they will have information about the other sending organisations and their countries, as well as about the profile of participants.

### ***Stage 2: During the training course implementation***

- All the sessions activities presented in this curriculum were developed by trainers in this field and are suitable for young people, but also for older age groups who want to learn about youth sport work, organising large-scale events, and methodologies on escape rooms as an innovative concept. Depending on the number of participants in the group, some activities can last longer or shorter. Therefore, it is recommended that the trainers are flexible with the time and should have some previous information about the group in order to adapt to the dynamics.
- There is a separated section of recommendations noted in the end of each developed session. Whenever they are applicable, it is advisable to read and have them into consideration when working with the group.
- On the beginning of the training course, participants should be introduced to the Youthpass (or any other learning reflection) certificate and 8 key competences. With the facilitation from trainers, participants should be invited to share and discuss their expectations from training course and what do they specifically want to learn. They should reflect and set their individual learning goals and write them down in their learning diaries. At the end of each day they should have time and be encouraged by trainers' questions to reflect about their daily learning and to make notes in their learning diaries.



- Participants should be involved in the regular evaluation of the training course. That involves also daily evaluation of the sessions and methods, and suggest changes and improvements. In case they have some specific learning needs or objectives, trainers should make extra sessions and provide extra materials, and these sessions could be held in evening hours after the dinner, or any other free time available and agreed for by the participants.



## **DEVELOPED SESSIONS OF THE TRAINING COURSE: "CREATIVITY AND LARGE-SCALE YOUTH SPORT WORK EVENTS"**

### **1. Welcome evening and getting to know each other**

**Session title:** Welcome evening and getting to know each other

**Duration:** 60-90 minutes

**Background:**

This session is necessary when organising events which are lasting for couple of days; in order to welcome the participants into the group, give everyone basic information about the venue and the event, give some local community background and create atmosphere where everyone will feel welcomed. This activity is first contact and possibility for participants, trainers and logistic staff to meet each other.

**Aim of the session:** To welcome the participants, introduce everyone (team and participants), share important logistical details for the upcoming days and to learn about some of the local music and dances.

**Objectives:**

- To create space for participants in which they feel comfortable, welcomed and ready to meet each other;
- To get to know the team and working facilities;
- To present some of the local music and dances to participants.

**Competences addressed:**

- Intercultural learning competence;
- Public speaking.

**Methodology and methods:**

- Non-formal education methodology, incorporating in the work the values and principles of NFE;
- Working in plenary.

**Session flow:**

**I. Official welcome and introduction of the team (10 minute)**

Team of organisers, trainers and logistic staff welcome participants and officially open the training course. They present the project, themselves and roles they'll have during the event.

**II. Round of names and 3 interesting facts (10 minutes)**

All the participants introduce themselves saying their names, where they come from and 3 interesting facts about themselves (can be anything they think about).



### **III. Name game – name and an object (15 minutes)**

Participants are invited to stand in a circle (or sit if they are too tired). Trainer can choose someone to start, or be the one starting the game. Person starting should say: "My name is (name here) and I like (should name one object that starts with the first letter of their name)". Then next person in circle should repeat what first person said, and do the same with their name. This goes on in circle, with each next participant repeating the names and objects of the persons who had their turn already. Last person should repeat everyone's names and objects.

### **IV. Sharing logistical information (15 minutes)**

In this part, logistical staff and trainers share logistical information about the training course (working time i.e.), about the premises (working time of the facilities and rules of using different facilities i.e.), information about meals and all other relevant information relevant for participants to know.

### **V. Sharing local music and local dances (10-40 minutes)**

Depending on how's the mood of participants (some of them might be travelling for last whole day, some of participants maybe just came to the venue, maybe some of the participants are still travelling and will join the group later), trainers and logistic staff should prepare some of the local music and play it on speakers for the participants. This can be combined with showing one or more of local dances, and with mingle time planned as a follow-up of this activity.

### **VI. Mingle time**

Next part of the evening is free for participants. Training course staff (trainers and logistic staff) should encourage participants to mingle and get to know each other event more.

**Materials needed:** Flipchart stand with papers and markers (to write down some of the most important logistical information).

### **Recommendations for future trainers multiplying this session:**



- It is important to have in mind (especially when working with international group) while planning this session; that some of the participants will be tired from travelling. Thus, the session should be dynamic and last no longer than 90 minutes.
- When planning and implementing this session, it is important to have in mind that it's possible that some of the participants will be arriving later in the evening and might not be able to participate in the session as planned. Thus, the session might require additional adjustment(s) in case the group is not complete.
- It is good to write down logistical information on a flipchart paper, because of the visual learners (for them it will be easier to remember the information in this way), as well as for participants who are not that comfortable in using English language (or any other working language).
- You can take pictures of a visual presentation of logistical information and post them in Facebook group or group on some messaging application that you'll create for participants. In this way participants will be able to remind themselves about important logistical information (time of meals, working hours of facilities within the place where the event is taking place etc.), even when they're not in the room where flipchart paper is posted on the wall.



## 2. Introduction; Expectations, Contributions; Group building; Youthpass introduction

**Session title:** Introduction; Expectations, Contributions; Group building; Youthpass introduction

**Duration:** 180 minutes

### **Background:**

This session will serve as a base for creating group dynamics and starting quality learning process that will last during the whole duration of the activity. Participants will once again get a chance to introduce themselves, countries they are coming from and their previous background and experience in partner organisations or youth field generally. Trainers will again organize short name games until all participants get to know each other names or at least most of them. Because not all participants will know each other from before, it is also important to prepare and organize several ice-breaking games, get to know each other and team building activities for the whole group. Project coordinators, trainers, logistical staff and representatives of the hosting (and coordinating) organisation will welcome all the participants and briefly introduce themselves again if there are some participants who arrived later or were not present during the previous night.

Special activity for expectations, fears and contributions will be organized. Trainers will provide space and opportunity for participants to share all their learning expectations, possible fears and challenges they could face and their possible contribution to the learning process and whole group generally. These inputs will not only be important for the participants, but also to the trainers who will get better insight in the group they have and possibly discuss or slightly adjust sessions and workshops in the following days based on these inputs. Next thing that should be implemented are team building activities where participants should receive interesting and creative tasks in order to ensure they additionally get to know each other, start cooperating together and creating basic group dynamics that will be crucial for working environment in the following days. Team building activities should also help participants to discover and be more aware of all diversity present in the group (cultural, intellectual, different professional backgrounds...) and how can it be used for creation of quality learning process during the training course activity.

Final part of this session should be about Youthpass certificate and personal learning diaries. Participants will receive basic and the most important information regarding Youthpass certificate and 8 key competences as Youthpass certificate will be used as official learning recognition tool during the training course activity. Trainers will also encourage participants to create their own learning diaries and to use them during all working days of the activity in order to successfully track their learning process and successfully fulfil Youthpass certificate at the end.

**Aim of the session:** To introduce participants with the basic information regarding project and logistics, to help them learn each other's names and get to know each other, to create group dynamics through different group activities and to introduce participants with Youthpass certificate and 8 key competences

### **Objectives:**

- To introduce project, trainers, logistical staff and coordinators;
- To help participants get to know each other;
- To explore agenda and go through objectives of the training course;



- To allow participants to share their personal learning expectations, fears and contributions;
- To create and agree on common group rules for working together;
- To foster group dynamics and group cohesion through team building games;
- To introduce Youthpass certificate and 8 key competences, and to explain their importance for tracking personal learning process during the training course.

#### **Competences addressed:**

- Communication;
- Time management;
- Presentation skills;
- Teamwork;
- Leadership;
- Conceptualizing skills;
- Creativity;
- 8 key competences.

#### **Methodology and methods:**

- Theoretical inputs;
- Work in smaller groups;
- Working in plenary;
- Presentations;
- Group discussions;
- Individual brainstorming;
- Debriefing;
- Learning-by-doing.

#### **Session flow:**

##### **I. Name game: Name and hobby (10 minutes)**

Everyone in the group should stand in the big circle. Starting from the random point, participants will say their name, their hobby and act out a motion from that hobby. The rest of group then says, "(Person's Name) likes to (hobby) and acts out motion all together. Game should last until all participants have said their name and hobby at least once.

