CONNECTIVITY

OUR UNIQUE WAY OF WORKING

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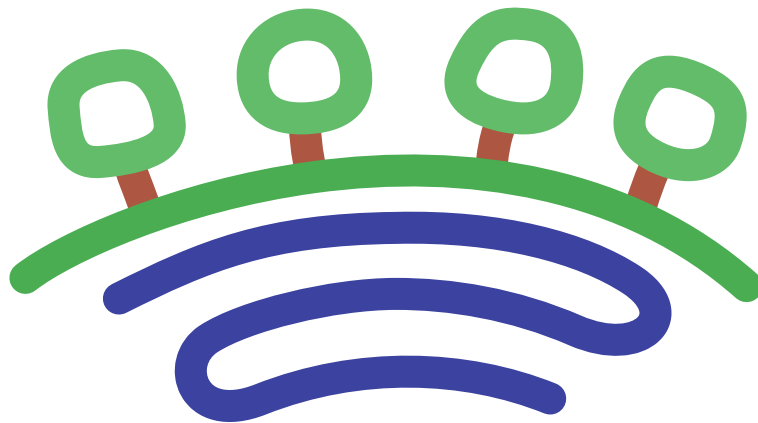
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Impressum

Planning the activity

How do I want to teach something specific to people? That's the question we keep repeating not only during the Connectivity project but for sure during our lives as facilitators, trainers or project creators. These questions make us take action, change and try new ways.

Would it be different if I would give them more time to reflect after the activity? Would it be different if I would choose other materials, or if I wouldn't provide any materials or if I would make them create their own materials? Would it be different if my instructions were more clear or less specific? The common answer is "yes". At least, we believe that every action creates a reaction and when it comes to the world of facilitation the way you choose to design the program in order to approach your target group will make all the difference in the impact you want to create. The exact same activity could have different outcomes based on who is working with it and how.

For example, in Connectivity we started with usual/already known activities such as football or tic-tac-toe and we created extraordinary activities out of these. It means that in some cases we didn't create activities from scratch but instead we used ordinary activities. That way we could pay attention to the details and we could shape the pre-known activity thus making it more fitting with our desired impact and our specific target group. We focused on young adults and adults facing fewer opportunities with the outcome of making them more employable. So we replaced football the way everyone knows it with an activity that has the same duration and structure but different instructions and atmosphere.

We can say that after understanding the Impact tool and all its phases (described in our Handbook), we realized that there are many other tools that help us organize our thoughts and materialize our ideas. This is the case of the Activity Templates that we have been using throughout the project to document all the activities that each of us created and implemented. These templates are also a way to track our activities and

record them so that we can return, improve and shape our way of working... Why did we bring them here? From our experience we believe that networking makes everything easier and that it only makes sense if we can share, inspire and be inspired by the others who are doing the same. On one hand we can realize by documenting all our activities that we can create the same impact while using different activities and on another hand we can use the same activities shaped a little bit differently to create different impacts. We can and we should use content that is at our disposal in order to make room to think about details and reflect on our own style instead of starting completely from zero all the time.

Name

If we want the activities to serve their purpose, it is important to clarify their various components. The name of your activity is one of the details that can make all the difference. The name will be a lasting reference and it will distinguish your activity from similar ones. It is an identity.

Some tips and tricks on choosing a name:

→ usually it is the first introduction to an activity but the last thing created for the activity; it is based on all the other components and normally it is the final decision of an activity builder;

→ people will feel intrigued and curious if the name is different and appealing, and less motivated if the name is common and repeated; on the other hand, using the original names of certain games (even if adapted to our desired impact) can be useful to situate people and guide them without much explanation from the facilitator's side;

→ the naming process can happen through an association process - try to think about the purpose of your activity: what do you want the group to feel; what does it make you think of; what is similar; why is your activity so unique and beautiful; which expectations do you want to set?; this way finding connections is more simple, organic and accurate;

→ keep it simple; usually the catchy names are the shorter and fun ones; the complexity will depend on your target group but we don't want people to run away or to focus too much on one specific group (unless this is actually our intention); ;

→ think about making it visual; basically make it look as good as it would sound; usually it is always an advantage if it is possible to create an icon, template or material out of the name or including the name - play with words;

→ taking cultural differences into account is always a good idea; keep in mind that you must be aware of foreign meanings and local slang in case you want to multiply your activity overseas;

→ say it out loud in a different context a couple times and see people's reactions to it; while texting it try to focus on the checklist:

- it is adjusted to the target group

- makes the learning objective concrete

- is simple and catchy

- is grammatically correct and short

- sets the right mood in participants

- is unique

Choosing a name for an activity is an artistic process and much more complex than common sense makes it look like.

I would like to use this activity, but do I have time in the schedule to do it properly?

Every activity has its own time, it is important to respect it. The duration of an activity is very important when it comes to the desired impact. Let's think about some situations:

Duration

I would like to use this activity, but do I have time in the schedule to do it properly? Every activity has its own time, it is important to respect it. The duration of an activity is very important when it comes to the desired impact. Let's think about some situations:

Scenario 1

Suppose we implement a very emotionally demanding activity for our participants, such as an open debate on a sensitive topic or an impactful theater play. Let's imagine that in our activity we do not include time for individual and/or group reflection after the experience and that we start a new activity right after. Will our participants be well prepared for what comes next if they have not yet closed all their emotions and thoughts from the previous activity? Is the outcome of our activity affected in this case by the lack of a reflective moment?

