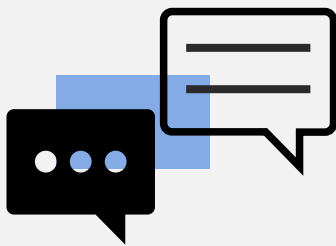




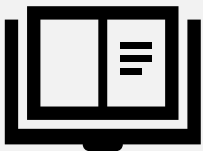
# SIMPLY INCLUDED

Social inclusion of migrants in vocational education and training

2019-1-DE02-KA202-006153



## Toolkit: diverse VET-classrooms for inclusion



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# INTRODUCTION

## What “SIMPLY INCLUDED” is about

“SIMPLY INCLUDED - Social inclusion of migrants in vocational education and training” is a project funded as a strategic partnership under the category of Erasmus+ Key Action 2 Cooperation for innovation and the exchange of good practice within the field of Vocational Education and Training (VET).

The project aims to raise awareness of the potential of migrants for companies and the VET system pointing out the benefits of diversity versus the challenges it may bring.

The project is designed for three different target groups:

- *Refugees and migrants*
- *Teachers of VET who work with migrants*
- *Companies and instructors*

During the project’s duration, the project team developed three different outputs for each of the above mentioned target groups to enhance the process of social inclusion.

The here presented output is a toolkit called “Diverse VET-classrooms for inclusion” and it is directed to teachers. It will equip teachers with multicultural education methods, especially creative, critical-thinking and active cooperative learning methods preventing social exclusion of migrants in the classroom.



The toolkit contains four sections:

*1st section: How to create a pleasant multicultural and safe class atmosphere*

*2nd section: Cooperative learning methodology focussing on creative, critical and active cooperative learning methods (CCCL)*

*3rd section: Positive pedagogy (feedback, empowerment, relationship, trust)*

*4th section: Training programme and how to deliver training*

### **How to use this toolkit:**

If you are a teacher, you will find a set of activities in this output related to different aspects and sections mentioned above to improve the social inclusion in your class. You can use the activities described or even adapt them to your own reality.

By using the toolkit you, as a teacher and your students will be able to build sustainable relationships, develop positive group dynamics through empowerment processes, recognize the individual potential in the class and sustain the inclusive climate and atmosphere within their group once it is created. Furthermore, you will be able to pass on your knowledge about multicultural education methods to your colleagues within your own educational institution through a workshop for which section 4 provides guidance.

### **How students will benefit from this toolkit:**

By using the toolkit's methods, students in diverse groups are able to work together with a stronger focus on social inclusion. What is essential in this context is that "diversity" is understood broadly, not only referred to differences in terms of nationality but to all kinds of diversity (cultural background, personal background and previous experience). The methodology therefore tried to be inclusive for students from all different backgrounds, cultures, status, impairments (physical, mental, intellectual, etc.) This way diversity can be valued and differences can be taken into consideration while still keeping an inclusive environment for everybody to successfully participate and learn in.

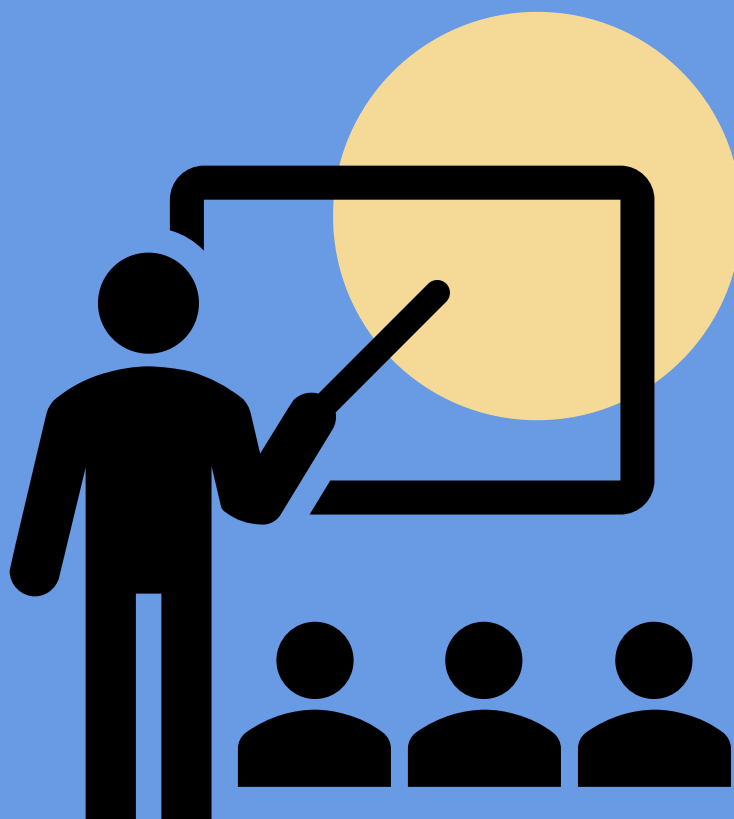


## **SECTION 1:**

**A PLEASANT**

**MULTICULTURAL AND**

**SAFE CLASS ATMOSPHERE**



# SECTION 1:

## A PLEASANT MULTICULTURAL AND SAFE CLASS ATMOSPHERE

Creating a good class atmosphere has a positive impact in the learning process. It helps students to engage and it's directly related to the quality of teaching. *Classrooms that encourage emotional well-being create an atmosphere for both learning and emotional development. Educational research supports creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings* (Stronge, 2002)

But, what is a good class atmosphere? A good class atmosphere is that where every student feels safe, confident and motivated to participate. He/she feels valued and respected by the teacher and by his/her peers and is encouraged to speak up and share his/her thoughts or opinions without the fear of feel judged or overlooked. (Ofoghi, Sadeghi, & Babaei, 2016 and Bucholz, & Sheffler, 2009).

There are 3 key factors to create a good class atmosphere:

- ▶ **Physical space.** This includes the layout of chairs and tables, the electronic equipment, the position of students and the teacher inside the class, the flexibility to adapt the class equipment to different activities and wall decoration. It's important to include a decoration that feels students welcomed and that reminds them of the values they share within the

class environment. They could even participate, at the beginning of the academic year, in the decoration of the space. Showing student's pieces of work along the year can also have a motivation effect. The teacher could always go to this decoration to reinforce or remind the students of their progress or the class culture.

- ▶ **Classroom management.** Class atmosphere has a direct relation to the teacher's management style. "*Teacher creates attractive class by applying proper management skills that makes positive and active relationships between him/her and his/her pupils*" (Ofoghi, Sadeghi, & Babaei, 2016). It is important that the teacher promotes an environment where everybody feels safe to speak up and to exchange views, shows respect and encouragement to students' opinions and understands their demands. In the same way, he/she should also promote a respectful approach towards him/her and among students themselves. This should not be mistaken with a lack of supervision and control, but this supervision and control should come from organization, not from authority. For instance, it's important to establish class rules and class values, which should be agreed by all students and should be visible in the class. Teachers should also make clear which are the learning objectives for each student and should encourage self-monitoring, not only of the learning process but also of the whole class environment.
- ▶ **Classroom *climate and culture.*** The teacher should encourage a sense of community within the class. Students share a space, share same values and they are part of a community. As any community, it will need a culture, and cultures are based on common values. These should need to be defined at the beginning of the academic year by all students and the teacher to facilitate warm and supportive relationships and cooperation among students. Not only the teacher, but also the students, should be responsible to monitor that these values and therefore the class culture is respected by everyone. This is very important as it affects student's expectations. When class values are agreed and clear and everyone is in charge to accomplish them, students know what they can expect when they go to class and when they participate, feeling safer and included.

Whereas these 3 factors are key to build and keep a good classroom atmosphere along the academic year, we would also like to propose you several activities you could put in place, as a teacher, to facilitate students' engagement and participation from the first moment.







## 1. Activity: "Campfire"

**Organization:**  
KulturLife gmbH

**Country:**  
Germany

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**Objectives of the activity:**

- *fostering the experience of a common creation process*
- *practising active listening*
- *promoting consideration for others*
- *enjoying a group dynamic while allowing to not control the flow*

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**Implementers and Target group:**

Implementers: teachers, trainers, mentors, any other person leading group processes  
Target group: youngsters with any background and in any educational or group context

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**Duration:**

Dependent on the group size and the chosen extent of introduction and follow-up. The duration of the activity can be agreed on before starting the story telling (e.g. two rounds in the circle or 15 minutes) or the group can decide this during the activity (e.g. when the story comes to a good ending point).

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**Description of implementing process:**

Ask the students to sit in a circle and ask them to imagine to be at a campfire, like on vacation when people gather after a nice summer day, someone playing the guitar, others tell stories.

The task within the activity "campfire" is to tell a story together with the whole group involving everybody. More precise, each student makes up one sentence and shares it with the group. One student starts the story by formulating the first sentence, then, the turn is clockwise on the student sitting next to the one who started and so forth. This way, the story develops and it's up to the students (or to the trainer) when to end the story telling.

Before the activity, the trainer should raise awareness for the students to actively listen to each other. They should pick up the content from the predecessor student and base their own story telling on it to continue the common story. The activity can only be successful (meaning a coherent story can evolve) if students listen to each other and behave thoughtfully. The whole group is finally needed to tell the story and each single input and therefore each student is important and relevant.

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**Additional information:**

The trainer can request a topic for the story (e.g. trust, friendship, or else) or leave it to the students to figure out the topic "on the go". It could be a nice idea to preserve the story told in a written way. For example, it could be nice, if each student writes down his/her sentence and the story is put on paper with all the different handwritings of the students. The story could then be put on the wall of the classroom to remind the students that each one of them was needed to create it.



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**Suggested questions for debriefing:**

How did you like the story created together?

Were you surprised about other students' sentences or story twists? Is there anything you would like to ask another student about the sentence s/he shared with the group?

What do you think you can learn from the activity?

---



## 2. Activity: "The bag"

**Organization:**  
OTXARKOAGA-HETEL

**Country:**  
Spain

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**Objectives of the activity:**

- *creating a good class atmosphere practising active listening*
- *better students' knowledge of each other*

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**Implementers and Target group:**

Implementers: teacher or tutor, educator

Target group: students

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**Duration:**

1 session

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**Resources (if needed):**

A piece of paper and a pencil for each student

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**Description of implementing process:**

A piece of paper is given to each student. They are told to draw the shape of a backpack or a schoolbag and that they have to draw inside that bag 4-6 objects that they would take with them to a desert island. It is important that teachers encourage the students and that they know that making a perfect drawing is not the aim of the activity, as some students might not feel confident. (15 min).

After that, one by one, students have to explain to the rest of the group the objects they have drawn and why they have chosen those objects. (5 min. per student).

If the group is big, it is important not to force those students who do not want to speak in front of the class and let those that volunteer do it.

Teachers should also carry out the activity and be the first one in explaining their drawing to the group, to break the ice and to give students hints on what to tell their classmates. This way, students also get to know the teacher.

Is students feel reluctant to speak, the teacher can ask some questions such as "is this object important to you?", "how does it make you feel?" "Do you like...?" Teachers should also point out

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the objects that may be repeated or frequent, so that students can see the things they have in common.

Drawings can be posted on the wall before the session finishes.

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**Additional information:**

Teachers can provide handouts with the shape of the backpack already made, so that students only have to draw their objects.

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**Suggested questions for debriefing:**

Has this activity helped you to know your teacher and your peers a bit better? How?

Did anything included by your peers in the backpack surprise you? Why?

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### 3. Activity: "Rock scissor paper"

**Organization:**  
Mobilizing Expertise AB

**Country:**  
Sweden

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**Objectives of the activity:**

- *creating a good class atmosphere*
  - *working in a group creatively*
  - *being able to lead and to be led*
- 

**Implementers and Target group:**

Implementers: teacher or tutor, educator  
Target group: students

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**Duration:**

1 session

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**Description of implementing process:**

Teacher/Facilitator brings the group into a circle explain the game of **Rock Scissor Paper**. There will be three parts of the activity which will be related with the game.