##### **II. Getting to know each other game: Bingo! (20 minutes)**

Create a bingo cards on A4 papers that has random facts in each box. These can relate to your group activity or not. Ideas would be things like "has been to Italy" or "has brown eyes" and similar. Then, all participants will go around the working room and find people who have these attributes or have had those experiences and write their name in the box. They can only write a person's name one time. First person to collect and connect all boxes with names is the winner and should yell loudly "BINGO". Number of boxes on the bingo sheets should be predicted and based on the number of participants in the group (most usually 12-16 boxes).

##### **III. Presentation of the programme and specific training course objectives (10 minutes)**

Trainers will remind participants on the general objectives of the projects, possible previous activities implemented and specific objectives for this activity (training course). Also, they will go through agenda and briefly explain what participants could expect during each working day with reminding them once again about scheduled times for daily meals and coffee breaks.



#### **IV. Expectations, fears and contributions activity: Balance scale and the light bulb (25 minutes)**

At the beginning of the activity, trainers should have already prepared drawing at flipchart paper of balance scale and light bulb. Then, they will explain to participants that upper weighing pan present their personal expectations, lower weighing pan present their possible fears or challenges, and that light bulb present their personal contribution to the training course activity. When it is done, trainers should start individual silent brainstorming where all participants will think and write down their personal expectations, fears and contributions on post-it notes they previously received. After all inputs are wrote down and stick to the big drawing, trainers will go through each of them and read them loudly in front of the whole group. At the end, flipchart paper with all inputs will be put on visible place in the working room so that participants can go through it whenever they want. During the last working day and final evaluation of the activity, trainers will go once again through all inputs and discuss with participants if they were met and fulfilled or what could be done differently next time

#### **V. Team building activity: The mission impossible (45 minutes)**

This exercise should be done by whole group together. On the flipchart (or projector), trainers will list specially prepared tasks for the participants that they should achieve as a group in designated time. As the name of the activity says, tasks should be interesting, creative and hardly achievable in the given time limit. Tasks can be pretty everything such as creation of project logo, project song, counting number of steps from dining room to the working room, finding interesting information about local city and country etc. When participants successfully complete all the tasks or when time is up, they should come all back together to plenary for short discussion. Trainers will lead debriefing and ask participants to share how did they feel to work together as a group, did all of them feel involved, did someone took leadership role, was it easy or hard to work together, did they manage to finish all the tasks and finally what was the main idea and goal of this activity: to finish all the tasks in the designated time or to achieve something else?

#### **VI. Group rules and agreements (10 minutes)**

After group had a chance to work together and explore and meet each other better, it is time to create group rules and agreements for working together in following days. Trainers will lead discussions and group brainstorming where participants will all together as a group agree on the rules and put their signatures as official confirmation of this "group contract". List of the rules and agreements will then be put on the wall in visible place in the working room.

#### **VII. Youthpass introduction: Island exercise (60 minutes)**

This learning-by-doing activity will help to introduce Youthpass certificate and 8 key competences to participants. Before start of the activity, trainers should prepare 8 different stations at 8 different places in the working room. Each station will be one island that present one of the 8 key competences and should have a table or any other necessary equipment needed for participants to complete tasks there. Participants are then divided in smaller group (3-5 members) and each group receive Youthpass-port in which they will collect stamps after successful implementation of the tasks. The objective of the game will be to get all stamps. After they complete task at one station (island), they have to go to passport control (trainers) who will confirm their tasks and give them a stamp. Then they roll a dice that sends them to the next station. If some other group is already at that station, they will be rolling a dice until they get a empty station that they have not visited so far. The game is lasting for 45 minutes or until one of the teams collect all the stamps.

After the game is done, trainers will lead short debriefing in the plenary. They will ask participants how did they feel during the game, how many stamps they managed to collect, what was actual goal of the activity, what was purpose of "passport control" and how they can



connect it with their learning process during the training course. Then they will do basic theoretical input about 8 key competences and hand out previously prepared material on this topic to the participants.

**Materials needed:** Flipchart stand with papers and markers, A4 papers, A3 papers, projector, laptop, post it notes, scissors, prepared drawing of balance scale and light bulb, printed bingo sheets with tasks in the boxes, other materials necessary for implementation of Youthpass islands activity



### **Recommendations for future trainers multiplying this session:**

- During the “Bingo” game, it is important to find things and characteristics that can be found in the group so that at least one person is able to win the game. Also, if one person manages to collect all information much faster than expected, trainers should keep playing the game bit longer (for example until they get 3 winners) in order to provide an opportunity for all participants to meet and speak with each other. Additionally, small prizes can be prepared and winners can be awarded at the end.
- During the exercise with balance scale and light bulb, it is important to have drawing previously prepared and to draw it big enough to allow all participants to share their inputs. This graphical representation is helping to engage and encourage participants to be active through using creative methods.
- During “The mission impossible” game it is important to think about creative and interesting tasks. If you have a possibility, you can also make tasks that will allow participants to explore the training course venue (hotel, surrounding, local city/village) and to engage with local staff working in the hotel or even local people. As this training course is directly related to the sport topics, try to include tasks where participant will be more physically active whenever it is possible. Trainers should also let participants organize by themselves even if it doesn’t work well and they don’t manage to do some or all tasks, but then it is crucial to mention it and discuss during the debriefing at the end.
- During the “Youthpass islands” exercise, it is important to provide a big space and even put some stations (islands) outside of the working room if there is not enough space inside. Also, it is important to provide all necessary materials at each of the stations so participants are able to complete all the given tasks and fully use their innovation and creativity.



### **3. Sharing our realities with the situations about youth sport work for inclusion and “sport for all” events organised in our communities and countries**

**Session title:** Sharing our realities with the situations about youth sport work for inclusion and “sport for all” events organized in our communities and countries

**Duration:** 180 minutes

#### **Background:**

After previous two sessions have been mostly planned for ice breaking and getting to know each other, this is the first session that will go more deeply into the topic and serve as a base for participants when addressing quality learning process directly regarding topic in the following days. Participants will get a chance to share realities from their countries with each other and to get common understanding towards the topic and what is actual background situation about youth sport work for inclusion and “sport for all” events organized in different local communities where participants are coming from. Also, this will be the first session where participants will get an opportunity to work in their national groups and will be important for general intercultural communication and exchange of knowledge and experiences during the rest of the days on the training course.

**Aim of the session:** To share realities, situations and experiences about youth sport work for inclusion and “sport for all” events organized in different local communities and countries

#### **Objectives:**

- To learn more about realities and background situations in other countries directly regarding the main topic of the training course;
- To hear positives examples and good practices from other countries regarding youth sport work for inclusion and “sport for all” events;
- To explore and identify similarities and differences regarding the topic in different local communities and countries;
- To get a better and clearer picture of common challenges present in different local communities and countries.

#### **Competences addressed:**

- Creativity;
- Flexibility and improvisation;
- Presentation skills;
- Communication skills;
- Teamwork;
- Analysis and research competences;
- Fact-finding.

#### **Methodology and methods:**

- Work in national groups;
- Presentations;
- Panel discussions;
- Question & Answers;
- Public speaking;
- Interactive discussions in plenary.



## **Session flow:**

### **I. Energizer: Human machine (10 minutes)**

This fast and physical exercise gets participants moving and working together in a way that generates energy and promotes collaboration. One at a time, members of the group become parts of the “machine”, each one making a distinct physical motion and a sound, until the whole group is working together in motion, as one human machine.

### **II. Introduction and aim of the session (15 minutes)**

This part will be done in plenary and trainers will present aim of the session to the participants. Trainers will introduce basic questions that participants should follow when creating artistic presentations in their national groups and write them down on the flipchart paper (or put on the wall by using projector) so they are visible to all groups during the whole activity.

Questions that team will introduce and explain are:

- Youth sport work field generally in your local community and country (examples, organisations etc.)
- Sport and physical exercise attitudes and habits of youngsters in your local community and country
- Examples of good practices and previously implemented youth sport work events/activities for inclusion
- The biggest possible challenges both young people and youth workers are facing when creating youth sport work activities for inclusion and “sport for all” events in your local community and country

Participants are then divided in their national groups and can start developing their presentations. Trainers should stay all the time in room and check all groups from time to time and generally follow their working process.

### **III. Working on development of creative artistic exhibition and short presentations (135 minutes)**

Participants should receive 45-60 minutes to complete their work. All papers, collages and other visual materials that they developed should be stick to the wall at the visible place. Participants will then present everything they did while rest of the group will have a chance to ask them questions or start short discussion. Each national group should get fixed time for their presentation (for example 7 minutes and 5 minutes for questions), but generally timing in this activity vary from the number of the participants and number of different national groups present.