Scenario 2

Imagine that we have a group of participants who are very used to camping and being outdoors, and we want to give them our unique outdoor experience. Is it enough to send the group outdoors for just 1 night? Will it be challenging enough for them? Will they get out of their comfort zone? Would it be better if the activity lasted 2 or 3 nights at least?

Scenario 3

We have a full day of activities to prepare and our team is small, only 2 facilitators. We need to choose between several activities to fill a whole day of cooperation. Can we be expected to choose very long activities that require a lot of preparation (printouts, materials, visuals)? Maybe some of these preparation tasks could be done days before or needs to be done right before the time? When will we have time to prepare the activity? Would it be better to do several activities during the day that do not require much preparation beforehand? Which situation will work better for the group and the team's energy level?

Scenario 4

We want to have an art session in the forest after an intense game of human soccer on the grass. Does the group need some element to help them get into a more creative state of mind? Should I contemplate at the beginning of my forest art session a specific time for the group to feel contextualized to the situation? Is this important?

Scenario 5

My team and I are working with a group of people with hearing difficulties. Will this particularity influence the way I give the instructions? Will I need more time if I adapt the instructions to a more visual and exemplifying format? Preparation time, implementation time or both?

With these examples we can identify several factors that will influence the duration of our activity: our target group, the mood we want the group in at the beginning of the activity and how we want to leave it at the end, the preparation time for the activity, and the implementation time.

The duration of an activity can be more easily calculated if we subdivide the activity into shorter phases, so if you want to make sure you have enough time for your activity think about the following points:

- how much time do I need to prepare for the activity?; and when does it have to be done?

- what came before?; is the group ready to start or do I need an icebreaker?

- how much time will the instructions take?

- how much time does the implementation need?

- do I need reflection time?

- what is next?; should I finish the activity creating a certain mood in the group?

Materials needed

Each tool is precisely designed for a specific purpose; choosing the correct tool will also define the amount of effort required to get a job done.

When it comes to the activities, having a controlled access to the resources and tools is one of the most crucial aspects for a participant. The right materials will dictate the level of difficulty and consequently the group's engagement and exploration of skills.

If for a moment we issue the challenge to make an omelet for lunch but don't give them eggs, in order for the challenge to be accomplished the group will have to come up with solutions to not only fry the eggs but to have them. We can also see whether we would give them alternative materials, for example a paper clip or money. These alternative materials will also have their impact and increase or not the level of difficulty. Through the materials we can create easy, medium and hardcore activities.

Still, there is much more that we should be aware of...

The issue of safety

In every activity (indoor or outdoor), the facilitator mustn't allow any equipment or tools that endanger the safety of the participants. On the other hand must provide the basic protective equipment appropriate for each activity.

Hindering or restricting access to materials will only serve the purpose stated above if this does not compromise the protection and health of the participants. If we challenge our group to raft 3kms down the river, we must ensure that they will do so with the proper safety gear, for example a life jacket and a whistle.

It will also be essential to guarantee the conditions and quality of the materials that we provide to the participants. What would be the

purpose of the group building a raft using all their skills and knowledge if they are going to sink anyway because the wood provided is rotten? This situation will not only change the mood of our group (contributing to frustration), it will also expose them to an unnecessarily dangerous situation.

Making the job easier (or not)

A serious employer wants to make his workers as comfortable as possible. When people are happy, they have more energy to invest in work-related matters.

Not just this - there is a profound emotional effect when an employee wants to make the work experience more pleasant. People are much more likely to sacrifice their time and effort for an employer who cares for them.

If you're choosing your next workplace, you should inspect the premises and talk to other workers. An employer that only has expectations, but is cheap in terms of providing the right tools is an employer you should steer clear of.

In the case of Connectivity, through which we explored outdoor activities as tools for employability, we realized that making people more employable and resourceful starts mainly from the effort we demand from them. Taking a group out of its comfort zone is the best method for developing personal skills and strengthening group dynamics. In this case nature and being outside was our tool, the materials used always followed the logic of being simple and offering challenge; if instead of giving the participants jackets for the rain we would have decided to give them an awning and heating, the experience would have been totally different. The question is always: how can I ensure that my participants will think outside the box to solve the challenges that I set for them?

Future prospects

How will my target group use the experience I gave in the future?

More philosophically, which non-physical materials do I want to give to my participants for their own benefit and exploration?

When we talk about materials we most commonly assume they are physical, yet all our inputs are materials. The language we use is part of our materials. Non-formal education methods are part of our materials. Moments of reflection are part of our materials. Pedagogical contents, facts and real examples are part of our materials.

Be part of a culture

There are several materials that are suggested for non-formal education activities. These can also be used as differentiating elements of formal education for all ages.

Here are some examples of materials that we use in almost all of our projects; these can also be used in an activity (or their use can always be the activity itself).

- Dixit Cards

- The Debriefing Cube

- Bingo

- other reflection cards (reflection on emotions, abstract cards, etc.)

There are many ways to use these materials and each facilitator can use them in his or her own way and in different ways each time. These are materials that tap into the creativity of the facilitator who works with them, while allowing the participants to share different points of view with each other.

Preferred location

The activities are mobile, plastic, flexible and adaptable. We can easily facilitate outdoor activities inside and the other way around, but we need to adjust our instructions and strategies.