- 1- Name game
- 2- Evolution
- 3- Performance

**Introduction (10 min):** Teacher explains how the game Rock Scissor Paper plays. Students play the game the way that usually people play. After that teacher changes the rule that student should play the same game with new rules. Peers should play the game until they have the same sign to

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group and support each other. If both peers show rock or scissors or paper at the same time so they will peer. Then peers can meet other peers and they decide each time one symbol as group to choose before play. When two groups have same symbol then they merge also until the whole group merge together.

**Evolution (20 min):** Teacher involves students to decide 5 different level from one to five. As an example:

Level 1. Fish

Level 2. Chicken

Level 3. Monkey

Level 4. Elephant

Level 5. Robot

Students and teacher repeats each level together and add a movement and sound. When the levels, movements and sounds are clear for everybody the students are ready to play the game. The game will be played between the same people with same level. If a student wins over another one then they increase their level. If they lose their level drop. The main purpose of the students to play the game is to increase their level.

Performance (10 min +10 min): Teacher stops the evolution activity and freeze the all students. Teacher put the students into groups according to their level when they stopped. Teacher lets students to prepare their dance/acting performance based on their level then perform in front of others.

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## 4. Activity: "Ballons with music"

**Organization:**

Elazığ Mesleki ve Teknik Anadolu Lisesi  
(EMTAL)

**Country:**

Turkey

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**Objectives of the activity:**

- *creating a good class atmosphere*
- *ensure students to socialise*
- *better students' knowledge of each other*

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**Implementers and Target group:**

Implementers: teacher or tutor, educator

Target group: students

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**Duration:** 1 session

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**Resources (if needed):**

A piece of paper, pin, balloon and pen for each student, a music system to play music or similar.

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**Description of implementing process:**

Begin each class greeting students with a smile and a personal welcome. Help each student feel important and set a positive tone to the class.

A piece of paper is given to each student. They are told to write their names and attach them to their collar by using pin. The tutor will tell them that they are going to do an activity:

“Let's get to know each other and let's do it in a fun way. First, a small piece of paper for each of you and I will distribute a pin. Now let's write our names on these little papers and attach them to our collar.

Did everyone write your name?”

After that, students get a balloon and write their names on before inflating it. Tutor will tell the instruction to students. It is:

Now you will throw the balloons in the air with the music and you will try not to drop them as long as the music plays. When I stop the music, everyone will catch a balloon and go to the friend with the name written on it, chat for a while and try to get to know him. Then when the music plays again, we'll throw the balloons back in the air and so on.”

Each throwing duration with music will last 45-60 seconds and for each student it is recommended to throw once but it should be less or more up to the class population. Instead of letting the students chat with each other you can also use specific question which can be discussed, in this case it can be avoided that some students do not know what to ask or talk about.

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**Additional information:**

If the class is a big group then it will be better to do this activity at garden or a big classroom. Not everyone can meet each other at the end of the game. If there are students who do not meet each other in the evaluation questions, ask them to introduce themselves briefly.

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**Suggested questions for debriefing:**

How did it feel to meet each other?

What did you learn about each other?

Who did you meet?

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## 5. Activity: “The lies”

**Organization:**  
OTXARKOAGA-HETEL

**Country:**  
Spain

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**Objectives of the activity:**

- *creating a good class atmosphere*
  - *better students' knowledge of each other*
  - *working on stereotypes*
- 



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**Implementers and Target group:**

Implementers: teacher or tutor, educator

Target group: students

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**Duration:**

1 session (around 1 hour)

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**Resources (if needed):**

A piece of paper and a pen for each student

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**Description of implementing process:**

A piece of paper is given to each student. They are told that they have to write their name with big letters in the middle of the piece of paper, so that it can be easily seen. Then, they have to write four things about them, one in each of the corners of the paper, three of the facts must be real, but one has to be false. Teachers must tell the students that the lie should not be very easy because the rest of the group should guess it. Once they have finished writing, students would stand up and talk with one or two others saying this: My name is ... and these are the facts about me... The others will try to guess what is true and what is false about the student. It is important that most of the students venture their guess aloud before saying the "correct answer". They should also explain the facts that are true.

Teachers should also carry out the activity and be the first ones in reading their facts to the group, to break the ice and to give students hints on what to tell their classmates. This way, students also get to know the teacher.

If time allows, a second round can be made but, this time, on the other side of the paper, they have to write three false facts about them and only a real one. The rest of the group should guess the true one.

If the students do not know each other very well they will make the guesses based on the way the other looks like or on some prejudices they may have, so this activity also helps to break those negative stereotypes.

Teachers may also provide examples of the facts the students have to write, such as, hobbies, number of brothers and sisters, languages they speak, musical instruments they play...

If the group is big, it is important not to force those students who do not want to speak in front of the class and let those that volunteer do it.

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**Suggested questions for debriefing:**

Has any of the true facts or the false facts about your peers/teacher surprised you? Which one/s and why?

Has any of the facts about yourself that were true, but your peers thought false surprised you? Why?

How much do you think prejudices or first impressions have determined your answers?

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## 6. Activity: "Forest"

**Organization:**  
GRM NOVO MESTO

**Country:**  
Slovenia

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**Objectives of the activity:**

- *Create a good class atmosphere.*
- *Better students' knowledge of each other*

---

**Implementers and Target group:**

Implementers: teacher or tutor, educator

Target group: students

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**Duration:**

1 – 2 hours

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**Resources (if needed):**

Water colors, big sheet of paper (we can glue several smaller sheets together)

---

**Description of implementing process:**

Students are asked to draw basic line that presents ground. Then each of them draws hers /his tree on the ground. It does not matter the color, if it is realistic or not. All the trees are forming beautiful forest. It is important that all students draw at least one tree and that they are exchanging colors, material. If there is time, they can also draw sun (s), clouds, flowers, animals....

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**Additional information:**

The forest can grow during time / school year. In the begging of the school year we make one part of the picture and after some time / in the middle of the school year / at the end of the school students draw another part of the forest. Then we compare both parts and discuss about it.

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**Suggested questions for debriefing:**

How do you feel in the group?

In which way does the tree you´ve drawn represents you?

Do you think that your tree is a part of the forest?

Would one tree alone be as successful as in the forest?

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## SECTION 2:

# COOPERATIVE LEARNING METHODOLOGY





# SECTION 2:

# COOPERATIVE LEARNING

# METHODOLOGY

“Cooperative learning” is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product” (Smith. B and MacGregor’s J.T, 1992).

Although Cooperative learning refers to a wide variety of ways of learning, all have some key elements in common: learning centred in the learner (not the trainer), active role of learners and their diversity, among others. In the case of the SIMPLY INCLUDED project, this element of diversity is very relevant, as we are trying to address diversity related to integration of migrants. Cooperative learning styles assume that all learners are diverse, and each brings his/her own perspective, learning styles, background, experience and aspirations to class.

Cooperative learning as it is defined as “the instructional use of small groups so that students work together to maximize their own and each other’s learning” (Johnson D.W. and Johnson R.T., 1990). In cooperative learning, the development of interpersonal skills is as important as the learning itself.



There are five key elements required for an effective cooperative learning (Johnson, 1998):

- *clear positive interdependence between students;*
- *face to face interaction;*
- *individual accountability;*
- *emphasize interpersonal and small-group skills;*
- *processes for group review to improve effectiveness*

It is important to be aware that “structure” and “interdependence” are 2 key words which make cooperative learning very different to simple group work. So, when designing a cooperative learning activity, the teacher/trainer needs to make sure that those 2 features are clearly present.

In a cooperative learning activity, the learners depend on each other’s abilities and personal interaction is essential in order to listen other opinions, understand others’ ideas, analyse them, compare them, evaluate them and choose. It is not difficult to see the benefits that cooperative learning brings to the integration of all students into the group, how it enhances their personal value in front of the others and for themselves, which plays a key part to increase their self esteem and their feeling of belonging. “Cooperative learning has a role to reduce the feeling of individual loneliness. When a group of students are working together, they develop a sense of belonging” (Kampylis P. and Berki E., 2014).

On the other hand, cooperative learning also promotes critical thinking, especially when it is combined with project-based learning, where learners need to work together to arrive to the best possible solution. “*Collaboration develops the students’ ability to think both independently and with others, enabling them to consider a wide range of perspectives and, thus, increasing their creativity potential. In this sense, creative thinking is not only a characteristic of individuals but also the property of groups of individuals*” (Kampylis P. and Berki E., 2014).

We carried out a focus group with VET teachers from different areas (mechanical manufacturing, robotics, IT and business administration) to analyse, according to their experience after 6 years of implementation of cooperative learning, how its use has changed their role of teachers, which challenges they have found and which has been the impact on students.

One of the aspects they highlighted is that the preparation of classes takes more time, especially at the beginning when designing activities is more challenging. It is necessary to count with the support of the management and other teachers in order to integrate cooperative



learning in the regular provision of classes but it is also very important a change of mentality in the teachers/trainers themselves to adopt the necessary role to apply cooperative learning, where teachers are more similar to facilitators, lying the responsibility of learning in the students/learners.

According to the experience of these teachers, cooperative learning is not well accepted by VET students at the beginning, as it means a change on the way most of them have been learning. However, after the first experiences most of learners prefer it because it gives them more autonomy and freedom to adapt the learning process to their own needs and they feel supported and at the same level as the rest of their peers.

Indeed, peer learning plays an important role in cooperative learning, as students/learners need to interact and each other's best abilities are exchanged so everyone has something to teach and everyone has something to learn, and they do it being equals. This perception of equal importance of each member of the group is what it makes, according to these 4 teachers, cooperative learning a useful tool for the integration and empowerment of migrants as well as the rest of students/learners.

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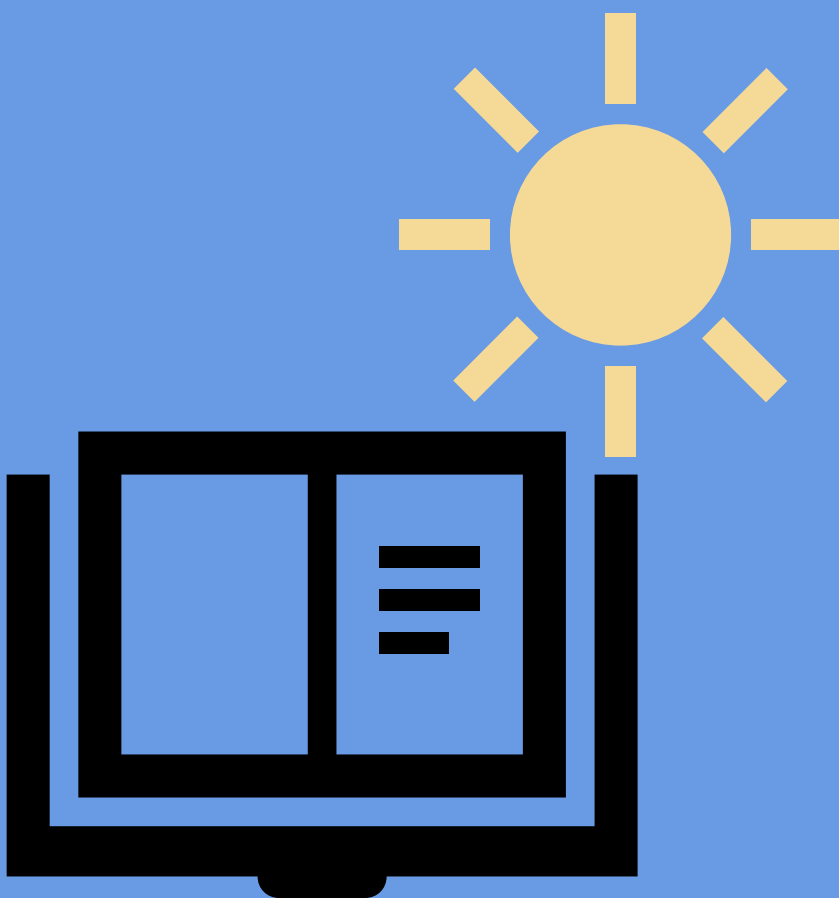
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## SECTION 3:

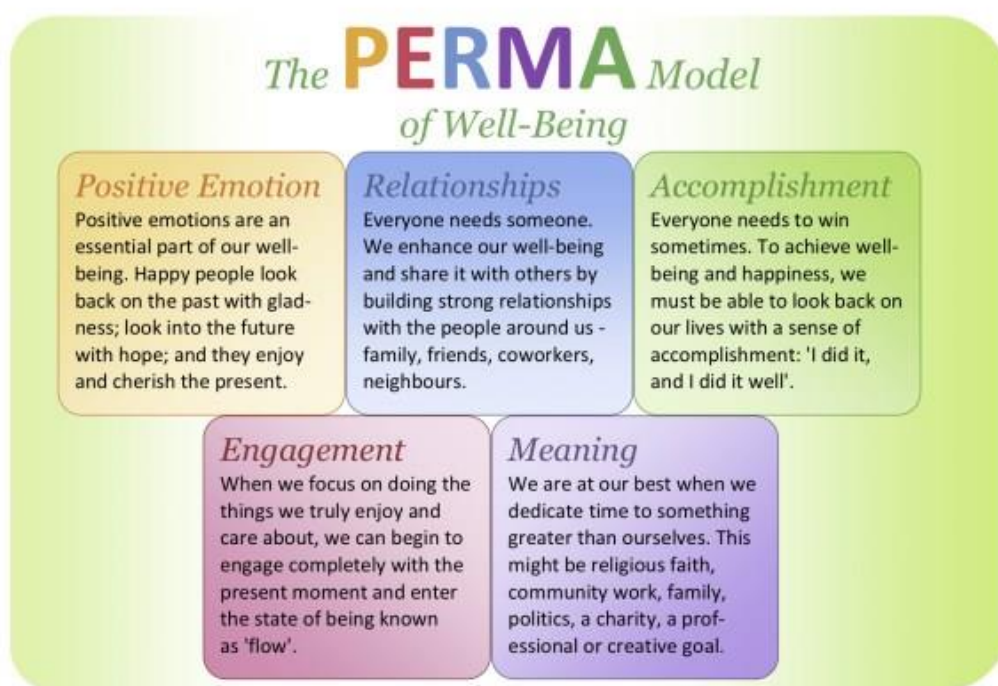
# POSITIVE PEDAGOGY



# SECTION 3:

## POSITIVE PEDAGOGY

Positive pedagogy is based on the PERMA model developed by Martin Seligman, considered founder of positive psychology.



From Martin Seligman's *Flourish*, 2011

Image taken from:

<https://positivepsychologytraining.co.uk/training/permanent-ways-to-well-being/>

The PERMA model is based on 5 core elements of well-being and happiness and Seligman believes that these 5 elements help people to achieve happiness and meaning in their lives.

Positive pedagogy grows upon the concept of positive psychology, combining traditional education with the 5 elements of positive psychology. *“The fundamental goal of positive education is to promote flourishing or positive mental health within the school community”* (Norrish, Williams, O’Connor & Robinson, 2013).

Indeed, positive pedagogy focuses on the mental well being of learners to avoid depression, drop outs or low self-esteem and in exchange promotes empowerment, resilience and makes learners valued.

Positive education programs usually define positive character using the core character strengths that are represented in the publication *Character Strengths and Virtues: A Handbook and Classification* by Peterson and Seligman (2014).

These core character strengths are:

1. Wisdom and Knowledge;
2. Courage;
3. Humanity;
4. Justice;
5. Temperance;
6. Transcendence.

*These positive characters aren’t innate—they’re external constructs that need to be nurtured. The goal of positive education is to reveal a child’s combination of character strengths and to develop his or her ability to effectively engage those strengths* (Linkins, 2015).

<https://www.youtube.com/watch?v=UxNoCQfFYJ8&feature=youtu.be>

Positive pedagogy shifts from the focus on the negative to a focus on the positive aspects of any situation. If we apply this principle to the situation of migrant learners in the VET system, the cultural and personal background of migrants will be, according to positive pedagogy, recognised and valued by the VET school and the VET teachers and considered a strength in the education provided to all students, transforming discrimination into recognition.



Some illustrative cases of this can be found in the book “Living with Vulnerabilities and Opportunities in a Migration Context” (Guanglun Michael Mu, Yang Hu, 2016 Sense publishers). Although the book is referred to the situation of children from rural areas who migrate to urban areas, we can find many examples of how positive pedagogy helps teachers to transform a “problem” in appearance into an advantage for the whole education community, giving the migrant learner a sense of value and empowerment.

One of the examples in the book refers to US schools, where teachers, in order to help the integration of Latino students switched between English and Spanish “*not only to adjust themselves to Latino students but also culturally include their students in the classroom community*” as they consider this possibility of use of Spanish an asset for the whole school. As consequence of this, Latino students increased their self-esteem and resilience.

There are many ways to apply positive pedagogy in a classroom, like the Jigsaw technique, a cooperative learning technique successfully used to reduce racial conflict and increase positive educational outcomes. In the proposed activities, we will focus on different aspects of positive pedagogy, related to feedback provision, empowerment or relationship building.

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## 3.1. CATEGORY: FEEDBACK



### 1. Activity: "The talking chair"

**Organization:**  
KulturLife gGmbH

**Country:**  
Germany

#### Description of activities:

The activity "the talking chair" is very suitable for giving and receiving personal and intensive feedback. The person sitting in the "talking chair" decides whether he/she wants to give feedback to the group or receive feedback from the group. The nature of the feedback should be positive. Different forms of feedback can be used, which are determined by the teachers.

#### Summary (Details):

The group forms a circle of chairs with one chair in it, the so-called "talking chair". During the feedback session each person should sit once on the "talking chair" and receive or give feedback.

The following scenarios are possible:

- 1) The person sitting in the "talking chair" **gives** feedback to the group, how he/she perceives himself/herself within the group, how the activities have worked, what he/she has learned about him/herself and can address individual group members. It is important to note that the type of feedback should be respectful and constructive. This method is not suitable for a critical review.
- 2) The person sitting in the "talking chair" in the middle of the group **receives** feedback from the group. The instructor can choose from the following methods:
  - *Three people from the group give a personal and individual feedback to the person sitting on the chair. It is important to note that this should be positive observations and feedback. The person in the chair can select the three persons.*
  - *Each person in the chair circle can address a word to the person on the "talking chair" and thereby give feedback.*

#### DETAILS:

##### Desired outcomes and impact e.g. What does the activity seek to achieve?

The activity is designed to teach students to give and receive positive feedback. This creates a positive group dynamic and a basis of trust on which critical discussions can be held later.

##### Strategic approach, how to achieve this?

It is important to emphasize that everything said in the chair circle stays in the chair circle and is a safe environment. The nature of the feedback should be positive this should be clearly communicated at the beginning. Teachers can also actively participate in this feedback activity and take a seat on the "talking chair" and give feedback.





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**Duration?**

Depending on the size of the group, this can take up to one hour. Each person should be able to spend about 5 minutes on the "talking chair". For smaller groups the time can be adjusted depending on the method of feedback.

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**Group size?**

6 – 25 persons

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**Material needed?**

Chairs for the chair circle and the "talking chair". If the activity takes place outside the classroom, the group can also sit on the floor and a cushion can be placed in the middle of the circle

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**Key challenges in terms of mixed groups and different cultural approaches?**

Communication difficulties can be a barrier to this type of feedback, but this barrier can be overcome by the teacher choosing the appropriate scenario for each student, which can be either rich feedback or more spontaneous and less complex feedback.

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**Key success factors?**

This method should be used in groups that have already got to know each other better and not at the beginning of an acquaintance phase. This way the feedback will be more personal and intensive.

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## 2. Activity: "Sticky Notes"

**Organization:**

Elazığ Mesleki ve Teknik Anadolu Lisesi  
(EMTAL)

**Country:**

Turkey

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**Description of activities:**

The activity "sticky notes" is very suitable for giving and receiving personal and intensive emotional feedback without words. The person who begins to talk about a topic will get some feedback from others and this feedback happens just with their body language without any word. All the group gives same feedback on behalf of the sticky note written on his head. The sticky notes and the topic they will talk about prepared by teacher before activity.

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**Summary (Details):**

The group forms a circle of chairs and keep near to each other. Students should be able to see each other's sticky notes on their head. Teacher will ask to any student about any topic and while that student begins to talk the rest students will give feedback to him/her on behalf of sticky note on his/her head. At each question the talking student will change and will have feedback on behalf of sticky note on his head. The sticky notes can be "talk to each other while I am talking", "laugh to me while I am talking", "sleep while I am talking" or something etc. The other students try to do these

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activities written on sticky notes so the talking student will receive a feedback to him/her.

The following scenarios are possible:

- 1) The person who is talking will tell about his/her ideas or feelings and so gives feedback to the group, how he/she perceives himself/herself within the group with their body language. It is important to note that the type of feedback should be respectful and constructive. Usually, the feedbacks on behalf of sticky notes are negative but they are all funny and does not occur a negative mood in the group.
- 2) Each person has a different sticky note on his head and they do not know what is written on that sticky note. Therefore at each time the feedback will be different to each student. The feedbacks are not individual, they are all the whole groups feedback and same at that moment.

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#### **DETAILS:**

##### **Desired outcomes and impact e.g. What does the activity seek to achieve?**

The activity is designed to teach students to give and receive feedback. The feedback is usually negative but at a funny mode so it creates a positive group dynamic. At the end of the activity there will be critical discussions if the moderator builds up where all students can involve and a basis of trust on which can be held later.

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##### **Strategic approach, how to achieve this?**

The nature of feedback should be negative but it does not mean that negative. This is a funny activity and the content of the sticky notes on their head is important at this point. The moderator should be careful about them. It is important the student should not know what is written on her/his sticky note on head.

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##### **Duration?**

Depending on the size of the group, this can take up 15 minutes. Each person should be able to spend about 1-2 minutes for talking. For smaller groups the time can be adjusted depending on the method of feedback.

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##### **Group size?**

4-10 persons

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##### **Material needed?**

Chairs for the chair circle and sticky notes. It can be done out of the classroom and the group can also sit on the floor and placed a circle.

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##### **Key challenges in terms of mixed groups and different cultural approaches?**

Sometimes using words are not enough for communication and communication difficulties can't be a barrier to this type of feedback. The body language can tell a lot to others and this kind of feedback is more simple, funny, spontaneous and less complex at this activity.

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##### **Key success factors?**

This method should be used in groups that have already got to know each other better and not at the beginning of an acquaintance phase. This way the feedback will be more personal and intensive.

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### 3. Activity: "Constructive Feedback"

**Organization:**  
Mobilizing Expertise AB

**Country:**  
Sweden

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**Description of activities:**

During this activity the learners are going to use the two cards of Tops (T-Shirt) and Pants to say what they like and don't like about something by holding up the appropriate card after each question.

The Top represents the things we like. The Pants represents the things we don't like.

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**Summary (Details):**

Set the space up as follows: Hang the string across the workshop space to make a pretend „washing line“. Ask each learner to take on several Pant card and one top Card. Ask them feedback question or reflection quotes. For example:

The building our group meets in is... „Pants“ or „Top“

The way we learn in our group is ... „Pants“ or „Top“

The games we played in groups were ... „Pants“ or „Top“

The way that adults treat young people/learners is... „Pants“ or „Top“

The learners should then „peg“ their cards onto the washing line with the card that most appropriately represents their opinion.

Alternatively, you can provide learners with a few cards and freely ask for their feedback.

Ask learners to share their reasoning if they feel comfortable.

You can adapt the question to any topic or workshop theme.