### **IV. Final debriefing in national groups (20 minutes)**

When all national groups have presented their works to the rest of the participants, they will go back and have final discussion and debriefing. After they have seen realities from other local communities and countries, they will have a task to compare these with the existing realities in their country, and to find the most important similarities and differences. They will also discuss positive examples, practices and activities successfully implemented in other countries and how could they possibly be adjusted in their local community and generally youth (sport) work they are doing in their organisation. Finally, they should explore topics in which they are interested to explore deeply, so they can approach participants from other countries in the following days of the training course in order to ask for additional explanation or useful materials they could read and analyse.

**Materials:** Flipchart stand with papers and markers, A4 and A3 papers, scissors, post it notes, glue, papers in different colours.



### **Recommendations for future trainers multiplying this session:**

- Energizer at the beginning of the activity should encourage participants to think creatively in order to get prepared for the work in the rest of the session.
- It is really important to prepare questions for participants on the flipchart paper before start of the session and to keep it all the time at the visible place.
- Trainers should always be in the working room in order to help participants and answer any possible questions they could have. Also, they should walk from time to time to each group and generally track the development process.
- If possible, trainers and logistical team should provide stable internet connection and even spare desktop computer or laptop in order to allow participants to investigate and research some data online.
- During the presentations, time management is crucial and trainers should take care that all groups are presenting only inside their designated time in order to give an equal chance for all groups to present their works and answer all possible questions.



## 4. Our target groups – youth with fewer opportunities / Consequences of fewer opportunities

**Session Title:** Our target groups – youth with fewer opportunities / Consequences of fewer opportunities

**Duration:** 180 minutes

### **Background:**

Defining target groups and meeting their needs is one of the key elements when organising a youth project and ensuring that the goal and objectives are addressed correctly. Organisations working with youth should always have into consideration implementing a project which is inclusive for youngsters of different backgrounds. There are groups of young people experiencing social exclusion and sometimes reaching out to them requires more efforts and attention. These groups are referred as “young people with fewer opportunities”, defined by the European Commission as “young people that are at a disadvantage compared to their peers because they face one or more of the exclusion factors and obstacles which prevent young people from taking part in employment, formal and non-formal education, transnational mobility, democratic process and society at large”. (*European Commission - Directorate General for Education and Culture, 2014*). This session focuses directly in the importance of understanding the term “youth with fewer opportunities”, discussion about the targeted groups in our projects when working with youth with fewer opportunities, their participation and social inclusion in our countries. The importance of this session stands on the participants’ awareness of defining target groups, being inclusive and more considerate when planning a youth project.

**Aim of the session:** To define “youth with fewer opportunities” as a target group in youth projects as well as create space for discussion and sharing of experiences.

### **Objectives:**

- To define the term “youth with fewer opportunities”;
- To further understand the importance of target groups and meeting their needs;
- To raise discussion about the involvement of youth with fewer opportunities in our projects;
- To emphasize the groups of youth with fewer opportunities

### **Competencies addressed:**

- Multilingual competence;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Cultural awareness and expression competence.

### **Methodology and methods:**

- Plenary rounds;
- Input (presentation);
- Interactive exercise/Role play
- Small group work.



## **Session flow:**

### **I. Introduction: Our target groups - Youth with fewer opportunities / consequences of fewer opportunities (20 minutes)**

The trainer starts the session by giving a short introduction about the importance of understanding the terms of “target groups” and “youth with fewer opportunities” and giving some examples in from his/her experience in youth work. A prepared presentation follows using PPT. The presentation includes also explanations about the groups or obstacles of youth with fewer opportunities such as disability, health problems, educational difficulties, cultural differences, economic obstacles, social obstacles, and geographical obstacles. (*European Commission - Directorate General for Education and Culture, 2014*)

### **II. Small group work (30 minutes)**

After the introduction part, the trainer explains that the following part of the session will be dedicated to reflecting towards inclusion of youth with fewer opportunities in our projects. The trainer further instructs that in the next 15 minutes participants will be working in small groups to discuss about the target groups they use in the projects that they implement and trying to reflect on the particular groups of youth with fewer opportunities explained in the presentation. They are asked to work in country groups. After they finish, in the next 15 minutes, everyone joins the plenary and each group shares their information on target groups.

### **III. Interactive exercise – Theatre play (100 minutes)**

This part of the session contains a theatre play prepared by participants. Since participants are already introduced with the concepts and inclusion of youth with fewer opportunities and identified the target groups they work with in their organisations, they are now invited to prepare an interactive exercise. The trainer explains that this exercise is designed in a form of theatre play. Furthermore, he/she explains that they will work in small groups and no professional skills are required, so participants are free to use their creativity and combination of skills and experiences. Also, it is emphasized that those who do not feel comfortable in participating directly in acting, can give the contribution during the preparations and setting of the theatre stage.

The task is to prepare a short theatre sketch on inclusion/exclusion of youth with fewer opportunities and how it is perceived in the societies. The participants are allowed to use humour and creative methods to prepare their sketch. They are given 50 minutes to prepare their sketch.

While they are preparing their task, the trainer prepares the room for the stage of presentations which last approximately 50 minutes. Each group is given 3-5 minutes to present their sketch and an additional 2 minutes to give additional explanations when they finish the sketch.

### **IV. Debriefing (30 minutes)**

After the presentations are done, the trainer invites the participants to join the plenary to sum up and discuss about the whole session and exercises. Participants share their feelings and understanding of the inclusion of youth with fewer opportunities and how it is perceived in their society; their understanding on how it feels to be in the shoes of someone who is socially excluded and has to always think about obstacles before making any wish or decision to pursue something in their career or life.

**Materials needed:** flipchart papers, post-it papers, projector, markers, colours, pencils and pens.



### **Background documents and further reading:**

- T-kit 8: Social inclusion, Activity 1.3-Preconceptions of young people with fewer opportunities: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion>
- Erasmus+ Inclusion and Diversity strategy – in the field of youth: [https://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy\\_en.pdf](https://ec.europa.eu/assets/eac/youth/library/reports/inclusion-diversity-strategy_en.pdf)



### **Recommendations for future trainers multiplying this session:**

- It is highly important that the trainer has a good knowledge and experience about this topic since it might reflect on the terms used and the presentation, as well as managing the exercise and the flow of debriefing. The inclusion/exclusion of youth with fewer opportunities is a sensitive topic for those who experience it in their daily life, therefore having supportive group and inclusive methods and terms used is considered very essential.



## 5. Exchanging sport methods and games from our countries

**Session title:** Exchanging sport methods and games from our countries

**Duration:** 180 minutes

### **Background:**

Sport games are a regular part of growing up of any kid anywhere in the world. Starting from kindergarten through elementary and high school, but also in our free time, we all have played different sport and physical activity games. These games can vary from the place where you live (city or village), but also from the country or region where you are based. Some of them can be same, but in different countries called differently and played with some changed or adjusted rules. All these games present important base when it comes to the youth sport work as all of them can easily be adjusted in order to address several social problems when working with young people with both mainstream youngsters and youngsters with fewer opportunities. Youth sport work doesn't always strictly mean being innovative and creating new games and activities, but also analysing already existing ones and giving them a "new meaning" through small adjustments and adaptation.

**Aim of the session:** To allow participants to share and learn different sport games from their local communities and countries and discuss how they can be used in work with young people with fewer opportunities

### **Objectives:**

- To exchange sport games, activities in methods from different local communities and countries;
- To explore and discuss how these games/activities can be used and adopted to be used in youth sport work with young people with fewer opportunities;
- To give a chance to participants to "step into the shoes" of facilitators and organize their own short workshops in the national groups.

### **Competences addressed:**

- Teamwork;
- Leadership;
- Communication and cooperation;
- Time management;
- Facilitation skills;
- Organisational skills.

### **Methodology and methods:**

- Work in national groups;
- Learning-by-doing;
- Debriefing;
- Interactive discussions in plenary.

### **Session flow:**

#### **I. Energizer: Dance, dance! (10 minutes)**



Participants are divided in the small teams of 4-5 members each. When the music starts one person in each group starts dancing and the others follow the leaders. When the song changes, another member in each group becomes the new dance leader. Songs should be changed each 30 seconds and each person in the group should be a leader at least twice.