Our style believes that the outdoors is the preferred location in most cases, and this project, as you will see from the compilation of activities at the end of this workbook, proved that. The outdoor space and the contact with nature opens doors for a more articulated, dynamic and "learning by doing" experience.

When we choose the location for our activities, besides taking into account the available resources, travel costs and other details, we must evaluate the location based on 2 essential elements: the atmosphere and the environment - two different concepts that are easily confused.

Environment

Making other people feel good about interacting with each other and participating can be quite challenging; there are many decisive factors that impact how comfortable, forced or safe people feel about doing this. People are different and play different roles in different groups. As a facilitator you want to create an environment in which people will discover something new about themselves, so they are not too comfortable and not in a panic zone. The environment and general "climate" of an activity sets an important tone. But what is the environment?

With the environment we are able to control how the climate around the participants will unfold. The way the space is arranged, the place of each person and materials, whether it will be in a dark or light place, whether there is background music, the way the space is decorated, and all those details. The environment helps the group understand where to position themselves and how the space is prepared to receive them. It is possible that the environment changes from activity to activity but the atmosphere

remains. Just as it is possible to create different atmospheres with the same environment set up.

For example, taking one of the games described in the following chapters, if our activity is the Village Game and we are playing it in a small village like Ommen, in order to assess whether this location is perfect in terms of environment, it is important that there are houses and places where the participants can hide. Otherwise the game will lose all its effect and the difficulty level will be reduced to almost nothing.

Atmosphere

To build a safe and comfortable environment, a good facilitator has a few more points to consider. The atmosphere is something different that works directly and very closely to the environment. They complete each other.

How do you protect folks who are worried their ideas will be attacked or mocked? How do you hold back the big talkers who tend to dominate while still making them feel good about their participation? How do you want people to play in an environment prepared? Do you want to have the same atmosphere all the time?

The atmosphere is the human energy created in the activity. It is the way the group interacts beyond knowing how and where to position themselves. The atmosphere defines whether the group should sing when the music is on or whether they should feel encouraged to sit down and not move in that situation. The atmosphere creates a context in the activity, gives it a meaning, and drives the group. This is created with various inputs from the facilitator but depends fundamentally on how the participants will choose to work with and embrace them.

Going back to the previous example, in the Village Game the location from the point of view of the atmosphere can be evaluated in the following way: will there be a nightlife in the village during the chosen night or not? Will there be any people on the street besides the participants? Will it be a quiet or noisy night? Is it necessary or important

to add a speaker to create a suspenseful soundscape and give the participants a few chills?

Instructions

There are many ways to talk with people. There are many ways to explain things to people. There are many people and many ways of understanding. There are reader learners, visual learners, listener people and practical learners. All of us have the ability to learn but we use different tools according to our personality and personal characteristics.

As facilitators we never know for the first time with a group which kind of learners the majority of them are. Our goal is to be clear for the most of them and then fingers crossed that the group will solve it by themselves.

It is very important to be aware of ourselves and the capacity of our communication with groups. We should explore our skills to find our strengths and weaknesses in verbal and non-verbal communication. In order to give instructions we can think about techniques and think about the following topics:

- the volume of my voice

- my diction

- the speed at which I speak

- my posture

- my movement

- use of exemplifications/performing

- doing a zero round

- my use of visual content

- pauses and repetitions

- making room for questions

- consistency in speech

Once again, the way we give instructions depends on our target audience. We can tell you that from our experience, groups of youngsters usually look for the instructor to exemplify what is being explained, they usually get bored when we just talk and lose interest if we write down rules. Adults, on the other hand, prefer clear, written instructions and this information overlaps with what we say verbally, so they require the preparation of a clear, well-structured content. For both target groups it is a good habit to do a zero round where they don't lose or gain anything by trying to apply the instructions we have given and by giving them an opening to ask any questions that might arise.

Debriefing

What is it?

What is debriefing? How can you do it? Are there any specific steps that you should follow? These are some of the most usual and common questions to ask and answer, together with *How can we ensure that the time spent during the learning process can contribute to people's change?* Debriefing is considered the moment when people meet and exchange information about specific topics that have been completed - all this while assessing the whole procedure. This happens in order to obtain more data about the successful and not so successful elements of the topic/activity that has been done.

Debriefing aims to create thoughts, bring discussions among people, encourage time for reflection, motivate people to improve something and for sure help in communication. There are plenty of patterns, methods or ways to organize and do it. Undeniably, it is one of the most significant steps while you organize and implement an activity as you will see below.

During this time you create an open - and safe - space in which people can express their thoughts and ideas about the topic. Most of the times, through this phase they work with many different inputs that can be used in various ways both from trainers/facilitators and the people who participate in the activity.

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Usually, the following techniques or points are important for the debriefing: organizing specific time and place for this reflection time (the environment is very meaningful in this case), highlighting the key points of the activities and formulating questions according to the activity's content in order to facilitate a conversation/reflection - what happened, what was the impact of the events, how can we do it differently, etc.?

Why is it different from feedback?

Maybe it's one of the most common misunderstandings. What is feedback? Is it the same as debriefing? Are they similar at all? What are the differences?How can these be related? Let's see.

Feedback could have any form of expression (oral, written, informal, formal, etc.) and it includes information about someone's performance in effort to reach a goal. Both terms can be interchanged most of the times, but there are some significant distinctions between them. At this point, it needs to be mentioned that feedback has also 2 types/versions - giving and receiving-, and we have to understand that each one needs a different approach.