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**DETAILS:**

**Desired outcomes and impact e.g. What does the activity seek to achieve?**

Carrying our feedback collecting activities such as these can help leaders learn how their session or chosen activities have gone. As leaders, it's important that we are open to criticism and negative feedback as well as happy to receive positive feedback also.

It can also be a way of informally assessing learning.

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**Strategic approach, how to achieve this?**

Ensure all materials are ready before the session so the feedback part can smoothly transition.

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**Duration?**

Allow enough time for everyone to have a chance to share their opinion. The activity should take longer than 15 minutes.

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**Group size?**

10 would be ideal

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**Material needed?**

Top and Pant cards, questions relating to your subject, some string to make a washing line and some pegs

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**Key challenges in terms of mixed groups and different cultural approaches?**

Some students (depending on their culture) may not understand the reference of the pants and tops. This can be adapted to other clothes like “smelly socks” or other garments that are more cultural acceptable.

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**Key success factors?**

Learners shouldn't feel they have to share, their participation is voluntary.

Make questions or feedback statements clear and direct. Make sure it's obvious what you are asking.

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**Further readings if applicable**

Every kid needs a champion (Rita Pierson): <https://www.youtube.com/watch?v=DpGY5uZob4o>

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## 4. Activity: “Feedback for empowerment”

**Organization:**  
OTXARKOAGA-HETEL

**Country:**  
Spain

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**Description of activities:**

During this exercise the team forms two lines facing each other.

Firstly, each person from line A tells the person in front what they like about their behavior starting with the sentence:

I like that...

Next, they say something they want the other person to do more often starting with the sentence:

I would like you to...

Finally, the other person comes up with what will happen if they did what the other person wants them to do more often, starting with the sentence:

Then it would be like...

During the exercise the trainer can apply variations to the exercise:

1. After telling the other person what you like about his/her behaviour, you can also tell them what you like about the team. Next you tell what you would like to happen in the team. And the other person responds with: Than the team would be like,..

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2. After everyone from line A has faced everyone from line B you let the students make duos with people from their own line as well, so at the end everyone has faced everyone from the team.

3 You can also play this game in a circle while everyone is looking at each other. One person starts choosing someone from the circle with whom he/she wants to do the exercise. After they both have had the turn, the person who had been chosen now chooses another person from the circle. Go on until everyone has played the exercise.

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**Summary (Details):**

The group forms two lines facing each other, that way, students are placed in pairs. Each pair has to give feedback and after that, one of the lines moves so the pairs are changed.

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**DETAILS:**

**Desired outcomes and impact e.g. What does the activity seek to achieve?**

Carrying out this activity, what we seek is to teach or give tips to students on how to give feedback. When you give feedback if you do not use the right words (even if you have the best intention) you can hurt the other person's feelings.

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**Strategic approach, how to achieve this?**

Two teachers or educators should start with an example in front of the class/group so the students can see and learn what they are asked to do.

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**Duration?**

Depending on the group size but no more than 2-3 minutes per pair of students.

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**Group size?**

Class size but if there are a lot of students some changes should be determined so the students do not get bored. No more than 8 students.

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**Key challenges in terms of mixed groups and different cultural approaches?**

Some students (depending on their culture) may have never received a constructive feedback so they can be reluctant to carry out this kind of activity.

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**Key success factors?**

Before starting the activity, a trust atmosphere should be created.

Do not press students.

Be aware of possible language barriers with some students and encourage them to use non-verbal language if necessary.

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## 5. Activity: "Smiley"

**Organization:**  
GRM NOVO MESTO

**Country:**  
Slovenia

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### **Description of activities:**

The teacher draws table on the board or on big piece of paper. In the columns there are descriptors excellent / good / sufficient / needs improvement. Teacher also prepares post-it notes with names of students and distributes the notes among students. Each student gets post-it notes with names of other participants. Teacher gives instructions for the activity. It can be simple as reading at loud for small children or preparing an experiment in chemistry for older students. Only thing that matters in the activity is, that each student has a task to do. After work or exercise (on what we want to give feedback), every student evaluates and gives feedback for the work others have done. It depends on the activity what is evaluated. It can be progress / effort / attitude. Peers stick post-it note with the name of the colleague under one of the descriptors. The whole group evaluates the result of students, explaining the decisions they made.

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### **Summary (Details):**

After the activity / work students evaluate each other with posting post-it notes under descriptors excellent / good / sufficient / needs improvement. Then whole group evaluates the result.

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### **DETAILS:**

#### **Desired outcomes and impact e.g. What does the activity seek to achieve?**

Students have to follow other's work and also do their work as good as possible. After that they have to give realistic evaluation on the work of their colleagues.

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#### **Strategic approach, how to achieve this?**

Teacher's control is needed, as s/he has to evaluate work of all students and give realistic feedback.

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#### **Duration?**

With the activity to give feedback together 45 minutes. Just Smileys 10 minutes.

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#### **Group size?**

Optimal is 10 students

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#### **Materials needed?**

Big sheet of paper and post-it notes.

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#### **Key success factors?**

Realistic feedback to the students

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## 3.2. CATEGORY: EMPOWERMENT



### 1. Activity: "Confrontation"

**Organization:**  
GRM NOVO MESTO

**Country:**  
Slovenia

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#### **Description of activities:**

Teacher gives provocative statement with yes or no answer (like GMOs are good for humanity). Students have to decide if they agree or disagree. Then teacher gives them 5 minutes to prepare pro and contra arguments for their decision. If there is anyone who changes his / her mind, can freely change the pro or contra group. Teacher explains that change of opinion is not a sign of weakness, but it can be sign of strong character, unafraid to be flexible and open minded. After 15 minutes of confrontation they have to finish arguments. Then teacher looks at the result, how many students changed group.

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#### **Summary (Details):**

After given provocative statement students have to take sides. Then they can convince the other group that they are right.

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#### **DETAILS:**

##### **Desired outcomes and impact e.g. What does the activity seek to achieve?**

Students are empowered to tell their opinion and to make good arguments. They can find out that they have the power to change opinion of others.

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##### **Strategic approach, how to achieve this?**

Teacher has to give instructions and follow the confrontation. S/he has to step in between if needed.

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##### **Duration?**

20- 25 minutes

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##### **Group size?**

no restrictions

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##### **Key challenges in terms of mixed groups and different cultural approaches?**

Different cultures can have very different mind sets about some topics and some topics can have strong emotional impact on students. Teacher has to pay attention to the respectful communication.

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##### **Key success factors?**

Good knowledge of the topic

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## 2. Activity: "Untie knots"

**Organization:**  
Elazığ Mesleki ve Teknik Anadolu Lisesi  
(EMTAL)

**Country:**  
Turkey

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### **Description of activities:**

In this activity, students will come together to form a knot by joining their right hands. They will then try to unravel this knot without taking their hands apart.

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### **Summary (Details):**

Students come together to form a circle. Then they combine their right hands with their opposite or side. Left hands will stay free. The teacher explains to the students that the goal is to untie the knot without separating their hands. Students will try to unravel the knot by turning their arms, changing their place between themselves or similar. But they should not separate their hands.

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### **DETAILS:**

#### **Desired outcomes and impact e.g. What does the activity seek to achieve?**

The aim is to make individuals solve a problem together and to understand that each one is valuable when solving this problem.

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#### **Strategic approach, how to achieve this?**

This method helps the students can overcome this not only individually but with teamwork. Along with individual abilities, thinking and decision making together make students stronger.

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#### **Duration?**

3-5 minutes of duration for this activity.

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#### **Group size?**

6 – 8 students

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#### **Key challenges in terms of mixed groups and different cultural approaches?**

The difficulty in these groups is that the participants act individually. However, in this activity, it is necessary to act as a whole instead of acting individually. Another possibility is that the students collect special strengths and abilities of the other students and support each other in doing so.

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#### **Key success factors?**

It is advisable to prepare an example of this activity and present it to the students in the introduction.

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### 3. Activity: "Self -Confidence Acrostic<sup>1</sup> Narrative"

**Organization:**  
OTXARKOAGA-HETEL

**Country:**  
Spain

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**Description of activities:**

Students should be placed individually, so they can think what to write and without someone looking. On a piece of paper they will write an acrostic narrative or poem using their names. They should write their names in vertical on the left side of the paper. Then using each letter of their names (starting with that letter) they will have to write a positive trait or ability to describe themselves. For example, a student named Sarah may write something like this:

S = Smart, A = Athletic, R = Responsible, A = Artistic, H = Happy.

Younger students can use single words, and older students with stronger writing abilities can be encouraged to write phrases or poems based on those letters. This activity gets students to think about their self-worth and the positive features they bring to the world.

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**Summary (Details):**

Have students write their names vertically on the left side of a sheet of paper. Then have them describe their positive traits or abilities using each letter in their name. Younger students can use single words, and older students with better writing abilities can be encouraged to write phrases or poems based on these letters.

**DETAILS:**

**Desired outcomes and impact e.g. What does the activity seek to achieve?**

Carrying out this activity, students get to think about their self-worth and the positive features they bring to the world.

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**Strategic approach, how to achieve this?**

The teacher or educator should start with an example in front of the class/group so the students can see and learn what are they asked to do.

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**Duration?**

10-20 minutes to realize the activity individually and then no more than 1 minute to explain it in front of the rest of the class.

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**Group size?**

Class size.

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<sup>1</sup> An acrostic is a piece of writing in which a particular set of letters—typically the first letter of each line, word, or paragraph—spells out a word or phrase with special significance to the text. Acrostics are most commonly written as a form of poetry, but they can also be found in prose or used as word puzzles. See some examples: <https://examples.yourdictionary.com/acrostic-poem-examples.html>



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**Material needed?**

A piece of paper and pen or pencil.

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**Key challenges in terms of mixed groups and different cultural approaches?**

Some students may think that they do not have any positive thing or aspects so it is important to encourage them and give examples of positive aspects of a person.

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**Key success factors?**

Before starting with the activity, a trust atmosphere should be created.

Do not press students.

As mentioned before the teacher should start giving positive but funny features about her/himself so the students feel comfortable.

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## 4. Activity: "One to ten or sitting down together"

**Organization:**  
Mobilizing Expertise AB

**Country:**  
Sweden

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**Description of activities:**

Part 1: The facilitator and learners start to count from one to 15. There is no order who will say which number. If two people say the same number at the same time they need to start again. When they reach 15 they will win together as a team.

- *Learners can count also from 15 to 1*
- *They can count when their eyes are closed*
- *They can count in different language.*

Part 2: The same game with number will be transferred into another way. The facilitator and learners stand in circle. The facilitator put one object in the middle of the circle. Each learner in the circle need to look at the object and at the same time sit on floor one by one. If two people sit at the same time they need to stand up again altogether. When all learners sit on floor the game finishes.

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**Summary (Details):**

Counting together within the class or sitting together are challenging activity and fulfilling this gives good feeling of success which lead to empowerment.

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**DETAILS:****Desired outcomes and impact e.g. What does the activity seek to achieve?**

In this activity students will feel that they are important part of the class and success belongs to group work which each individual needs to take part.

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**Strategic approach, how to achieve this?**

Facilitator should take passive role and let students start activity and finish it.

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**Duration?**

10-20 minutes to realize the activity counting with different way. And 10-20 minutes for sitting.

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**Group size?**

Whole group

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**Key challenges in terms of mixed groups and different cultural approaches?**

Students who take more space in the class can lead the activity however they will be seen that group must work together. Changing language or way or working can challenge the students.

---

**Key success factors?**

Allow students to make mistakes. Allow students to make decision on increasing the challenge of the activity

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## 5. Activity: "The aluminium foil portrait"

**Organization:**  
KulturLife gGmbH

**Country:**  
Germany

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**Description of activities:**

In this activity the students make a self-portrait on aluminium foil, which should be a mirror of the respective person. Around the portrait they write 5 - 10 strengths and character attributes that make them up as a person.