## **II. Brainstorming and preparation of activities in national groups (50 minutes)**

Participants will now go to their national groups where they will start thinking about some traditional sport games/activities from their countries or sport games they used to play when they were young. They will have a task to prepare these presentations in the designated time (10-20 minutes per each national group, depend on how many there are) with short discussion and feedback from the other participants at the end.

## **III. Implementation of activities with short discussions (110 minutes)**

As previously mentioned, each national group will have designated time to facilitate presentation of their sport games and methods to the rest of the participants. When one national group is done, short discussion based on following questions will start:

- Did other participants already know this game or do they also have it in their own country?
- Did everyone feel included and part of the group?
- Did other participants feel any part of the culture of the national group that was presenting?
- Can this game be used in work with young people with fewer opportunities and what could be possible adjustments in order to adapt it even more to this target group?

## **IV. Conclusion and debriefing (10 minutes)**

At the end, participants will, in plenary, share their general feeling after this session, highlight the most important things they learned or explore, and share thoughts about organisational and facilitation tasks and responsibilities they had during this session.

**Materials:** Flipchart stand with papers and markers, A4 papers, other materials needed for implementation of specific games/activities.

## **Recommendations for future trainers multiplying this session:**

- Energizer at the beginning of the activity should be active and motivate participants to move their bodies in order to get prepared for the rest of the work in the session.
- Despite participants are sharing their own ideas, organizing and facilitating their own presentations, trainers should always stay in the working room and be available for participants if they have any possible questions. Also, they should visit all groups from time to time and track the development process.
- If possible, it is good to implement this activity outdoors or in a park nearby, and to provide participants with as much space as possible.





## 6. Leadership vs Management skills in Youth Sport Work

**Session Title:** Leadership vs Management skills in Youth Sport Work

**Duration:** 180 minutes

### **Background:**

The youth workers' skills on leadership and management have an essential role on developing new innovative projects that meet the needs of the target groups and contribute in the society's welfare. Leadership is known as a process that influences the outcomes of a project, the fulfilment of aims and objectives, as well as its overall process performance, team and tasks management. As the training course's sessions enter the focus on developing large scale youth sport work, this session will emphasise the role and functions of leaders and managers in youth sport work. The session provides different exercises that highlight the understanding of the leader in youth work, leadership styles and values, also tools that are used to define leadership and management. Moreover, participants through this session will have the chance to distinguish between particular skills of a leader and a manager, become aware of the skills they possess and which ones they need to acquire.

**Aim of the session:** To understand and distinguish the leadership and management skills, qualities and roles in relation to youth sport work events development.

### **Objectives:**

- To highlight the role of a leader and manager;
- To understand the differences between leadership and management;
- To be aware of owned skills on leadership and management for future youth sport work events;
- To learn about leadership styles and qualities;
- To practice the role of a leader and manager.

### **Competencies addressed:**

- Analytical;
- Personal, social and learning to learn competence;
- Team work;
- Communication;
- Innovation;
- Creative and critical thinking.

### **Methodology and methods:**

- Brainstorming;
- Theoretical input - Presentation;
- Group work;
- Interactive exercises;
- Self-reflection;
- Plenary discussion.

### **Session flow:**

#### **I. What is leadership/management? (15 minutes)**



The trainer gives a brief introduction that the session is about the role of leadership and management skills when developing a youth sport work project and that is important in defining and differentiating these two when it comes to share of responsibilities and tasks. Then, a short brainstorming takes place in order to raise the interest of the participants in realizing the concepts of leadership and management, and the difference between these two concepts. The trainer uses a flipchart with two drawn circles. One circle has the word "Leadership" written inside and the other circle has the word "Management" written. Participants start giving ideas about their understanding of each word in the circle while the trainer writes in the flipchart their input. This serves as an introduction for a better understanding and preparation of the upcoming exercises related to this topic.

**II. Short video: Leaders vs Managers (10 minutes)**

In relation to the initial part of the brainstorming, the trainer presents a short video (2 minutes) that visualises shortly the difference between leaders and managers' role, as well as the relation in a project or task.

Video: Leaders vs Managers: <https://www.youtube.com/watch?v=wVTTBXIAGvI>

After the video, the trainer asks the participants to briefly share their impression and understanding of the video.

**III. Small group work: Manager or Leader (30 minutes)**

In this exercise participants are divided into small groups randomly by the trainer. The trainer has a table with a separate list of behaviours that a leader and a manager possess. In the preparations phase, the trainer mixes and merges the lists of behaviours of leaders and manager into one long list.

After the division of participants into small groups, each group receives the paper with all behaviours listed. The task for each group is to discuss and identify each behaviour listed if it belongs in the Leader category or Manager category. The groups have about 15 minutes to finish this part.

When all groups are done with their work, the trainer gives them the original table with the behaviours of the Leader and Manager. Now they have to compare the list they created with the original created one that the trainer gives them and discuss with their respective groups.

The table with the lists of elements of behaviour is the following:

<b>Manager</b>	<b>Leader</b>
<ul style="list-style-type: none"> <li>• cheduling work</li> <li>• Delegating tasks</li> <li>• Use analytical data to support recommendations</li> <li>• Ensuring predictability</li> <li>• Co-ordinate effort</li> <li>• Co-ordinate resources</li> <li>• Give orders and instructions</li> <li>• Guide progress</li> <li>• Evaluate progress</li> <li>• Check task completion</li> <li>• Follow systems and procedures</li> <li>• Monitor budgets, tasks etc</li> <li>• Use analytical data to forecast trends</li> <li>• Monitoring progress</li> <li>• Appeal to rational thinking</li> <li>• Plan and prioritise steps to task achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Build teams</li> <li>• Provide feedback on performance</li> <li>• Motivating staff</li> <li>• Act as interface between team and outside</li> <li>• Explain goals, plan and roles</li> <li>• Inspiring people</li> <li>• Appeal to peoples' emotions</li> <li>• Sharing a vision</li> <li>• Provide focus</li> <li>• Monitor feelings and morale</li> <li>• Create a 'culture'</li> <li>• Create a positive team feeling</li> <li>• Ensure effective induction</li> <li>• Provide development opportunities</li> <li>• Unleashing potential</li> <li>• Look 'over the horizon'</li> <li>• Take risks</li> </ul>



	<ul style="list-style-type: none"><li>• Be a good role model</li></ul>
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Table: Elements of behaviour of the Manager and Leader; Source: Training course Materials: <https://www.trainingcoursematerial.com/free-games-activities/leadership-and-management-activities/manager-or-leader> (n.d.)

#### **IV. The triangle of effectiveness - 3Ps (15 minutes)**

The trainer draws a triangle in the flipchart. He/she signifies that the triangle represents 3 key elements that ensure an effective management of a project and teamwork which are: People, Procedure, Product (work activities). A detailed explanation about each element and the connection between each one of them is given by the trainer and key words written in the flipchart.

While explaining, the trainer triggers participants to think and share how they can relate it with the youth work in their community. Examples are encouraged to be shared, while the trainer also gives an example how people, procedure and product flow can impact the level of achievement of the goals and objectives set.

#### **V. Paper boat exercise (50 minutes)**

This exercise serves as an opportunity to practice the effectiveness of 3Ps explained. Participants form small groups of 4-5 people. The trainer asks each group to appoint a leader. When the leaders are chosen, the trainer invites all the leader to join him/her outside the working room. They are taught to make a boat by using paper (it can be newspaper or simple papers). Once each leader has a paper boat built, the trainer gives further instructions to them as following:

- Each group receives 10 papers in rectangular shape
- Each group has to build 10 paper boats in the same size and shape
- The boats should have quality and the number of required boats must be 10
- The amount of time for groups instructions and completion of the task is maximum 20 minutes

The leaders go back into the working room and join their teams. They communicate the instructions for the task to their teams and work in the given task. When the time is over, the trainer invites everyone to join the plenary for a discussion based on the questions:

- How did you feel during this process?
- Are you satisfied with the leader's communication and approach?
- Did you manage to complete the task in the given time?
- How do you evaluate your teamwork?
- How is this process related to your everyday work?

#### **VI. Leadership values (30 minutes)**

The trainer emphasises that in order to be a good example of a leader, it is important to have defined values that drive motivation for each person. The trainer has printed paper with a set of leadership values on it. He/she distributes the paper to each participant. It is explained to them that in the next 10 minutes they need to self-reflect on which of the values in the list they think they own in relation to having the role of a leader.

Then, they are asked to circle only 5 of the values in the list which best formulates the sentence: "*Value*" is essential in my leadership style.