During the activities, we need both feedback and debriefing in order to have a more clear picture when it comes to our own actions and in order to be able to evaluate these actions as objectively as possible. The main difference lies in the content and in the reason why each of them exists.

So, we can define feedback as information which happens as a consequence of actions and aims to give more inputs/comments to the facilitator. Some of these questions could be: What do you like most/ What do you like least/What could we do to avoid…. ? Debriefing, however, focuses more on facilitating introspective conversations that take place after the simulation experience to help the participants comprehend their behavior and their learning experience.

Remarks/Tips

It's time for the last section of the Activity Template, Remarks & Tips.

First of all let's introduce this chapter by clarifying that there is no right or wrong way of facilitation. But the facilitator should be prepared for the group's reaction: the way the group will play with the words, challenges and facilitation moments. The only way to be more and more prepared for the different situations is to try and retry things differently and reflect on the feedback received from the participants.

Remark is an expression of opinion or judgment to someone about what you have experienced. It could be a comment or a note with which you give special attention to something and point out either a positive or a negative point. As far as the templates are concerned, this part is quite helpful for the facilitators because often the participants feel more free to express their opinion informally. This category (together with the debriefing) ties in with the other ones because in this one we can also see how the participants perceived this experience and what else they would add.

However, tips shouldn't be neglected. Their existence can be considered as the key element in the final success of the activity. They focus on various points of improvement and on small ''secrets of success'' when it comes to the activity.

As we mentioned above, remarks could be both positive and negative. For sure, both of them are vital to be expressed respectfully and honestly, otherwise we might end up with a gossip or a spiteful comment.

For example, during the Masterchef activity, a positive one could be that they included all people no matter their difficulties and managed to cook the plates without anyone being excluded or injured and a negative one could be that due to the many different tasks the participants did not have enough time.

If we focus a bit on the meaning of remarks, we will understand that their role is major. In a short time, we can collect many opinions from which we can have an average idea of the benefits and disadvantages of our activity, from different sides. Thus, we can readjust it and we can build in the new perspectives and inputs.

It is of immense importance to repeat the activity as many times as we can, making changes or using new tools or elements that we haven't used before in order to find the ''suitable'' combination that supports the growth of our participants. We always encourage our facilitators to write remarks and tips for themselves - this is even more important than the comments of their participants, since only they can see their performance more objectively (the participants have a subjective opinion because they are influenced); through these tips and through the tips given by other colleagues we can improve our activities and create truly impactful learning processes.

Let's clarify something. There is a slight balance between remark and comment, and it is good to remember this. A remark is an observation that can lead to very fruitful results after some possible changes or ameliorations that might happen. Also, it is a short phrase that is frequently uttered without much thought or bad intention. A comment is an explanation or a critique of anything, usually premeditated, so it has nothing meaningful to offer. These templates aim to help people throughout their facilitation journey; they aim to give inspiration while motivating everyone to expand these activities and to share them with each other. In other words, the remarks category is the space to leave our suggestions.

Don't be afraid of remarks. From our experience we can say how important it is to try them out over and over again. The remarks are part of the history of our activities and the mirror of our successes!

We would like to use this chapter also to leave you with some remarks and tips to keep in mind in your future activities or project.

Give context to an activity (a complement of instructions)

Whether you're facilitating an activity or running a complete project, it's your role to manage discussions, to help bring ideas from all participants, and to get buy-in for the outcomes you reach. All the planning, guidelines and strategies to manage the group have the purpose of facilitating effectively. The "group process" is stimulated by you but it is not yours. The way the group will perform tasks, make decisions and solve problems is their decision and choice. It's much more rewarding for them if you as a facilitator are capable of being impartial and steering the group so that its ideas and solutions flow.

However, you are the one who prepared a solid agenda focusing on concrete outcomes and you are the only one who knows how you want the event to flow.

The power of context is a good bridge between both previously described viewpoints. Creating a context to your activities is key, it influences the group's energy and involvement. Giving the right context to the right group can influence the way they absorb their experiences, the roles they take and the tools they use to pass through the reflection process.

What is context after all? Creating context involves both creating a specific atmosphere and creating a concrete space where all the action will unfold. Furthermore, context flows according to the various moments of an activity or project in order to guide the participants through necessary moments without them being aware that this is happening.

Context interacts with the group, it gives people space to create certain assumptions even before the instructions have been given. In other words, context acts through the atmosphere (like we mentioned before) and is responsible for creating beliefs and different moods. It is part of the activity, it is present and makes itself felt before, during and after the activity. It also makes the purpose of the activity more tangible.

In general, context will be related to every single part of the activity. It will define the way you introduce your activity, the role of the participants, the names, expressions and words used, the way the group will use the materials, the spaces, the facilitators and the way you address each other in that context. Context differentiates the ordinary from the extraordinary, once more.

It can be simple or more complex according to the target audience you have and your desired impact. Generally speaking, in our experience we have found that groups of young people generally like to be transported to other dimensions that are guided by means of a storyline, assigned characters, or a fantasy atmosphere around serious matters. Once they come of age, groups generally show more resistance to this kind of context because they cannot detach themselves from their own reality, in which case it is necessary to understand what context the group in general is looking for and we can adapt all our activity to a more real and scientific mold rather than an abstract one. Creating a story, a routine, a final goal, an atmosphere, setting the ground rules, setting the scene in order to get things flowing, to make the group communicate and to keep up the momentum and energy is part of the creation of a context.