---

**Summary (Details):**

At the beginning of the exercise, each student sticks a DIN A3 sized piece of aluminium foil onto a cardboard carton. Each student then draws his or her face on the aluminium foil with a marker pen. It is not important that the portrait is very detailed or realistic, but it can include distinctive details such as glasses or earrings for recognition. Together with the group, the teacher or individually, the students now collect 5 - 10 terms that define them as a person, skills they are particularly good at, things they like to do or values that are important to them and write them around their "head". At the end each student presents his/her portrait before all portraits are hung up in the classroom or the students could also be asked to guess who it is.

---



## DETAILS:

### **Desired outcomes and impact e.g. What does the activity seek to achieve?**

The activity aims to bring the individual strengths of the students to the centre of attention, to make them aware of them and to express them, thus starting a process of empowerment.

### **Strategic approach, how to achieve this?**

This method helps the students to visualize and highlight their individual strengths and competences. Through the exhibition of the portraits, the individual strengths and abilities are made permanently accessible and the students are thereby strengthened.

### **Duration?**

For this activity a duration of up to one or two hours should be planned depending on the group size

### **Group size?**

5 – 20 students

### **Material needed?**

Aluminium foil, Cardboard carton, Glue, Marker pen, Scissors

### **Key challenges in terms of mixed groups and different cultural approaches?**

A challenge in mixed groups can be the previous discussion of personal strengths, values and character traits. Not every person has reflected on his or her own strengths and is able to identify them independently. To overcome this hurdle it is possible to name and explain strengths and values at the beginning of the activity. Another possibility is that the students collect special strengths and abilities of the other students and support each other in doing so.

### **Key success factors?**

It is advisable to prepare an example of this activity and present it to the students in the introduction.

### 3.3. CATEGORY: RELATIONSHIP



## 1. Activity: "The Human Knot"

**Organization:**  
OTXARKOAGA-HETEL

**Country:**  
Spain

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#### **Description of activities:**

Divide the class into groups of at least six people. Have the groups stand in circles. Instruct all the students to lock their right hand with someone on the other side of the circle, to make it harder, tell them to lock their hands with the person just across them. Then, tell them to lock their left hands with someone on the other side of the circle.

Once they are locked, tell them to try to untangle without unlocking hands. Give the group 20 minutes max. If a group can untangle in less than 5 minutes, tell them to lock hands again but this time with more difficulty.

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#### **Summary (Details):**

In groups, students make a "human knot" with their hands and they have to cooperate to untangle the knot by discussing a strategy and trusting in each other's hand movements.

---

#### **DETAILS:**

##### **Desired outcomes and impact e.g. What does the activity seek to achieve?**

This activity tries to get students to know each other better as they need to cooperate to succeed in untangling hands. They also have to trust in one another because they have to be careful and caring no to hurt o be hurt.

---

##### **Strategic approach, how to achieve this?**

Teachers should make clear that the objective is not to untangle the knot as far as possible so that students are not tempted to unlock hands and cheat. Teachers should insist on the fact that students need to talk and find a strategy together.

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##### **Duration?**

30 minutes. (5 minutes to explain the activity, 20 minutes max. to carry it out and 5 minutes to gather up and discuss at the end)

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##### **Group size?**

Minimum 6 people

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##### **Key challenges in terms of mixed groups and different cultural approaches?**

Some students may not want to touch (or be touched by) their classmates for different reasons

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(cultural background, shyness...) It is important to encourage them (we can tell them that they would only touch their arms or hands) but not forcing them.

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**Key success factors?**

Once students start playing, the activity makes them laugh so they relax and the class atmosphere changes, so teachers should take advantage of it.

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## 2. Activity: "Warm Shower"

**Organization:**  
KulturLife gGmbH

**Country:**  
Germany

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**Description of activities:**

The group gathers in a circle and one student takes a seat in the middle of it. The students in the circle are asked to give the one in the middle a "warm shower" by using words which make the student feel good and happy.

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**Summary (Details):**

The student in the middle can either keep the eyes open or also close them. The other students in the circle are asked to say something nice about the student in the middle, one after the other. This could be single words or whole sentences. It could be e.g. something nice about the student (e.g. character traits) or also good memories from former experiences together. After each student in the circle said something, the student in the middle can change and another one can take the seat to receive a "warm shower".

---

**DETAILS:**

**Desired outcomes and impact e.g. What does the activity seek to achieve?**

The desired outcome is twofold: Firstly, the student in the middle will feel happy about the nice words said about him/her. Secondly, the relationship within the group is strengthened as the words said do not only provide insight into the person in the middle but also into the person saying the words and the relationship between both. When students perceive what connects them or what the other likes about them, the bonds within the group are fostered.

---

**Strategic approach, how to achieve this?**

What is important is that this activity is guided by a teacher/trainer/mentor. Only by supporting students to find the "right" words for expressing themselves or to encourage them to think deeper about the relation to the student in the middle, the activity will unfold its potential and the benefits for the group.

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**Duration?**

Approx. 5 minutes per person, therefore depending on the group size and if every one wishes to sit in the middle once.

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**Group size?**

No restrictions with regard to group size, but to involve everybody the group should be split when being too big

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**Key challenges in terms of mixed groups and different cultural approaches?**

To find the “right” words might be tricky, especially when the activity is implemented in a group with different cultural backgrounds, as compliments might be expressed and perceived differently, and with groups including non-native speakers. To tackle this, the teacher/trainer/mentor should support each student in the reflection process, if needed.

---

**Key success factors?**

The activity is dedicated to groups in which the students know each other at least a bit, so that they can overcome to use superficial or visual aspects within the “warm shower”. The relationship can be especially strengthened if students are willing to take their time to think a little deeper. This time to reflect should be given.

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### 3. Activity: "Seek and find"

**Organization:**  
GRM Novo Mesto

**Country:**  
Slovenia

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**Description of activities:**

Students are divided into groups. Each group gets a list of objects that they have to find. The objects can be also outside and they have to search for them. To give the proof, they have to take a photo of each object. The first group that collects all photos, wins.

---

**Summary (Details):**

Group of students searches for different objects in the area and take a photo of those objects. First group with all photos wins.

---

**DETAILS:**

**Desired outcomes and impact e.g. What does the activity seek to achieve?**

Students have to work together and they have to establish a relationship to complete the task.

---

**Strategic approach, how to achieve this?**

What is important is that the mentor explains the rules and then students have to work by themselves.

---

**Duration?**

We can limit the time, so they have time pressure or not. Depends also on the list of objects.

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**Group size?**

no restrictions

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**Materials needed?**

List with objects to search for

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**Key success factors?**

Team work is needed to be fast and efficient.

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## 4. Activity: "From Word to Story"

**Organization:**  
Mobilizing Expertise AB

**Country:**  
Sweden

### Description of activities:

Part 1: Facilitator divides the whole group into three smaller groups with an equal number of learners within each. Each group will get one word to create a picture with their bodies' altogether. Everyone must be a part of the final picture. Each group will receive different topics and things to create. In each time the group will have 10 second to act as group. These are listed below.

Group A	Group B	Group C
- Banana	- Apple	- Grape
- Table	- Lamp	- Chair
- Elephant	- Donkey	- Bee
- Bike	- Car	- Train
- Airplane	- Submarine	- Rocket
- Swimming	- Dancing	- Taking shower
- Coffee machine	- Washing machine	- TV
- Peace	- Hope	- Dream
- Sweden	- Turkey	- Spain

Part 2: Each group will then bring all the words they have been given to make a short story related to each word. For example, Group A will need to make a story from Banana, Table, Elephant, Bike, Swimming and Coffee Machine. Each group can use one extra word in their story. It should have a beginning, middle and end. Each group will have time to prepare the story and practice. Then each group will present to others.

After each presentation the facilitator will ask some reflection questions; What was the strategy you used when you received this task? How did you feel? What was the main challenge? They will present to other groups and explain which words were involved and what the story tells to us.

### Summary (Details):

Students will work together to build and visualize some object together under a time pressure. They will have also moment to create a story from the words/objects that they work together.

### DETAILS:

#### Desired outcomes and impact e.g. What does the activity seek to achieve?

This activity tries to get students to know each other better under certain pressure (Time Pressure). They will build relationship during the group activity to act together to reach a common goal. To be creative and solving problems together are main effect of good relationship within the group.



---

**Strategic approach, how to achieve this?**

Letting the group decide how to work together and don't judge about the decision that groups do.

---

**Duration?**

60 minutes:

- 5 minutes to explain the activity
  - 25 minutes first part.
  - 15 min to preparation for story
  - 15 min to show the story
- 

**Group size?**

small groups within the whole group (maximum 6 students in each small group)

---

**Materials needed?**

These words within the group A, B and C should be prepared and written on a paper with big fonts so that each group members see it clearly. If you will need another group for your class add more words to new category.

---

**Key challenges in terms of mixed groups and different cultural approaches?**

Physical contact again can be problematic. Those who don't want to be involved physically can be still part of it in the way she or he wants. Some words especially abstract one can bring different representation in students mind based on their early experience. As a facilitator we should not judge the result of the activity. It should be mostly process oriented.

---

**Key success factors?**

The activity does not want to reach that group will work perfectly. The activity gives opportunity for group members to work together and build relationship to solve common challenges. The result can be different but in the activity the process about how students work together are more important.

---





## 5. Activity: “Longest-shortest line”

**Organization:**  
Elazığ Mesleki ve Teknik Anadolu Lisesi  
(EMTAL)

**Country:**  
Turkey

---

### Description of activities:

To enable students to accept individual differences and to develop a better friendship by respecting these differences.

---

### Summary (Details):

Divide the participants into three groups and each group is provided to choose a group name for them. Announce this to the whole class after the names have been identified and give the following directive:

“Now, every group will try to create the shortest possible line using all members in the group. You can create this line alone using your body or limbs.”

Give groups 10 minutes.

At the end of the event, listen to everyone’s solution and ask them to show it.

Then move on to the second stage of the event. Give the following directive to start the second phase:

“Now every group will try to create the longest possible line using all members in the group. You can create this line alone using your body or limbs.”

When students discuss in a group, choose a volunteer from each group. From the students you choose voluntarily, tie the hands of the first, the eyes of the second (blindfold), and the feet of the third. Try to do this without announcing it to everyone as much as possible while group members are looking around to create the long line. Observe how groups try to create the longest and shortest lines throughout the event. After activity ended, measure the lines and finish the activity with evaluation questions.

---

### DETAILS:

#### Desired outcomes and impact e.g. What does the activity seek to achieve?

Group members’ to include tied hands, tied feet and blindfold people in their activities. The desired outcome is to think about all members of the group. To respect their individual differences and adding these individual differences to their lovely friendship. Each student will start to think about other and this small activity make each student important for whole group.

---

#### Strategic approach, how to achieve this?

What is important is that this activity is guided by a teacher/trainer/mentor. Good observation and keeping silent during tie up the volunteer students is important. The main thing is to make the others think about other friends’ situation who did not participate in that activity. What will be the reason if they participate and what did they missed without them.



---

**Duration?**

Approx. 10 minutes per group

---

**Group size?**

No restrictions with regard to group size but in case of crowd, the number of groups can be increased to 4.

---

**Materials needed?**

Tape or rope or something similar to tie.

---

**Key challenges in terms of mixed groups and different cultural approaches?**

Each student has an individual difference and it is important to build up a strong and lovely friendship by knowing all. Each person is important and without him/her the whole group is missing something.

---

**Key success factors?**

Ask to the volunteer students at the end of the activity about their feelings. Remember and make the others feel that there are those who feel excluded and forgotten but also important for whole group. Discussing with whole class about who these people represent in society will help them think and feel deeper.

---



### 3.4. CATEGORY: TRUST



## 1. Activity: "Trees in the wind"

**Organization:**  
OTXARKOAGA-HETEL

**Country:**  
Spain

---

#### **Description of activities:**

Divide the class into groups of six to eight people. Have someone volunteer to be the "tree" and have the rest of the group form a circle around them.

The tree closes his/her eyes and let the group know he/she is ready to fall. The group lets the tree know they are ready to catch him/her. With extended arms, they keep the tree upright.

Try to have turns so that all the students are the tree.