When everyone finishes, the trainer invites volunteers to share their chosen values and together with the groups to discuss how these values influence leadership in daily work.

The set of leadership values used for the exercise is the following:



ACHIEVEMENT	AFFECTION	PREDICTABILITY
ADVENTURE	COMFORT	RESPONSIBILITY
CHALLENGE	CONFORMITY	RESPONSIVENESS
CONTROL	COOPERATION	PERSONAL DEVELOPMENT
CREATIVITY	DIRECTNESS	POWER
ECONOMIC BALANCE	EXPERTNESS	RECOGNITION
FAIRNESS	FLEXIBILITY	RISK
FREEDOM	FRIENDSHIP	SELF-RESPECT
HAPPINESS	HELPFULNESS	VARIETY
HARD WORK	INDEPENDENCE	SECURITY
HONESTY	INTEGRITY	TRADITION
HARMONY	LEADERSHIP	TRUST
INVOLVEMENT	MORALITY/ETHICS	WISDOM
ORDER	LOYALTY	<i>OTHER VALUES:</i>

Table: List of leadership values; Source: Workshop Exercises:  
[http://workshopexercises.com/Leadership\\_continued.htm#L12](http://workshopexercises.com/Leadership_continued.htm#L12)

### VII. **Debriefing (30 minutes)**

The trainer gathers all participants in the plenary for a debriefing of the session as whole in order to have a more in-depth share of impressions about each part and exercise. The debriefing is facilitated by using the following questions:

- How did you feel during this session?
- Do you have a better understanding of a leader and manager's roles?
- How do you see the importance of leadership in your projects?
- How about the importance of a good management?
- Do you see yourself more as a leader or manager?
- What was challenging during the paper boat exercise?
- Did you trust your leader during the exercise?
- What was the main focus when building the boats? Did you relate it in the beginning with 3Ps or you reflected on that after the discussion?

**Materials needed:** flipchart papers, post-it papers, printed lists of Leader and Manager behaviour, printed list of Leadership Values, laptop, projector, markers, pencils and pens.

### **Background documents and further reading:**



- Video: Leaders vs Managers: <https://www.youtube.com/watch?v=wVTTBXIAGvI>
- T-kit 3 Project Management: Chapter 3, 3.3 – 3.4: [https://pjp-eu.coe.int/documents/42128013/47261197/3\\_step02.pdf/855f536e-2fd8-4caa-ba0a-3e0e0435f5a8](https://pjp-eu.coe.int/documents/42128013/47261197/3_step02.pdf/855f536e-2fd8-4caa-ba0a-3e0e0435f5a8)
- Manager vs Leader: <https://www.trainingcoursematerial.com/free-games-activities/leadership-and-management-activities/manager-or-leader>
- Trainers ware house: Adapted paper boat exercise: <https://blog.trainerswarehouse.com/time-management-activities>

### **Recommendations for future trainers multiplying this session:**



- Even though there are existing materials on distinguishing leadership and management, there is still confusion on these terms unless people are not directly working in these topics. Therefore, the trainer should be clear when presenting the



elements that differs leader from managers and provide trustful sources for further reading.

- It is important that for each introduction of new concepts and tools (such as 3Ps, elements of behaviour of leader and manager, and so on), to ask from the participants to try to think on its relation with daily work activities in order to strengthen their level of understanding and further practicing it after the training course.



## 7. Innovation and Creativity skills

**Session Title:** Innovation and Creativity skills

**Duration:** 180 minutes

### **Background:**

When developing new projects, having a unique element or originality behind it contributes in the motivation, entertainment and enjoyment for the team. The whole process of creating and implementing it seems more rewarding and more attractive for the target group. Thus, this session will cover the topics of creativity and innovation skills in developing youth sport work events. The participants will have the chance to learn about the fundamentals of innovation and creativity skills and different tools and techniques used to creative problem solving and generating ideas that meet the needs of the target groups. This will be achieved through different exercises and group work, as well as discussion to trigger the participants on reflection and creative thinking.

**Aim of the session:** To increase capacities of the participants on creative problem solving and innovative thinking by introducing and practicing useful techniques and methods.

### **Objectives:**

- To introduce fundamentals of creative problem solving and innovation;
- To present and practice several techniques for situation analysis and problem solving;
- To awaken the creativity of participants;
- To strengthen the teamwork skills on creative problem solving.

### **Competencies addressed:**

- Analytical;
- Personal, social and learning to learn competence;
- Team work;
- Communication;
- Innovation;
- Creative and critical thinking.

### **Methodology and methods:**

- Self-reflection;
- Group work;
- Interactive exercise;
- Presentation.

### **Session flow:**

#### **I. Your innovation (50 minutes)**

The trainer places a box with papers, coloured pencils and pens in the middle of the working room. The instructions given to the participants for this part of the session are:

- Each participant has to design his/her own poster that will serve as a self-presentation. The poster should be very personalized and include elements that are unique and special for each person. It may also include a favourite quote, hobby, a person who is a role model for him/her and so on.



They can use different materials to design the poster and have about 30 minutes to do so. After they are done, the trainer gives further instructions: now in the next 15 minutes, everybody starts meeting people and presents in pairs the posters in order to spot the creativity and uniqueness about each. The more people they present the poster too, the more impressions they have the chance to get and see the work of others.

After the exhibition of posters, the trainer emphasises that the exercise is an initial point for this session to start focusing on stimulating the creativity of the participants and learning more about the importance of innovation and creativity when doing a particular work.

## **II. Presentation: Innovation and creativity skills in YSW (30 minutes)**

The trainer prepares a short presentation about the fundamentals of creative problem solving and innovation, its importance in developing new projects and for offering quality in youth sport work.

Besides that, the PPT includes introduction and explanation of techniques and tools that stimulates idea sharing, creativity and innovation in teamwork. The following tools and techniques are explained in more details:

- SCAMPER
- SWOT Analysis
- Six Thinking Hats
- PEST Analysis
- Brainstorming in writing – several techniques
- Group idea flow management – several techniques

The trainer explains that there a lot of tools and techniques that can be used and explored, however the idea behind focusing in the above listed ones is to practice it in the next part of the session.

## **III. Group work (60 minutes)**

The trainer divided participants into six small groups for working in the tools and techniques used for creative problem solving and innovation. The participants are instructed that in the following 60 minutes they will work in a particular tool/technique explained previously. Their task is to analyse the respective tool they have to work on, and adapt it with a potential project idea or a previously implemented one. Moreover, they need to prepare a short presentation in order to share their learning with the other groups and the significance of using that tool/technique.

## **IV. Presentations and questions (40 minutes)**

All six groups join the plenary and start presenting the analysis and examples of using their given tools/techniques in front of the other groups. Meanwhile, after each presentation, the groups make questions and the trainer gives extra input and comments regarding the presentations and the cases when each tool/technique can be used.

**Materials needed:** flipchart papers, post-it papers, laptop, projector, markers, pencils and pens.

### **Background documents and further reading:**



- Brainstorming approaches and techniques: <https://www.smartsheet.com/brainstorming-techniques-activities-and-exercises>
- The positive psychology of creativity: <https://positivepsychology.com/creativity-positive-psychology/>



### **Recommendations for future trainers multiplying this session:**

- When giving the task to small groups for working in the tools and techniques for creative problem solving and innovation, the trainer should decide what to focus their task on. Besides the general framework, we advise to focus also on the youth sport work. Thus, it would be good that the groups also present (besides the general analysis and usage of the tool/technique) how we could use and/or adapt the tool/technique when organising NFE with sport methodology, in small-scale or large-scale youth sport work events.



## **8. Understanding the Large-Scale youth sport-work events – quality criteria and standards (regarding beneficiaries, organisers, partners, local community, donors)**

**Session Title:** Understanding the Large-Scale youth sport-work events – quality criteria and standards (regarding beneficiaries, organisers, partners, local community, donors)

**Duration:** 180 minutes

### **Background:**

This session is designed as initial step for the participants to understand which elements or criteria are important to consider when planning a large-scale youth sport work event. In order to do so, the focus will be primarily in their local community. Firstly, the participants will discuss and agree on setting the criteria and indicators for quality youth sport work events. Then through research and data collection they will realize the potential of youth sport work event in their local community, discuss potential ideas and partners, as well as share and exchange information on addressing the needs of their target groups and stakeholders.

**Aim of the session:** To explore the needs and opportunities in the local community and understand the essential standards for initiating large scale youth sport work events.