For example, one of our activities is an outdoor game in which the participants will have to spend 48 hours out of doors. These 48 hours could serve the same purpose while using different contexts. If the desired impact is to make the particiants work on their cooperation skills while discovering their role in a group based on their other skills, according to the assumptions about the age of the target group introduced before, we can create 2 different contexts:

1. an adventurous context for the underaged target group. This is based on animated movies where the teenagers are divided in teams and these teams will compete with each other (for example they are divided in ancient tribes). They should play during these hours to conquer different levels one by one and each one of these levels impossible to achieve without a team is associated with a tangible reward (for example they can add to the material list one more item).

In order to make this storyline credible we can give names for each tribe, for each tribe member and we can even name materials and assign super powers beyond the regular characteristics to encourage them to conquer these (for example even though a tent protects them from the rain and cold, it is a shelter for the elfs of the forest and they eat everyone who is alive in the tent during night). This way we give them enough clues about cooperation and we can challenge them - they realize what their skills are and what do they still need to work on. Additionally, they also realize that they are all different and important in a team.

2. or a self bootcamp in which we give the following task to the group: create an amazing experience of 48 hours completely different from the regular 48 hours - all this because we believe that they can create a wonderful experience with all their skills and knowledge, an empowering and unusual experience which takes them out of their comfort zones and teaches them something new about cooperation. Also with adults it is much more difficult to understand where is the limit between comfort zone and panic zone so it's always a good idea to give them additional inputs (for example telling stories of others who have created out of the box results), thus inspiring them to move forward.

The way we present the challenge is completely different because what engages these two target groups is completely different as well. Also, related to these two groups, the words and expressions we use have a completely different impact. For example, when giving instructions the use of the word "rules" creates a certain impact; the question is: what do we want to create? We can consider using the word "agreements" instead, this tends to be more relaxing and people tend to follow the guidelines more - while "rules" tend to create tension, "agreements" tend to bring ease - but it all depends on the results we want to create.

When is the time for my activity? (categories of activities - introduction to the ones we´ve created)

The time to implement your activity has come when you know what type of outcomes and what type of mood you want to create for your target group! That means that everything we do contributes directly or indirectly to the reaction and influence we create. The sum of all the outcomes will be linked to your desired impact. When we are talking about an activity these outcomes will lead to the impact itself. Although when it comes to a program we should think about all the outcomes and not each one separately (they are all linked and this means that our actions need to be aligned as well). To create the agenda of a program you should consider different moments you want to create. For example, if a program is focused on name games you will probably lose the engagement of the group the moment they already know the names of everyone.

Usually the groups are looking for something that challenges them. That's the way they keep growing. So, instead of playing names games, try giving them something more spicy like a mission impossible. While playing mission impossible the group will learn the names of each other one way or another - and they do something more challenging. As a facilitator you save time in the schedule and you engage the group.

We have selected some topics that are usually worked on during every project. Further on we will give examples of activities that fit into each category.

Activities don't belong only to one category. In other words, an activity can cover more than one or two topics at the same time, thus supporting the development of different characteristics and competencies.

Of course, each time you need to choose a specific goal or purpose to focus on. However, keep in mind that by changing some elements of your activities you can create new ''goals'' so you can use them in other categories.

The categories we have identified as the most common ones are described below.

Team building

Team building activities are very important when you want to create a space for people to trust each other and cooperate, all this by working together and supporting each other. You use these activities in order to empower the team spirit and make people act as a whole.

Inclusion

Inclusion activities aim to include people who are different from each othe, thus creating a common space based on acceptance. It is a process that increases the sense of belonging and helps people feel good, welcomed and productive.

Communication

Communication activities are helpful when you want to learn more about the way you can share/express your thoughts in an effective way. Also, it's a tool that you can use in order to navigate conversations and to express respect and understanding.

Leadership

Usually the goal of these activities is misunderstood. It's not about showing who is the leader. These activities aim to motivate each person individually to discover own strengths and to find ways how these can be used in a team setting, thus bringing inspiration. Leadership skills are important for everyone, moments of leadership are always needed (in life as well).

Problem solving

Problem solving activities are designed to sharpen thinking abilities while fostering new choices and possibilities, even when circumstances aren't the most suitable. These exercises can be used to strengthen critical-thinking.

Hard skills

In this case, it is about some activities that aim to offer some technical skills required for a job. These activities can be used when there is something that can be taught or learned in order to obtain a new qualification.

Gamification

Gamification activities are preferred when somebody wants to increase the engagement and motivation of people. By using elements of games you motivate people to be more focused, active and productive, this way they gain more knowledge.

Role play

You can use role play activities when there is a need to understand and delve into a situation, through thoughts/opinions. This tool is very useful because it helps to develop skills such as creative thinking.

Soft skills

Soft skill activities can be implemented in various situations. They are useful at the workplace, but also in other everyday life situations (active listening, creativity, etc.).

Strategy

Strategic activities can be used for creating particular results. They are designed in order to help people form plans while being focused on their goals. They also help with adjustments and quick reactions.