---

#### **Summary (Details):**

The student in the middle of the circle lets their body fall and the group has to keep them upright. Trust is very important as the "tree" is blinded and ready to be in hands of the team.

---

#### **DETAILS:**

##### **Desired outcomes and impact e.g. What does the activity seek to achieve?**

This activity tries to get students trust each other. They get to know that the team protects them and that they can rely on each other.

---

##### **Strategic approach, how to achieve this?**

It is important that the trees say aloud that they are ready to fall and the others say "we are ready to catch you" By saying those sentences aloud, trust is made explicit.

---

##### **Duration?**

2-3 minutes per student.

---

##### **Group size?**

6-8 people min.

---

##### **Key challenges in terms of mixed groups and different cultural approaches?**

Some students may not feel comfortable with closing their eyes in front of the others and may not be confident enough so as to let themselves fall, in this case, teachers should not force them to be volunteer but should ask them again at the end. It could be advisable to think about creating the groups according to gender in the beginning and repeat the activity at a later time in a mixed group when the group got to know each other better After some turns, these reluctant students may see that the activity is safe and funny.



---

**Key success factors?**

Letting some time at the end of the activity so that students tell how they have felt when they were the trees can be a success factor.

---



## 2. Activity: "My friend! I trust you"

**Organization:**

Elazığ Mesleki ve Teknik Anadolu Lisesi  
(EMTAL)

**Country:**

Turkey

---

**Description of activities:**

The group stands on the chair on straight-line and helps her/his friend to replace.

---

**Summary (Details):**

Each group member has a chair and put them on straight-line. Each member stand on the chair and there will one free chair at the end of the line. The student at the circle starts from the first chair and his/her friend who stands on the chair hug him/her to go to the next chair. The aim of the person in the circle is to reach his/her free chair at the end of the line and he/she needs to go there step by step. At each chair his/her friend has to help him/her to go next chair and this is usually happens by hugging.

---

**DETAILS:****Desired outcomes and impact e.g. What does the activity seek to achieve?**

The desired activity's outcome is to build trust within the group while the students in the circle willing to go to his/her chair by using other students chairs. Each students standing on the chairs take responsibility for him/her.

---

**Strategic approach, how to achieve this?**

This is an activity based on helping every student in the group. If even a student does not help, the activity will not be successful. It is a group activity in which every student takes responsibility.

---

**Duration?**

Approx. 3 minutes per person, therefore depending on the group size.

---

**Group size?**

Usually 4-7 is ideal number but crowded groups can be divided into smaller groups.

---

**Material needed?**

One chair for each student.

---



---

### **Key challenges in terms of mixed groups and different cultural approaches?**

Challenges for the students in the circle: the student in the circle needs to be brave and has to build trust in with his/her friends stands on the chairs. It might be difficult to give control to others and stand the uncertainty which automatically goes together when being in the circle.

Challenges for the guiding students: the guiding students need to cooperate with each other while helping to the student in the circle making student feeling as safe and comfortable as possible.

---

### **Key success factors?**

To make the activity beneficial for all involved, the groups should act calmly and carefully. All should take the activity serious and act when guiding just as they would wish to be guided. Making the other feel safe and comfortable by hugging or helping in anyway during walking on the chairs is main important thing.

---



## **3. Activity: "Blindfold guiding"**

**Organization:**  
KulturLife gGmbH

**Country:**  
Germany

---

### **Description of activities:**

The group is split into groups of three: one student is blindfolded and the two other students guide him/her through the room.

---

### **Summary (Details):**

The group is split into groups of three in order to have two students guiding one blindfolded student. This constellation is necessary to make the blindfolded feel comfortable which makes the building of trust possible. The groups of three are then asked to walk through the room without talking and without running into each other. The roles of the blindfolded and the guiding students can also be changes to make everyone experience every role in the activity.

### **DETAILS:**

#### **Desired outcomes and impact e.g. What does the activity seek to achieve?**

The desired activity's outcome is to build trust within the group while the blindfolded student is willing to hand over control and while the guiding students take responsibility for him/her.

---

#### **Strategic approach, how to achieve this?**

Depending on the constellation of the group and how good the students know each other already, the smaller groups have to be compiled carefully. It might make sense to form groups which usually don't work together, but depending on the specific constellation these group could then need more support.

---



---

**Duration?**

Approx. 5 minutes per person, therefore depending on the group size and if every one wishes to be “blind” once.

---

**Group size?**

No restrictions here

---

**Material needed?**

A blindfold which could also be a scarf or else

---

**Key challenges in terms of mixed groups and different cultural approaches?**

There are different challenges depending on the different roles in the activity.

Challenges for the blindfolded: the blindfolded needs to be brave and has to build trust in the guiding partners. It might be difficult to give control to others and stand the uncertainty which automatically goes together when being blindfolded.

Challenges for the guiding students: the guiding students need to cooperate with each other without using words and while making the blindfolded student feeling as safe and comfortable as possible. Furthermore, they have to also observe their environment and the other groups when moving through the room.

---

**Key success factors?**

To make the activity beneficial for all involved, the groups should act calmly and carefully. When the atmosphere drifts into hectic, giggling and joking, the blindfolded students might feel unsafe and uncomfortable. This causes damage and mistrust in the group and should definitely be avoided. All should take the activity serious and act when guiding just as they would wish to be guided.

---



## 4. Activity: “Circle of Trust”

**Organization:**  
Mobilizing Expertise AB

**Country:**  
Sweden

---

**Description of activities:**

The activity has been divided into 2 parts. Each part can be done separately or both in one lesson. The main purpose of the activity is to build a safe atmosphere which students can trust each other.

Part 1: Learners stand in circle. Facilitator chooses one learner and asks them to close her or his eyes. Circle becomes a safety area and each learner in the circle should take care of the learner whose eyes are closed. Facilitator sends the learner to other learner who stands in the circle. The learner who the facilitator sends

- *cannot open her or his eyes until the end of activity*
  - *should not go faster or so slow.*
  - *should go in a straight line, in the direction they are sent, without any slalom.*
- 





---

The size of circle can change according to environment. Facilitators let all learners have a go at closing their eye and experience being in the circle.

Part 2: The facilitator brings all learners in a train queue. The facilitator explains that each learner is a tape recorder in the train. They need to record all sounds during the activity. The facilitator stands at the beginning and leads the whole group. The learners hold each other and their eyes are closed. They just focus on what they hear and imagine. The train goes through indoor or outdoor places. At the end they open their eyes and sit on the floor. The facilitator says that you have been recording all sounds and now it is time to hear what learners have recorded. When the facilitator touches on the shoulder of learner the learner starts to replicate the sounds that he or she recorded. The facilitator touches every body's shoulder one by one.

---

### **Summary (Details):**

In each activity the group works all together. There will be students who will trust and others who are to be trusted. The main role of the facilitator is to keep a safe environment where students can build trust.

### **DETAILS:**

#### **Desired outcomes and impact e.g. What does the activity seek to achieve?**

The desired activity's outcome is to build trust within the group while students use the other senses. To be led or to lead are key outcome that students will try..

---

#### **Strategic approach, how to achieve this?**

Facilitator creates group dynamic which students need to trust to others. Creating a circle or train are good context to work with trust.

---

#### **Duration?**

Each part is around 25 minutes.

---

#### **Group size?**

No restrictions here

---

#### **Key challenges in terms of mixed groups and different cultural approaches?**

Not every student wants to be touched during the activity and some of the students have also difficulties to close their eyes then it is better to use blind folders.

---

#### **Key success factors?**

Facilitator should repeat the rules especially focussing on being silent and moving with closed eyes so they activity can have the right and full impact. It is important that students take this activity seriously. Joking and putting the others in danger will give opposite impact e.g. sending a person into the centre of the circle knowing they will crash into another person or an object in the room.

---



## 5. Activity: "Caterpillar"

**Organization:**  
GRM Novo Mesto

**Country:**  
Slovenia

---

### **Description of activities:**

Students divide in groups of three or four. They stand in line, one after another and the next one is holding previous one for the shoulders. Only the last one in the line doesn't have his/her eyes blinded. It is not allowed to talk, the "caterpillar" has to communicate only with gestures on the shoulders. Teacher previously tells to the "caterpillar" which objects each group has to collect. Objects can be in different colours, so the "caterpillar" doesn't need to remember all the objects. First person in the "caterpillar" has to collect different objects in the room / area and bring them to the common place. S/he is all the time guided by the last person in the row. The "caterpillar" that collects objects first, wins.

---

### **Summary (Details):**

The "caterpillar" needs to collect objects in the room. The fastest one wins.

---

### **DETAILS:**

#### **Desired outcomes and impact e.g. What does the activity seek to achieve?**

In this activity we search for team-work and trust, as only one of the parts of Caterpillar can see and students have to communicate without words.

---

#### **Strategic approach, how to achieve this?**

What is important is that the mentor explains the rules and then students have to work by themselves.

---

#### **Duration?**

As much as time needed, it depends on the number of objects Caterpillar has to collect.

---

#### **Group size?**

No restrictions here

---

#### **Material needed?**

Objects for searching, one big bucket for gathered objects and blindfolds.

---

#### **Key challenges in terms of mixed groups and different cultural approaches?**

Students have to work together; different language is not a problem. It can be a challenge if students don't want physical contact.

---

#### **Key success factors?**

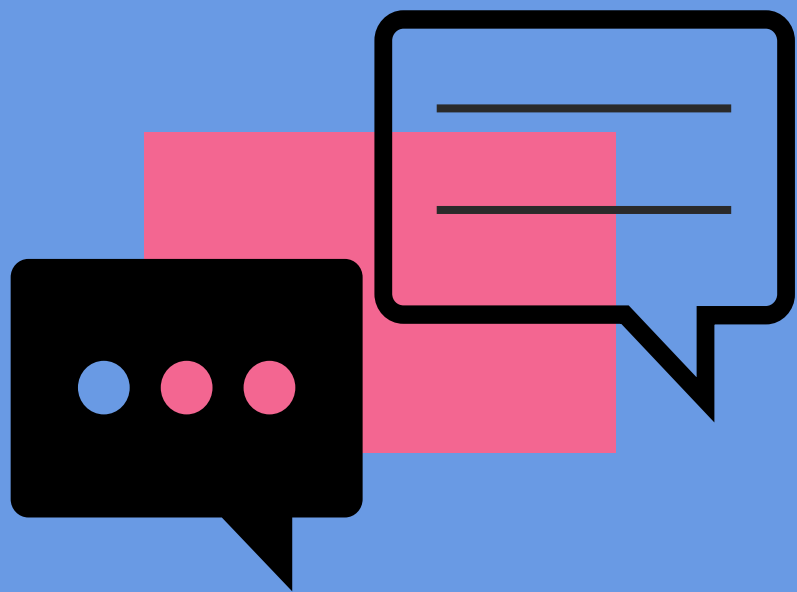
Groups with only strong individuals will have more problems to finish the task because all of them will want to be leaders and the group will not work as a coherent group.

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## SECTION 4:

# TRAINING PROGRAMME AND HOW TO DELIVER A TRAINING



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# TRAINING PROGRAMME

# AND HOW TO DELIVER A

# TRAINING

## **Definition Workshop:**

In a workshop a small group of people deals with a topic over a short period of time and thereby learns more about it. And you as a facilitator pass on your own knowledge and encourage participation and reflection so that others can benefit from it.

## **What is this chapter about:**

In this chapter we would like to introduce you to the basic elements of the planning and designing of a workshop, which have to be considered. If you are a teacher you will be able to pass on your knowledge about multicultural education methods, you've learned in the previous chapters to your colleagues within your own educational institution through a workshop for which this chapter provides guidance.

The chapter roughly refers to three aspects:

- ▶ *Preparation*
- ▶ *Implementation*
- ▶ *Follow-up*



# 1. PREPARATION

## 1.1. DATE, INVITATION, LOCATION

Before the planning and organisation of the workshop can begin, first of all the topic and the goal to be achieved must be determined. Define the problem that the audience should be dealing with.