### **Objectives:**

- To conduct in-depth research on identifying needs and opportunities of the target group;
- To identify existing sport work events;
- To explore and list potential partners;
- To identify the key elements to consider in organising large-scale youth sport work events.

### **Competencies addressed:**

- Ability to reflect and analyse;
- Personal, social and learning to learn competence;
- Critical thinking;
- Teamwork;
- Communication;
- Literacy competence.

### **Methodology and methods:**

- Brainstorming;
- Research;
- Small group work;
- Presentation;
- Plenary round.



## **Session flow:**

### **I. How can we make a quality large-scale youth sport work event? (20 minutes)**

The trainer opens the session by explaining that this session is an initial phase for the participants to identify key elements and criteria that need to be considered when planning and organising a large-scale youth sport work event. It is explained that in order to reach this goal, they need to do more research about their local communities and discuss altogether the findings.

Moreover, as an initial step a brainstorming takes place for the participants to give ideas upon the key criteria and indicators to have in mind for their research in order to have important data collection that will later on serve for the formulation of their concept.

When the ideas are put in the flipchart, the trainer confirms that those identified elements will be the ones that participants will address for their research in this session.

### **II. Small group work (85 minutes)**

Participants are instructed that they will work in their country groups for this part of the session. They will have 75 minutes to complete their research and prepare a presentation to share with the other groups.

The groups should organise their work and later presentation around following elements:

- Needs and opportunities of the target group of our potential large-scale youth sport work events;
- Strengths and weaknesses of the existing sport work events (for our target groups) in our communities;
- List of potential partners and stakeholders when organising large-scale youth sport work events;
- The key elements to consider in organising large-scale youth sport work events.

The trainer checks each group during the working time in case some guidance is needed.

### **III. Presentations of findings and discussion (75 minutes)**

After the completion of the research, all groups join the working room to present their findings. Each group has approximately 10-15 minutes to present the findings from their country regarding the topic of organising youth sport work events and opportunities for future quality projects. After the presentation, a small discussion takes place for recommendations and ideas from the groups and the trainer.

**Materials needed:** flipchart papers, post-it papers, scissors, laptops, projector, markers, pencils and pens.

## **Recommendations for future trainers multiplying this session:**



- It is recommended that the trainer should be present to help the groups when doing their online research on how to look for information, which sources are more secure and trustful especially if there are people in the group who do not have experience on data gathering and research.



## 9. Escape rooms methodology and their creative use in developing large-scale youth sport work events for reconciliation and acceptance

**Session name:** Escape rooms methodology and their creative use in developing large-scale youth sport work events for reconciliation and acceptance

**Duration:** 180 minutes

### **Background:**

Concept of educational escape rooms is still new in youth work sector, and not that common part of activities organised for youth. In this session, we are: introducing participants to the concept of escape rooms; allowing them to create understanding and acquire knowledge about what escape rooms are and how they can be used as educational activities within large scale youth sport work events, presenting escape room design principles and concept of flow used in educational escape rooms. In the session, we are using experience model approach to design of escape rooms, due to the fact that, as part of the whole educational event, participants are using non-formal methods and approach to education – in which experiential learning is important. Participants will learn basics of how to design escape room by using experience pyramid.

**Aim of the session:** To get common understanding and knowledge about what is escape rooms methodology and principles, and use acquired knowledge to develop ideas for creating different creative large-scale youth sport work events with using the methodology of escape rooms.

### **Objectives:**

- To learn what escape rooms are, history of escape rooms and design principles of escape rooms;
- To explore concept of flow and integration of the concept in development of educational escape rooms;
- To create common understanding of what educational escape rooms are and how they can be used in youth sport work large scale events;
- To understand how to design educational escape room by using experience approach and Experience Pyramid;
- To apply gained skills by developing ideas for large scale youth sport work events which have escape room educational activity as core of participants' educational experience.

### **Competences addressed:**

- Creativity and outside the box thinking;
- Cooperation and work in groups;
- Educational materials analysis;
- Presentation skills;
- Escape rooms development skills.

### **Methodology and methods:**

- Brainstorming;
- Work in smaller groups;
- Literature study;
- Verbal presentation (combined with graphical explanation of terms);
- Visual presentation;



- Discussion in plenary.

## **Session flow:**

### **I. Energizer: Word association (10 minutes)**

Trainers explain that, as a part of this session, participants will create common understanding and acquire knowledge about what is escape room methodology and how it can be used as a part of large scale youth sport work events. As an introduction to the topic, participants are given the task to think about what can be an escape room, and share their associations.

The trainers should encourage participants to share whatever comes to their mind when the term "escape room" is mentioned. Rule of respecting others and having open mind is important for this exercise.

Additionally, trainers can write down some of the associations mentioned by participants, on a piece of flipchart paper.

### **II. Work in groups: Basic concept of escape room methodology (70 minutes)**

**Stage 1** - Participants are divided into 3 groups, each given specific topic to go through and prepare it to be explained to the rest of the groups.

**Group 1:** Room escape concept and Brief history of real-life room escape games (pages 3 and 6 from "Designing an escape room with the Experience Pyramid model")

**Group 2:** Escape room design principles (pages 6 to 10 from "Designing an escape room with the Experience Pyramid model")

**Group 3:** The concept of flow (pages 6 to 12 from "Designing an escape room with the Experience Pyramid model")

Trainer should divide participants into groups based on their previous knowledge of the topic (if relevant) and previous experience in participating in similar activities. Group 1 is for beginners, while groups 2 and 3 are for participants with more experience in participating in similar activities and projects.

Participants are given 30 minutes to work in groups on:

- a) Analysing the given material
- b) Developing educational presentation which will last no longer than 10 minutes, and which will explain the given topic(s) to the rest of the group

**Stage 2** - Presentation of the group work

Each group has 10 minutes to present the topic that they got and share the main concepts and ideas with other participants.

**Stage 3** - Discussion in plenary and underlining the concepts

Trainers should take up to 10 minutes to organise small discussion in plenary and establish that common understanding of: escape rooms methodology and its' history, design principles and concept of flow is established within the group.

### **III. Basic concepts of experience model in escape room development (30 minutes)**

Trainers introduce participants to basic concepts of the experience model of creating escape rooms. Following segments/steps are mentioned:

- Core of the escape room,
- Target group,
- Experiencing,
- Motivational level,
- Physical level,



- Intellectual level,
- Emotional and mental levels.

Concepts can be found in material "Designing an escape room with the Experience Pyramid model", pages 13-24.

Trainers should, in advance, go through materials, and prepare interesting graphical presentation for participants.

#### **IV. Developing ideas for escape rooms as part of the large-scale youth sport work events (60 minutes)**

Based on the inputs and steps of escape rooms development by using experience model, participants should, in this last part of the session, develop several ideas for escape rooms which can be integrated as a part of large-scale youth sport work events.

- Trainers invite participants to brainstorm about possible ideas for escape rooms. Ideas are written on the flipchart paper.
- Participants are given task to vote on the written ideas, by writing their name next to the idea title on the flipchart table. Based on that, smaller groups are created and given task to work on developing the idea and concept of their escape room; by using the experience model presented in step before.
- Groups are given up to 40 minutes to work on developing their ideas and presentation of their work.
- Last 20 minutes of the activity is dedicated to presenting the ideas in plenary, discussing the ideas and taking inputs from rest of the group in order to improve the ideas and prepare them in final form.

#### **V. Session conclusion (10 minutes)**

In the last activity of the session, trainers; together with participants, make conclusion of the session by mentioning most important things learned during the session and reminding participants on ideas they've developed for escape rooms as part of large-scale youth sport work events.

**Materials:** Flipchart papers, markers, A4 papers, Copies of the material "Designing an escape room with the Experience Pyramid model" (better to be used as pdf document in order to save paper), in advance prepared graphical presentation of the experience model – on flipchart papers.

#### **Background documents and further reading:**

- Designing an escape room with the Experience Pyramid model (Outi Heikkinen and Julia Shumeyko) <https://core.ac.uk/download/pdf/45600683.pdf>



#### **Recommendations for future trainers multiplying this session:**

- Trainers should in advance read the material "Designing an escape room with the Experience Pyramid model" in order to fully understand the specific methodology of developing educational escape rooms.
- Trainers should prepare graphical presentations of the theoretical inputs as part of the session, in order to save the time during the session, but also in order to have the session understandable to different kinds of learners.
- Since the session is providing a lot of new inputs and requires active participation in the same time, it would be good to plan coffee break in the middle of the session; to give time to participants to reflect on the inputs and prepare for the upcoming new inputs and work on developing ideas for escape rooms in large scale youth sport work events.