Time management

Time management activities are very important and can be used when you want to achieve your goal fast; they help you to do as much as possible without losing valuable time and they influence your self-confidence - you can work with ''deadlines'' by being effective, organized and by multi-tasking ocasionally.

Decision making

Decision making activities can work for people who are indecisive or they have no motivation to take action or are frightened to stand in front of others and talk/guide them.

The danger of instant feedback

It's a trap! Is it easy to get confused and to start sharing comments or remarks while you are still in the process? Yes, it's easy! But it's something that you can avoid. It can be considered as a general rule that while we implement an activity we should abstain from the main feedback. But why? It's not about ignorance. It's expected during a facilitation process that different types of remarks will land on your laps or different people want to share some of their thoughts.

Time is crucial though. While both sides are in action and do their effort, it is considered a bit venturesome to ask or receive the participants' feedback. It's simple. Things continue to happen and time is needed in order to put things in order, in order to form a puzzle.

That's why it becomes more confusing and tricky for the facilitators to receive this information, given that they are still processing the whole situation and it's difficult and quite demanding to work on the feedback since nothing is finished. Imagine for example, starting and changing parts of the sessions in the activity plan because you are always hearing new feedback, at the end it's quite sure that you will have digressed from the target that you set.

The most inspiring Tips!

If you offer a tip for free will there be more people who take them or more people who refuse them? Who wouldn't want one? Tips always make things easier. When it comes to outdoor activities with adults, in a non-formal education setting and with groups of people who don't know each other... tips can save you! Tips are short but also wise phrases that grab your attention, point out something and give you the push to achieve even   more.

In the following templates you will also see tips that are addressed in specific cases and we came up with them in order to give extra motivation and   help.

However, some general tips while organizing and implementing (in every stage) these kinds of activities could be:

1. Keep always the time.

2. Give clear instructions.

3. Use your posture smartly.

4. Dare to improvise.

5. Ask for help (groups go faster).

6. One try is never enough.

7. Challenge yourself.

8. Keep it simple.

9. Create safe space.

10. Make ordinary - extraordinary.

Final considerations

At this point all you have to do is put it all together and write down the most extraordinary activities ever!

We challenge you to turn your own ideas into reality. Keep in mind that everyone has something to add, adapt and transform, we are all capable of creating and facilitating extraordinary moments.

Writing this workbook was also a satisfying exercise for us to realize how much we have learned about facilitation. During our project we created lots of activities, wrote them down with the use of templates and tested them more than once imagining different scenarios and target groups until we placed them into one or more of the 12 categories we created and presented earlier. These activities have in common the outdoor concept explored in many different and original ways.

The last chapter of this workbook is something that is part of the identity of our learning community, the tangible output of this project and at the end the proof of our involvement in this process. With this intention we have added to this workbook the chapter supplement. This is compilation of the activities born in Connectivity.

As we have been repeating since the beginning, the community of facilitators or activities/project managers should support each other, share knowledge and contribute to create real content. In order to fulfill this statement we made in the first line, we share this supplement here with the main objective of inspiring you! :)

Activities

1. **Team Building**

   ACT(IVITY) (*p38*)
   At Theatre School (*p40*)
   Better together (*p48*)
   Blind Goal (*p52*)
   Connect with the locals (*p60*)
   Musical Drawing (*p92*)
   Shapka (*p96*)
   Survival for beginners (*p98*)
   The right path (*p108*)
   Together we build (*p114*)

2. **Inclusion**

   ACT(IVITY) (*p38*)
   Better together (*p48*)
   Clues all around (*p58*)
   Connect with the locals (*p60*)
   Digital café (*p62*)
   Exploring your surroundings (*p66*)
   From immigrants to citizens (*p70*)
   Shapka (*p96*)

3. **Communication**

   At Theatre School (*p40*)
   Bachata (*p46*)
   Back-to-back skills (*p42*)
   Charades (*p56*)
   Exploring your surroundings (*p66*)
   Masterchef (*p84*)
   Theater and chill (*p112*)
   Which skills do I need? (*p116*)
   With the walk we meet (*p120*)

10. Strategy

11. Time managing

12. Decision making

ACT(IVITY)

Duration	Minimum 1,5 hours, depending on your small activities and on the group size, you can always make it last longer – even create a frame of a couple of hours, with breaks in between.
Materials needed	One rope and blindfolds.
Preferred location	In the forest or on a field, definitely in a natural area where you have enough space to create a carousel scheme.
Working method	Learning by doing; individual and teamwork; reflection in the form of a conversation (small groups of maximum 5 people).
Purpose	Bringing awareness to various individual qualities that your participants have and figuring out ways how these can be used in order to enrich the local communities.
Instructions	1. Organize the places that the participants pass by. 2. In each "stop" they have to do a task and some of them remain blindfolded. 3. They all touch and are guided through the rope. 4. Reflection.

Debriefing	After each group went through all stations, have them all together and reflect on the following questions: • How did the activities go? • How was I functioning in a group setting? • What were my strongest qualities during all these games? • How could I use these qualities in order to enrich the local community? • What is one thing that I could do tomorrow or the upcoming week in order to put this quality into practice?
Possible alternatives/ changes for different circumstances	Through this activity you support your participants in discovering certain characteristics that they cherish (or that they haven't realized until now) – then you can start a conversation about the way they could use these characteristic in the local community; working with the same group for a longer period helps you to use the outcomes and build upon them – support these people and guide them in finding more opportunities for inclusion through these qualities they have.
Remarks/Tips	Good example for accessibility. Helps to trust each other. The activities in each stop should be very well organized because the teams will devote a lot of time and then the reflection will be linked to these moments.