- *What should the participants of the workshop take home with them?*
- *What should they know about after the workshop?*
- *Is any kind of preparation needed?*

This will be used to create the invitation and ensure that the participants know exactly what your workshop is about.

Furthermore, different methods can be selected or the procedure can be customized depending on the topic, number of participants and problem definition, because some workshop methods can be implemented better in smaller groups than in larger ones. But we will go into this in more detail later.

Let us now focus on the **date determination**. You must set a date for your workshop. If you would like to coordinate this with your colleagues, we recommend that you use digital tools to send out and coordinate various suggested dates. With most of these tools, you can see easily which date is best for everyone. When pre-selecting the dates, please pay attention to school or semester breaks and (intercultural) holidays. In these times it might be difficult to find a suitable date.

You can use the following digital tools to coordinate dates:

TOOL	COSTS	DESCRIPTION	LINK
Calendly	Basic (for free), Premium (chargeable)	plan meetings - without having to send and receive e-mails back and forth	<a href="http://www.calendly.com">www.calendly.com</a>
doodle	free and chargeable version	Doodle makes scheduling fast and easy.	<a href="http://www.doodle.com">www.doodle.com</a>
eventbrite	a certain percentage of the ticket price goes to eventbrite.	Create a event listing page with built-in payment processing, analytics, and support.	<a href="http://www.eventbrite.com">www.eventbrite.com</a>
GoogleDrive Formulare	free and chargeable version	With Google Forms you can manage event registrations, do spontaneous voting etc.	<a href="http://www.google.com/intl/de/forms/about/">www.google.com/intl/de/forms/about/</a>



Check the **location** where the workshop will take place.

The location should provide enough space for all participants. Consider whether you need a place to stay for undisturbed work and group work.

At least 30-60 minutes should be planned for the preparation of the room on the day of the workshop.

Important factors that influence the choice of room are group size, space available, access to the building (e.g. for visitors), findability of the room, number of tables and chairs, availability of digital tools, equipment, connections.

For a workshop lasting several hours, a few small **snacks as well as water and coffee** should be available. For a full day workshop you should plan a lunch break and either arrange for catering directly or choose a location with restaurants nearby.

In order to maintain an **overview** of the event, it is recommended to write down the individual program sections and the necessary materials on a DinA4 sheet. This way, all main parts of the workshop are summarized and you can look at them again and again during the workshop.

## 1.2 PREPARING MATERIAL

A list of materials helps you to get an overview of which materials you need for the workshop. Take notes about the quantities and whether you already have the materials in your institution or whether they have to be purchased.

If you would like to pre-process **information material** together with other colleagues, share it in a cloud or dropbox, for example, or send a link to a Google document that has been shared for joint editing:

<b>TOOL</b>	Dropbox Paper	GoogleDocs
<b>COSTS</b>	For free	chargeable
<b>DESCRIPTION</b>	Dropbox Paper is a shared workspace where teams can develop their ideas creatively.	Create and edit text documents right in your browser – no dedicated software required. Multiple people can work at the same time:
<b>LINK</b>	<a href="http://www.dropbox.com/paper">www.dropbox.com/paper</a>	<a href="http://www.gsuite.google.com/products/docs/">www.gsuite.google.com/products/docs/</a>

Information material for the workshop day itself should be printed in time and should be sufficiently available.



Especially for visual learners or brainstorming activities, it proves to be helpful to visualize ideas and suggestions or connections on a blackboard or flipchart.

Typical **workshop materials** are: Flipcharts, paper, post-its (in different colours), sticky dots, markers and other pens, scissors, laptop and projector or speakers for playing videos.

If you need **technical equipment**, such as projector, adapters, etc., these should be tested in advance and, to be safe, you should also bring replacement batteries for remote controls.

If the WiFi should be required, please ask for the login data and write it visible somewhere in the room if the participants will need it.

### 1.3 IMPLEMENTATION

Think about whether you want to hold your workshop as a **physical event** or as an **online workshop**. The aspects described here mainly relate to the execution of a physical classroom event.

If you are interested in a digital event, become familiar with the appropriate software.

Possible software:


TOOL	COSTS	DESCRIPTION	LINK
Google Meet	chargeable	Secure video meetings for your business.	<a href="http://www.gsuite.google.com/products/meet/">www.gsuite.google.com/products/meet/</a>
Zoom	Free and chargeable version	Secure video meetings	<a href="http://www.zoom.us">www.zoom.us</a>
Skype	For free	With Skype people can talk, chat and collaborate using different devices.	<a href="http://www.skype.com">www.skype.com</a>
Webex	free and chargeable version	With Webex the world can connect, communicate and cooperate.	<a href="http://www.webex.com">www.webex.com</a>
Microsoft Teams	Part of the Office 365 package		



## 1.4 THE AGENDA

A well-structured schedule helps you to prepare the moderation and the individual aspects of the workshop well.

An **agenda** can roughly look like this:



**Starting at 9:45 am:** arriving

**10 am:** welcoming and introduction

**10:15 am – 11:15 am:** energizer, activity 1

**11:30 am – 12:30 pm:** activity 2

**12:30 pm – 1:30 pm:** lunch break

**1:30 pm – 1:45 pm:** energizer, short summary of the morning, short introduction for the afternoon

**1:45 pm – 2:45 pm:** activity 3


**3 pm – 4 pm:** activity 4

**4 pm – 4:15/4:30 pm:** feedback and farewell

In summary, it is recommended that content activities last between 45 and 60 minutes and that 10-15 minute **breaks** are scheduled between sessions (but at least every 90 minutes). Since an activity can be delayed from time to time, a few extra minutes are helpful.

Between the activities you can add short **energizers**. They are short game sequences full of energy to loosen up the atmosphere and mood and clear your mind. Energizers also help to strengthen the relationship within the group over time and help the group get to know each other better.

Example of an **energizer exercise**:



10 – 35 participants

15 – 20 minutes

Several different balls

Energizer to wake up and get some movement

Form a group circle. The task is simple: a ball that you throw to one of the participants must have passed on to each group member once before it comes back to you.



The rule here is: Each member of the group can only have had the ball once. Everyone must have had the ball once. The ball may not be passed to the direct neighbor. **Once the ball has made it back to you, a short check is made. The ball must then travel exactly the same distance. Once this is achieved, further levels can be added, e.g:**

1. *the run on time*
2. *the same way with more balls*

The rough time frame and the rough contents of the agenda should be visible to all participants on a flipchart. The topics do not necessarily have to be noted, more important are the starting times and breaks. Then all participants know when, where and what is taking place and are present (also mentally).

## 2. IMPLEMENTATION

### 2.1 START

Even before you concentrate on the official welcome of the participants, you should take a few minutes (approx. 15 minutes) for the **arrival and personal welcoming** of all participants. The arrival phase is the period before the official start, when the participants arrive one after the other and wait for the workshop to start.

Make sure that you have already prepared the following:

- *All materials and documents are tidied up or provided.*
- *The workshop room is clearly marked and easily accessible.*
- *A small buffet with coffee, water and some snacks is set up in the workshop room.*
- *The agenda is placed in the workshop room.*

Now it is time to officially open the workshop and to clearly address and define the **meaning, topic and goal of the workshop** once again.

Introduce yourself briefly and introduce the topic. Explain briefly what you want to achieve together and refer to the workshop procedure.

This introduction is mainly intended to explain to the participants what is in store for them and what is expected of them.

Here are three suggestions on how you can structure an introduction:

- *Visualize the goal clearly visible for everyone. You can attach a suitable picture or a poster with a clear formulation of the goal, for example on a flipchart. This has the advantage that the goal is right in front of you the entire time. This method can also be used in addition to the following two.*

- *Use a kick-off talk as an introduction. This type of presentation summarizes the most important facts on a topic briefly and concisely and clearly states the goal. It is best to talk in a free way.*
- *Start with a short film that illustrates the topic and goal of the workshop. Follow this up with a thesis on the workshop topic. In this way you initiate a discussion among the participants.*

If the listeners do not know each other, an **introduction round** follows. In this context, please also ask about the expectations the participants have of the workshop.

Example of an **introductory exercise**:

In order for all participants to get to know each other, two or four participants always introduce themselves to each other (possibly in front of the group). The task now is to find out the similarities that are not obvious by clever questions. In this way all participants get to know each other in a playful way.

Example of an **expectation query**:

Each participant gets a card on which he/she communicates his/her expectation. The finished cards are then attached to a pinboard. You as the moderator will then have the opportunity to refer to the individual points during the workshop.

## 2.2 RULES FOR THE DAY

**The exchange between the participants** is very helpful. Some questions from the participants may be answered by others. This requires a **relaxed atmosphere** in which everyone feels comfortable and can express themselves.

Therefore it is recommended to work out and discuss some **rules** together in the group before starting the actual work.

Possible talking rules are:

1. *Let the person finish his/her sentence*
2. *Active participation*
3. *Tolerate different opinions*
4. *Accepting criticism (criticism must always be expressed objectively and fairly)*
5. *Value everyone's ideas*

## 2.3 PRESENTATION

Now the real work of the workshop begins. Here it is now a matter of dealing with the topic, to communicate contents and knowledge and also to apply them immediately, but also to come up with new ideas and thoughts.

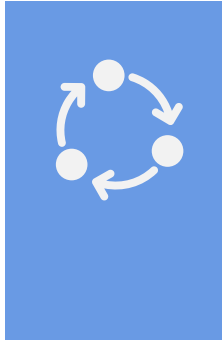


The **interactive approach** is what defines a workshop. The workshop should always focus on interactivity and the active involvement of the participants.

Depending on the workshop method, the productive phase looks different. Take regular breaks that fit in with the workshop process, but at least every 90 minutes.

There are **various workshop methods** that can lead to success in this phase. It is best to try out different methods. This is the only way to find the one that suits you best.

### Typical methods:



World Cafè

[www.theworldcafe.com/key-concepts-resources/world-cafe-method/](http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/)

Open Space

<https://gamestorming.com/open-space/>

Hat method according to Edward de Bono

[www.mindtools.com/pages/article/newTED\\_07.htm](http://www.mindtools.com/pages/article/newTED_07.htm)

Especially to encourage **creative processes**, you should work with movable walls, pin boards or flipcharts on which the topics, ideas and suggestions are applied and sorted by the participants on call or by completed cards. Connections thereby become visible; processes can be structured and prioritized or democratically evaluated by the group using stickers (and their number).

Digital formats can be used to illustrate and clearly communicate the contents of the workshop. For example, if you have planned a presentation on the content of the workshop, you can present it using a PowerPoint presentation.

Technologies are also used to enhance the activity and interactivity of the participants, for example with the quiz function of Kahoot.

With Kahoot, interactive quizzes can be created where no one is forced to talk. Either everybody plays against everybody or it is played in small groups. Kahoot is a free service that allows you to create multiple-choice quizzes for the participants' smartphones. For example, create questions about the content of your event. Points are awarded for correct answers and for consecutive correct answers. The quiz questions are visible to everyone on the projector and the current score is shown after each answer round.



Here are some more technology trends that will refresh your workshop (as long as the participants have a smartphone or tablet / laptop):

TOOL	COSTS	DESCRIPTION	LINK
Kahoot!	free and chargeable version	From e-learning, to interactive presentations, training and virtual events,	<a href="http://www.kahoot.com/business">www.kahoot.com/business</a>
Mentimeter	free and chargeable version	Get real-time input from remote teams and online students with live polls, quizzes.	<a href="http://www.mentimeter.com">www.mentimeter.com</a>
Sli.do	For free	Polls, votes and question options. Suitable, for example, for collecting and prioritizing audience questions at discussion events.	<a href="https://www.sli.do/">https://www.sli.do/</a>
Padlet	For free	Create digital pinboards. The notes can be arranged either according to a grid, in lists, chronologically like in a chat or completely freely on the surface.	<a href="https://padlet.com/">https://padlet.com/</a>
Linoit	For free	Create boards on which the participants can collect and move notes. Registration is only necessary for the moderation, not for the participants.	<a href="https://en.linoit.com/">https://en.linoit.com/</a>

After intense work on a topic, the results are presented, discussed and processed. What have the participants learned? What would they like to learn? The results of the individual participants can also be discussed by using examples.