## 10. Project Cycle Management (of large-scale youth sport work events) – defining and planning, implementation and follow-up stages

**Session name:** Project Cycle Management (of large-scale youth sport work events) – defining and planning, implementation and follow-up stages

**Duration:** 180 minutes

### **Background:**

In order to create or organize large-scale youth sport events in local communities for young people with fewer opportunities, youth workers should have a basic knowledge and understanding of project cycle management through the main steps starting from creation of idea and finding partners, up to successful implementation and follow up activities. This session presents the last input in the training course before participants start working on envisioning and developing large-scale youth sport work events, as they previously got introduced to general concept and term of large-scale youth sport work events, explored leadership and management skills in youth sport work, innovation and creativity skills and got introduced with some innovative methods and approaches in youth sport work (escape rooms). This session will serve for participants to successfully merge and combine all previous knowledge and information they received in order to create a real large scale youth sport work events once when they are back in their organisations and local communities. Participants will not only go through main stages of project cycle management, but also brainstorm and explore all possible challenges and obstacles they could face and think about ways how they can be overcome or prevented.

**Aim of the session:** To introduce participants with project cycle management of large-scale youth sport work events (defining-planning-implementing-controlling) and discuss possible challenges and obstacles that could appear when preparing or implementing such activities/events.

### **Objectives:**

- To present basics and the most important information of project cycle management of large-scale youth sport work events;
- To think and discuss how could possible challenges and obstacles be overcome or prevented;
- To practically work in smaller groups on planning and development of large-scale youth sport work events in local communities.

### **Competences addressed:**

- Entrepreneurship competence;
- Organizing skills;
- Communication and cooperation;
- Time management;
- Project management skills;
- Leadership;
- Critical thinking;
- Creativity and innovation;
- Task management.

### **Methodology and methods:**



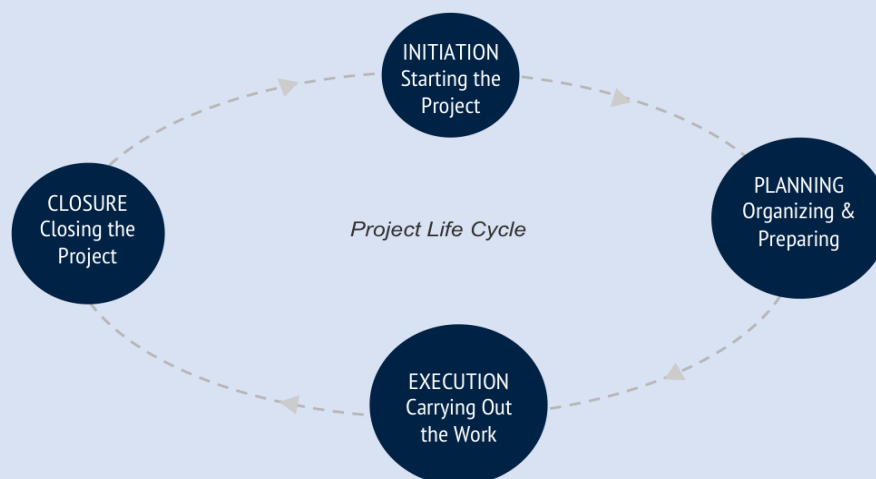
- Theoretical inputs;
- Work in small groups;
- Presentations;
- Brainstorming;
- Group discussions;
- Debriefing in plenary;
- Learning-by-doing.

### Session flow:

#### **I. Energizer: Group molecules (10 minutes)**

This energizer that greatly serves to wake up group's brain and body should be done in the big space (working room or even outdoors) and participants should be asked to move freely around the space. Then call a number, e.g. "4". The participants should form small groups the size of the called number (Molecules). Whoever has completed their Molecule, may hug each other. Those who could not form a Molecule, drop out and wait for the next round. Increase the complexity by naming two numbers. The first number stands for the number of participants in the Molecule, the second for the number of legs on the floor e.g. "4 and 4". In each Molecule, there should then be only 4 legs on the ground.

#### **II. Intro to project cycle management (25 minutes)**



Source: <https://www.mavenlink.com/resources/what-is-the-professional-services-project-life-cycle>

Participants will get introduced with basic steps in project cycle management.

##### **1) Initiation (defining phase):**

- Assessing problems and needs
- Setting the aim and the objectives
- Finding possible partners
- Creation of general project framework
- Existing resources

##### **2) Planning (organizing, preparing and deciding phase):**

- Budgeting
- Evaluation and monitoring strategy



- Timing and scheduling
- Allocating tasks
- Communication strategy
- Risk management
- Strategy for recognition of learning during the project

### **3) Execution (implementation phase):**

- Strategic planning
- Implementation planning
- Financial management
- Implementation of project activities
- Human resource management
- Constantly measuring the effectiveness of performance

### **4) Closure phase:**

- Follow up agreements
- Evaluation
- Feedbacks
- Certification
- Report writing
- Recommendations
- Lessons learned for the future

## **III. Work on development ideas for large-scale youth sport work events and group presentations (125 minutes)**

Participants will be divided in smaller groups where they will start working on the development of large-scale youth sport work events/activities for young people with fewer opportunities. Trainers will prepare special form with specific questions that will help participants to create an event based on everything that was previously presented:

1. Name of the project/event
2. Needs and problems of the target group and local community
3. Aim and objectives
4. Partners
5. Time planning – timetables
6. Evaluation
7. Reporting
8. Possible challenges and obstacles

Groups should receive around 70 minutes to complete their work and then around 6-10 minutes to present what they have achieved (based on number of the groups and time available).

## **IV. Final debriefing in plenary (20 minutes)**

After all groups finished and presented their work, participants will go back to plenary for final discussion and debriefing. They will firstly share impressions about work of other groups and what seemed the most interesting for them. Then they will discuss what are the similarities they found in all groups and what were some things that were different. Finally, they will have a task to think about possible challenges that all groups mentioned and what would be the best solutions in order to overcome or prevent them. They should use also their previous experience in project management or in organisation of youth sport work activities and events in their organisations and local communities.



**Materials:** Flipchart stand with papers and markers, A3 and A4 papers, laptop and projector, scissors, papers in different colours.



**Background documents and further reading:**

- What is the Project Life Cycle? - The step-by-step guide for successful project delivery in today's competitive economy.  
<https://www.mavenlink.com/resources/what-is-the-professional-services-project-life-cycle>



**Recommendations for future trainers multiplying this session:**

- It is really important to firstly introduce basic information and concepts about effective project cycle management to participants before letting them to start working. If they have additional questions or doubts, take care to answer all of them, even if it means taking some more time from the "development of presentations", as participants will be able to fulfil these tasks only when they fully understood the concept.
- It is important to write down guiding questions/notes for participants on the flipchart paper and put it on the visible place, or even to print one A4 sample and hand out to each group.
- Trainers should regularly track the development process in the groups and take care of the time management (regularly informing groups how much time they have left).



## **11. Envisioning and developing concept of large-scale youth sport work events with youngsters with fewer opportunities in our communities**

**Session Title:** Envisioning and developing concept of large-scale youth sport work events with youngsters with fewer opportunities in our communities

**Duration:** 360 minutes

### **Background:**

This session is designed for the participants to have the chance to review and reflect on the knowledge they have obtained during the previous working days. During the session, they will work on planning their large-scale youth sport work events; starting initially with needs assessment of the target group, defining goals and specific objectives, and thus continuing to the planning of activities, timetable, budget and fundraising, visibility, monitoring and evaluation criteria and so on. The session is designed in a structure way in order to give participants space for consultations and feedback. Besides the conceptualising and planning the project ideas, the importance of this session stands on further initiating and developing partnerships and cooperation.

**Aim of the session:** To apply the gained knowledge in conceptualising new large-scale youth sport work events, as well as create space for cooperation between participants.

### **Objectives:**

- To discuss common topics for the future planned projects;
- To assess the needs of the target group and set objectives for new projects;
- To design detailed concepts and action plans for new large-scale youth sport work events.

### **Competencies addressed:**

- Analytical;
- Personal, social and learning to learn competence;
- Team work;
- Communication;
- Creative and critical thinking.

### **Methodology and methods:**

- Group work;
- Presentations.