At Theatre School

Duration	1 hour at least, the duration depends on how many groups are going to act.
Materials needed	Colorful paper, colors, paper tape, scissors (and any other materials you want them to use for crafting purposes).
Preferred location	In the forest or on a field, definitely in a natural area the participants can have this activity both outside and inside.
Working method	Cooperative learning, teamwork, communication through theatrical acting (at least 4 people per group).
Purpose	Improving verbal and non-verbal communication, improving teamwork, improving creativity, improving text comprehension.
Instructions	1. Choose a classic piece from international literature and share it with the participants (the choice is the same for every group). 2. Divide the participants in groups with 4 people per group (at least). 3. The participants will have 1 hour to understand the scene, find a way they want to play it and practice it for the final act in front of the group. You can tell them to use all materials they received in order to create costumes and tools for the acting. The participants are free to choose how to play and to decide their style. 4. Time to act!

Debriefing	After all groups presented you can take some minutes to ask short questions as a way to reflect on the activity, here are some examples: • How was it? • What did you do? • Was it easy to understand the piece; was it hard; how come? • Was it easy to decide how to play your scene; was it hard; how come? • How was working with your group? For the ones who were watching, was the plot clear? • What were the elements during the acting that gave you information on what was going on?
Possible alternatives/ changes for different circumstances	After choosing the piece, you can give different parts of the story to each group so they will present it chronologically and perform the whole story. You can also make it more challenging by putting limitations so the participants will have to focus on specific aspects of communication or problem solving (no speaking, no objects allowed in the acting, etc.).
Remarks/Tips	It brings nice feelings like freedom. It would be helpful to have more time and comprehensible roles. Don't hesitate and express yourself (it's highly recommended). Be very careful with the time management.

Back-to-back basics

Duration	1 hour.
Materials needed	LEGO, game cards, papers, blindfolds.
Preferred location	The participants can have this activity both outside and inside.
Working method	Teamwork – focused on communication (in learning by doing and teamwork, focusing on communication (groups of maximum 4 people).
Purpose	Improving communication in small groups, improving teamwork, learning how to understand the needs of the other team members.
Instructions	1. Divide the participants in groups of 3-4 people, each group will receive the same amount of materials. 2. All group members will research (figure out) something they want to build with the material that the group received and show it to the other members. 3. There will be 3-4 rounds (depending on the number of participants in the group) of 10 minutes each, during each round one of the participants will be blindfolded and the other will have to give him instructions in order to build what he/she did show them at the beginning of the activity. 4. Only the blindfolded participant is allowed to touch the material.

	5. When one round is over, you check how similar the two creations are (the one that was just created and the original one), then each group has 30 seconds to demolish the construction before the next round.
Debriefing	After all the rounds are completed and each of the group members did both build and give instructions, there can be a short closing to reflect on the activity together with all the participants: • What did work when you were building? • Did you have clear instructions? • What did work when you were giving instructions? • Did you manage to make the other person build what was supposed to be built? If not, how come? • How was the communication in the group? • What could you do differently?

Possible alternatives/ changes for different circumstances	If you have more space you can have the same activity with bigger groups using ropes/woods to create something bigger. To make it more challenging you can also make some variations in the rules (A can be blindfolded while building, B is the only one who can talk but he can't give instructions, C can't talk but he is the only one who can give instructions). Also, the activity can be done in such a way that the groups have to build something of their choice which can be more or less complex depending on the group and on your goal.
Remarks/Tips	The activity seemed challenging but while giving time to the participants to build a communication between their groups the tasks got easier and doable. Trust the process and do it until the end. Be patient both as a facilitator and as a participant.

Bachata

Duration	50 minutes.
Materials needed	Speaker for music.
Preferred location	Outside or inside, on a flat surface.
Working method	Teamwork – focused on communication (in pairs).
Purpose	Improving the communication skills of our participants, together with their initiation skills and self-confidence.
Instructions	1. Form pairs.
	2. Show the moves and practice with them.
	3. Give more instructions about the tasks.
	4. Give time to them practice these tasks and exchange roles.
	5. Debriefing together.

Debriefing	When the activity is over, have a short closing with the group to reflect on the way this activity went. Some examples of questions that can be asked are: • Describe in one word how you felt during this activity! • Did you feel more comfortable while leading or following; why? • How did it make you feel when you were leading? • How can you relate this activity to your life? • Do you usually lead or follow more in real life? • What is something that you can do differently in the future?
Possible alternatives/ changes for different circumstances	Other styles of dances can be used as well, such as salsa and kizomba. To make it more challenging, the facilitator can ask the participants to close their eyes or not to speak at some point during the activity.
Remarks/Tips	This activity can be a fun and creative option.Make sure you know the instructions.Give time to the participants to learn the steps first and then continue with the rest of the tasks.