## 2.4 EVALUATION

At the end of a workshop there must be time for a resume and an outlook. What results did the workshop produce? What happens with the results afterwards? What happens to any remaining open topics?

Different levels of **evaluation** can be distinguished:

On the first level you evaluate whether the participants enjoyed the encounter. Through the answers of the participants you learn about their **feelings, reactions and interest**. You can also hand out a soap bubble bottle so that the participants' feedback does not take too long. Speaking time is as long as the soap bubble remains in the air.

Alternatively, have each participant describe in one word how they feel after the workshop (e.g. motivated, inspired, tired, thoughtful etc.). This kind of feedback round can also be linked to pictures. Lay out different picture motifs and let each participant tell you which picture best describes their feeling (possible motifs are e.g. sun, clouds, horizon etc.). This method can also be used as an introductory method to find out what is expected from the workshop.

The feedback of the participants of the workshop on the **organisation, the premises, the schedule and the contents** will certainly be of great interest to you. You can ask for this verbally in a short feedback session. The feedback can of course also be given visually. For this purpose, you note the aspects to be evaluated on a flipchart. The participants may then award their points by sticking them on the flipchart. Or in writing by means of a questionnaire, which the participants fill out locally or digitally, e.g. via Survey Monkey Link.

Other digital tools you can use for the conclusion round:

TOOL	COSTS	DESCRIPTION	LINK
Crowdsignal	free and chargeable version	A simple tool that collects answers anywhere, exports data everywhere.	<a href="http://www.crowdsignal.com">www.crowdsignal.com</a>
Google Forms	free and chargeable version	Create custom forms for surveys and questionnaires at no extra cost..	<a href="http://www.google.com/intl/de/forms/about/">www.google.com/intl/de/forms/about/</a> <a href="http://www.gsuite.google.com/products/forms/">www.gsuite.google.com/products/forms/</a>
Inqwise	free and chargeable version	Online survey tool to create online surveys fast, easy & free!	<a href="http://www.inqwise.com">www.inqwise.com</a>
SurveyMonkey	chargeable	SurveyMonkey is a survey platform that allows you to collect feedback and turn it into actionable data.	<a href="http://www.surveymonkey.com">www.surveymonkey.com</a>



The second level is about finding out whether there has been a **gain in knowledge** for the participants, i.e. whether the participants have learned something or were able to acquire new knowledge.

The third level is to assess whether the encounter has influenced or changed the skills and behaviour of the participants (**behavioural change**).

The fourth level should show whether something has changed on a more global level (outcome), for example what **influence** the workshop has on the relationship with the institution or whether something has changed for the participants in their everyday life (school, job, university).

The following question is particularly suitable for the second to third level: Which of these would you like to implement in everyday life tomorrow?

For the fourth level, a survey is recommended after about 6 weeks, which you can send via SurveyMonkey or another digital tool.

Run through a **list of participants** to get the email addresses you need for sending a follow-up.

### 3. FOLLOW UP

The **documentation** is usually in writing or in the form of a **photo protocol**. It is important that the results can be further used and that they are sent to the participants promptly, by e-mail or link to a common dropbox folder.

You can use the opportunity to point out future events, such as advanced courses, or to send along practice material. In addition, it would be a good idea to provide recommendations for literature or online resources on the topic, should there be further interest on the part of the participants.

Would you like digital support for writing the minutes or taking notes during the workshop? Maybe one of these tools will be useful:

TOOL	COSTS	DESCRIPTION	LINK
Twiddla	Free and chargeable version	Online Whiteboard for the Modern Classroom	<a href="http://www.twiddla.com/">www.twiddla.com/</a>
4Minitz!	For free	free & open-source software (MIT License).	<a href="http://www.4minitz.com/">www.4minitz.com/</a>

Attachment 1 : Checklists “How to deliver a training”



WHAT?	SUPPORTIVE TOOLS?
<b>PREPERATION</b>	
Date determination	Calendly, doodle, eventbrite, google drive
Location	
Snacks + beverages	
Catering / Restaurant	
Create material list	
Create information material internally	Dropbox Paper, GoogleDocs
Create information material for participants	
Set agenda	
<b>IMPLEMENTATION</b>	
Prepare room/location	
Introduction round	
Talking rules	
Present contents (interactive)	Kahoot, Mentimeter, Sli.do, Padlet, Linoit
List of participants	
Feedback / Evaluation	Crowdsignal, Google Forms, Inqwise, SurveyMonkey
<b>POSTPROCESSING</b>	
Send protocol	Twiddla, 4Minitz!



## 4. CREATIVE, CRITICAL AND ACTIVE COOPERATIVE LEARNING (CCCL). A TRAINING PROGRAMME FOR VET TEACHERS

**To whom is it addressed?** This training programme is a complement to the toolkit “Diverse VET-classrooms for inclusion”, developed in the framework of the project SIMPLY INCLUDED. Both the toolkit and the programme are addressed to VET teachers, who have to deal with diversity in their classes, with a special focus on schools/lessons with an important number of migrants.

**Aims of the training programme:** The training programme is intended to provide VET teachers working with migrants and refugees with competences and tools to manage diversity in their lessons, creating and keeping a good class atmosphere by using intercultural, creative, critical and active cooperative learning techniques in order to:

- *Foster a sense of belonging of every student to the group.*
- *Promote empowerment of every student, focusing on the strengths of each of them.*
- *Provide a secure and safe environment with no judging, no prejudices and no fear of speaking up.*

**How to use it?** We have created a training programme so teachers, schools or any organization working with migrants can use it for self-training or training of their own staff. The programme is intended to be used together with the toolkit, although it’s flexible enough to be combined with any other activities the user may find relevant.

### **Expected learning outcomes after the training:**

- ▶ I will be able to create a good class atmosphere and will be able to keep it, managing conflict in a creative and constructive way.
- ▶ I will be able to build a bidirectional relationship with my students/learners, based on respect and trust.
- ▶ I will be able to provide my students/learners with confidence about their own skills and abilities and will empower them to trust their own unique potential.
- ▶ I will be able to understand the principles of intercultural education and creative, critical and active cooperative learning.
- ▶ I will be able to use a variety of tools and activities following the principles of creative, critical and active cooperative learning.
- ▶ I will be able to design my own activities based on the principles of intercultural education and creative, critical and active cooperative learning, adapted to the context of the VET programme I’m involved in.





SESSION	DURATION	TOPIC	OBJECTIVES	POSSIBLE RESOURCES
<b>Session 1</b> (approx. 5 hours)	45 mins	- Presentation of the programme and learning outcomes of the training	The participants get familiar with the programme and get an idea of what they can “take home” after their participation on it.	The training programme and the introduction
		- Motivation and expected outcomes for each participant	The participants share their motivation to participate in the training and what they personally expect to gain.  This is an activity that can be used later on by the participants with their own students/learners.	This can be done playfully by throwing a ball to a participant each time, so he/she has to share his/her motivation and expectations and then pass the ball to the next one. If done with a wool ball, the participants will build a network that represents the bonds created between them during the session.
		- Getting to know each other. Different possible activities: “speed meeting” or “bingo” for example	The participants will collect more information from each other, so they can start creating an idea of the persons they are sharing the training with and maybe spot things in common. Both for the speed date and the bingo, we recommend to facilitate the activities including personal information about hobbies, skills, interests...	Speed meeting: <a href="https://www.thebalancecareers.com/speed-meeting-icebreaker-1918422">https://www.thebalancecareers.com/speed-meeting-icebreaker-1918422</a>  Bingo: <a href="https://www.quizbreaker.com/icebreaker-bingo#how-to-set-up-ice-breaker-bingo">https://www.quizbreaker.com/icebreaker-bingo#how-to-set-up-ice-breaker-bingo</a>
	10 mins	Break		
	60 mins	Introduction to the concept of class atmosphere, starting with the feedback of the previous activities.	The participants reflect on how they felt with the activities done previously (the wool ball, the speed meeting, the bingo...). They identify which feelings they got from those activities-	You may use a flipchart, post its, pictures... so the participants can write keywords or select pictures that represent what they felt (joy? Shyness? Confidence? Belonging? Adrenaline? Security?)



	What defines a good class atmosphere for me?	The participants define what they would like to find to enjoy a good atmosphere. At the end, they will have defined what they expect to have a good atmosphere.	The previous resources are valid for this activity.
	Activities to build a good class atmosphere.	The participants will learn specific activities to put in place to create a good class atmosphere, apart from the ones used in the introduction (bingo and speed meeting)	SIMPLY INCLUDED toolkit, section 1.
	Debriefing	The participants will reflect together on what has been learnt and how to apply it with their own students.	
10 mins	Break		
45 mins	Introduction to intercultural competence and cooperative learning	Main aims of intercultural education. What is and what is not cooperative learning? Principles of cooperative learning.	<a href="https://www.ici.is/en/articles/intercultural-education-better-education-for-everyone">https://www.ici.is/en/articles/intercultural-education-better-education-for-everyone</a> SIMPLY INCLUDED toolkit, section 2.
	An example of cooperative learning: the Jigsaw	The participants will know the Jigsaw technique and how to design their own Jigsaw activity	<a href="https://www.dailyteachingtools.com/cooperative-learning-jigsaw.html#Core">https://www.dailyteachingtools.com/cooperative-learning-jigsaw.html#Core</a>
10 mins	Break		



	90 mins	Learning by doing: designing a Jigsaw activity	The participants, working in groups, will prepare a Jigsaw on a specific topic they decide (if they are all from the same VET area, they can all work towards an activity on this area, if they can from different ones, they can prepare a more general one).	<a href="https://www.dailyteachingtools.com/cooperativ-e-learning-jigsaw.html#Core">https://www.dailyteachingtools.com/cooperativ-e-learning-jigsaw.html#Core</a>
	15 mins	Debriefing on session 1. End of the session		
<b>Session 2</b> <b>(approx. 5,5 hours)</b>	60 mins	Introduction to positive pedagogy	The PERMA model. Principles of positive pedagogy: feedback, empowerment, relationships and trust	SIMPLY INCLUDED toolkit. Section 3.
		Learning by doing: feedback	The participants will experience one activity related to feedback, so they will be able to design their own afterwards.	SIMPLY INCLUDED toolkit. Section 3. (We recommend the activities “talking chairs” or “sticky notes”, depending on the size of the group)
	10 mins	Break		
	60 mins	Learning by doing: empowerment	The participants will experience one activity related to empowerment, so they will be able to design their own afterwards.	SIMPLY INCLUDED toolkit. Section 3. (We recommend the activity “confrontation”) or SIMPLY INCLUDED videos (IO1)
		Learning by doing: relationship	The participants will experience one activity related to relationship, so they will be able to design their own afterwards.	SIMPLY INCLUDED toolkit. Section 3. (We recommend the activity “The Human Knot”)
	10 mins	Break		



60 mins	Learning by doing trust	The participants will experience one activity related to trust, so they will be able to design their own afterwards.	SIMPLY INCLUDED toolkit. Section 3. (We recommend the activity "Circle of trust")
10 mins	Break		
90 mins	Positivizing my teaching	The participants take one of their usual activities and, in groups, they analyse them trying to introduce in them elements of positive pedagogy (it can be done in the way the activity is assessed, in the way feedback is provided, in the way the students need to solve it...). There will be a plenary session to share how participants "positivized" the different activities.	Examples of typical activities done in class by the participants.
10 mins	Break		
30 mins	Debriefing session	The participants reflect on what they have learnt over these 2 sessions and how they think it will impact their teaching from now on.	You can use a flipchart with 2 columns "before" and "now". The participants can write there how they were teaching before the training sessions and how they think they will teach from now on, integrating what they've learnt in their daily lessons.