### **Session flow:**

#### **I. Introduction to the session – Content of a project concept (20 minutes)**

The trainer shortly introduces the session and the development of new youth sport work events. He/she presents an overview of the content of the project concept and explains each part of it. Participants are asked to form small mixed groups for this session and trying to have an equal number of people for each group. The trainer further informs that during the process



of developing their workshops, participants have to join plenary once for Check-In in order to see their progress, share it and get feedback from the trainer and other groups.

## **II. Group work (120 minutes)**

Participants form their groups and the trainer instructs them that in this part they need to focus more on identifying their target groups, needs analysis of the target group, setting the goal and specific objectives of their project, and identify their potential partners for the implementation.

## **III. Check-In (20 minutes)**

The trainer gathers everyone in the circle to check the progress of their work. Each group representative shortly shares their work progress and the trainer gives feedback for each group.

## **IV. Group work – Continued (200 minutes)**

Participants go back in their groups to continue their work on developing their workshops. Now, they slowly start developing the timeline of the activities, budget and fundraising strategy, evaluation and monitoring criteria, visibility and other important features of their large-scale youth sport work events.

**Materials needed:** flipchart papers, post-it papers, scissors, laptops, projector, markers, pencils and pens.

### **Recommendations for future trainers multiplying this session:**

- The trainers should be present all the time and checking the teams while developing their ideas, especially in the first part when they do needs assessment and setting goals and objectives since these are key elements that determine the flow of their project ideas.





## **12. Follow-up and Reporting of large-scale youth sport work events with youngsters with fewer opportunities**

**Session Title:** Follow-up and Reporting of large-scale youth sport work events with youngsters with fewer opportunities

**Duration:** 180 minutes

### **Background:**

In this session participants will initially be presenting their work on developed workshops and get feedback from the trainers and comments from the group. Those presentations and feedback will serve as a starting point to present the follow-up and reporting as important project elements and phases. There will be space for reflection and discussion in small groups and in plenary in order for the participants to clearly understand the importance of having a follow-up activity in their project and a qualitative report. Key elements of a good report will be presented by the trainer.

**Aim of the session:** To understand the importance of disseminating the project results and the process of follow-up and reporting in large-scale youth sport work events.

### **Objectives:**

- To discuss and give feedback the quality of new projects;
- To understand the process of designing a follow-up phase;
- To highlight the process and content of a quality report;
- To reflect and adapt the knowledge gained in the created concepts.

### **Competencies addressed:**

- Analytical;
- Personal, social and learning to learn competence;
- Team work;
- Communication;
- Innovation;
- Creative and critical thinking.

### **Methodology and methods:**

- Theoretical input - Presentation;
- Group work;
- Presentations;
- Plenary discussion.

### **Session flow:**

#### **I. Presentations of developed project concepts (60 minutes)**

The trainer gives space to each group to present their developed project concepts. After each presentation, he/she gives feedback. Other groups have the chance to also add comments or ask questions for clarifications.



After all presentations, the trainer emphasizes that besides the development of a project concept, there are more elements to be considered for a full completion and dissemination of the activities and the project in overall.

## **II. Follow-up and Reporting of large-scale youth sport work events (30 minutes)**

After concluding with feedback, the trainer introduces the concepts of follow-up, reporting and dissemination of project results and activities in large-scale youth sport work events. He/she prepares a short presentation regarding the process and preparation of follow-up phases of the events, as well as the content of a quality report.

## **III. Group work – Dissemination of results, follow-up and reporting in our large-scale youth sport work events (60 minutes)**

Participants are instructed to go back to their small groups. Their task is to review their project activities and the designed results and work on finding ways of dissemination their activities, to think about potential follow-up activity, and the process of reporting. The trainer will address each group for further explanations and addressing each project idea.

## **IV. Discussion (30 minutes)**

The trainer invited everyone to join the plenary for a short discussion about the process of working on the follow-up and reporting of their projects. Here, participants share the process of their work, how challenging was for them; they share their ideas on follow-up while other groups have the chance to comment and give advices on improving the work in order to have a more quality project follow-up.

**Materials needed:** flipchart papers, post-it papers, scissors, laptops, projector, markers, pencils and pens.

### **Background documents and further reading:**



- T-kit 3: Project Management: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-3-project-management>
- Reporting Outcomes: [http://www.youthworkessentials.org/media/51558/reporting\\_outcomes\\_lres.pdf](http://www.youthworkessentials.org/media/51558/reporting_outcomes_lres.pdf)

### **Recommendations for future trainers multiplying this session:**



- The dissemination part is usually less clear and familiar to participants than the reporting parts. Thus, it is important that the trainers not only provide informative and educative session about dissemination, but also to motivate participants to get active in this part of the project management.



## 13. Youthpass, Evaluation and Closure

**Session Title:** Youthpass, Evaluation and Closure

**Duration:** 180 minutes

**Background:**

This is the last session of the training course where participants will be reflecting on the programme and their learning during this period. They will fill in the 3<sup>rd</sup> page of the Youthpass on key competences, and will go through different forms of evaluation of the training course. The session is designed in a flow of reviewing the programme, self-reflecting on learning goals, and continuing further with written and oral evaluation and group follow-up ideation.

**Aim of the session:** To give space for reflection and evaluation of the learning goals, the programme and organisation of the training course.

**Objectives:**

- To discuss and give feedback for the programme of the training course;
- To reflect on personal learning goals;
- To evaluate the training course through different methods used.

**Competencies addressed:**

- Ability to reflect and analyse;
- Personal, social and learning to learn competence;
- Creative expression;
- Literacy competence.

**Methodology and methods:**

- Self-reflection;
- Written and oral evaluation;
- Group evaluation and follow-up;
- Plenary round.

**Session flow:**

**I. Review of the programme and questions (30 minutes)**

The trainer, together with participants, goes through the programme of the training course by mentioning the key elements of each session and this way remembering the activities before continuing with the evaluation. After the review of the programme, participants have the chance to ask any question regarding the programme that might remain still unanswered for them.

**II. Youthpass Certification (50 minutes)**

The trainer distributes the first Youthpass certificate (1<sup>st</sup> page) to one of the participants by adding a personal message or opinion/compliment to that person. Then, the participant takes the next random certificate and approaches the next participant by following the same rule. The process continues until the distribution of the last certificate.



Then, the trainer adds that the next step is for the participants to fill in their 3<sup>rd</sup> page of the Youthpass (the key competences). The participants take their time to fill in the competences they consider developed during this training course.

### **III. Oral evaluation – Sharing impressions in the plenary (30 minutes)**

When everyone is done with the Youthpass evaluation part, the trainer invites the group for the last sharing in plenary. This will be done through using Dixit cards. The trainer spreads Dixit cards in the floor and asks participants to take one card that they consider represents the best them and their impressions during these days. When all participants take the chosen cards, they start sharing one by one their impressions.

### **IV. Written evaluation form (30 minutes)**

The trainer explains that there is another evaluation form for the participants to fill in. It is used for the trainers and organisers to get directly anonymous feedback related to the organisation of the training course in general, communication and support, programme and logistics, trainers' performance and so on. The trainer gives approximately 20-25 minutes for this part of evaluation.

### **V. Train to the future (30 minutes)**

To highlight once again the importance of follow-up and encouraging participants on their ideas, the trainer invites all participants to join their project groups. Each group is given a flipchart. They need to draw the "Future Train(ing)" that they can take it home and which represents their cooperation in the future. As in the last phase of the evaluation, in this train they need to position and visualize their role in the project they developed. Each wagon represents a category or situation that they see themselves at, in order for the project to continue being planned and implemented in the future. Additionally, the trainer explains that the wagon can contain methods of communication, timetable, role and responsibilities, and so on.

Participants use different symbols to express their ideas in the train to the future and share it afterwards with the whole group.

### **VI. Official closure (10 minutes)**

The trainer closes the session and the programme by giving positive impression on the contribution, and encouragement for the further participation and involvement in youth programmes and initiatives.

**Materials needed:** Dixit cards, printed Youthpass certificates, evaluation forms, markers, pencils and pens.

### **Background documents and further reading:**



- T-kit 3: Project Management: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-3-project-management>
- T-kit 10: Educational Evaluation in Youth Work: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-10-educational-evaluation-in-youth-work>

### **Recommendations for future trainers multiplying this session:**



- The trainer should be flexible with the time. Since this session is mainly about reflecting, the participants might need more time for filling out evaluation forms or express their impressions about the training course.



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