Better together

Duration	1 hour
Materials needed	Colorful papers, pens, markers, tape, scissors.
Preferred location	It is recommended to have this activity outside.
Working method	Teamwork – focusing on cooperation and problem solving (groups of 3 people at least).
Purpose	Improving communication in groups, improving teamwork, improving problem solving.
Instructions	1. Prepare 4 puzzles (the solution of each puzzle has to be a key-word, each key-word has to include a letter of the word "TEAM").
	2. Prepare a paper with the word "TEAM" written on it.
	3. Each of the first two steps has to be repeated a number of times (depending on the number of people in the group – for each team you will make, you need 4 puzzles that contain the letter of "TEAM", depending on how many teams you want to make, you need to create according sets of puzzles).
	4. Hide the 4 puzzles in the area, hide the word "TEAM" in a different area (preferably bigger).
	5. Divide the participants in groups. In the first part of the activity the group will have to find the 4 puzzles.

	6. After finding the puzzles, the group will have to solve them and find the 4 key-words, putting the 4 key-words on a column they will find the main word which is "TEAM". 7. The group will move to the new area (where you hide the "TEAM" paper). 8. After telling the location of the paper to one of the team members, he/she will have to show the location to one other member only using gestures, the second person will guide the third person to the location using only one word per time and without being able to repeat the same word again. You can give more roles depending on how big the group is.
Debriefing	After all the team members find the "TEAM" paper there can be a short closing to reflect on the activity together with all the participants. • How did you find the hidden puzzles (alone or all together)? • Did you find it easy to find the solutions; do you think your team helped to find the solutions or you could be faster alone? • How was the communication in your group; what did work, how could you have a more efficient communication? • For the ones who were giving instruction to find the "TEAM" paper, was it easy to guide; could the others understand your indications?

	• For the ones who were being guided, was it easy to follow indications? • In both cases (guiding and being guided) could you do something different that could lead to a better result?
Possible alternatives/ changes for different circumstances	You can variate the puzzles depending on the target group and give more challenging instructions for the second part of the game. Also, the team members could have instructions to find all together the "TEAM" paper instead of searching for it one by one. You can also put time limitations to each part of the activity so the team members will need to have more efficient communication and find solutions with time pressure.
Remarks/Tips	This activity is creative and gives the groups the motivation to continue until the end. Create groups with people who are not that close to each other.

Blind Goal

Duration	1 hour
Materials needed	One rope and blindfolds.
Preferred location	Outdoor, preferably a big place with stuff and obstacles in it (ex. forest).
Working method	Teamwork – focusing on cooperation and communication (groups of 6 people at least, the bigger the group the better).
Purpose	Improving communication in groups, improving teamwork, being more aware of how leadership works, being aware of how to create a working plan.
Instructions	1. The group will have to choose, in the area of the game, two tangible spots, it can be everything they want (for ex. in the forest it can be trees or bushes or plants). One spot they choose is going to be a checkpoint and the second one is going to be the final goal they want to reach.
	2. In order to finish the activity the group will have to reach the checkpoint first and then the goal.
	3. The spot is considered reached only if all members of the group get to touch it.
	4. When the activity starts each member of the group is going to be blindfolded.
	5. The rope is the only tool the group can use during the activity.

| **Debriefing** | When the whole group reaches the goal or when the time is over you can facilitate a reflection on how the activity was with the group, here are some questions to guide the process: |

- How did you find the activity (easy, hard); how come?

- What worked in the group; what could work better if done differently?

- Was it easy to come up with a plan?

- Did each member of the group have an active role; who did what?

- How was the communication working in the group? If you could communicate differently, how would you do that?

- Do you think the goal was too far away; how come you decided to put it that far?

- (to wrap it up) If you could do this activity again, how would you do it?

Possible alternatives/ changes for different circumstances	The activity can be done also without the rope, it won't change the expected impact. You can also change the time limit and give more or less time either for the plan or for the execution, depending on the group and if you want to put more time pressure. Also, in case you would like to bring more challenges during the process, you can move the guidelines that the participants created for themselves (for ex. branches they placed in order to indicate the direction), this way you create more chaos but you can also check and reflect more on the way they communicate with each other.
Remarks/Tips	This activity is quite hard and requires concentration from all team members. You can also choose to split roles.

Charades

Duration	50 minutes.
Materials needed	Papers with questions.
Preferred location	This activity can be done either inside or outside.
Working method	Learning by doing; group activity focused on communication skills.
Purpose	Increase the understanding and knowledge of your participants regarding the English language. To make them more comfortable when it comes to communicating with people from different countries.
Instructions	1. Write multiple papers with questions such as "what is your favorite movie?", "what is your favorite animal?", "what is your dream job?", etc..
	2. Start the charades game; one participant should take a paper, read the question, and then mimic the answer for the other participants to guess, without speaking.
	3. The participants may ask questions to which the person acting can only reply with gestures.
	4. After one minute, the participant acting may reveal the answer and another participant should act.
	5. All the participants have a turn with acting; the activity must be done only in English.

Debriefing	After the activity, have a short closing with the group to reflect on the activity and measure its impact. Some questions that can be asked are: • Did you enjoy the activity? • Did you learn something new? • Are you more comfortable with speaking in English? • What else would you like to learn to say in English? • How can this activity be useful for your future?
Possible alternatives/ changes for different circumstances	If the participants already master English, this activity can be done for other languages as well. This will increase their skills and their chances for employment in the future. It is also more impactful if it is followed by multiple sessions, with harder and more complex questions.
Remarks/Tips	This activity is the best opportunity for all the members to get to know each other. It helps people learn things about others' character and personality. Have the same language level for most participants, thus they feel comfortable to talk.

Clues all around

Duration	Approximately 1 hour, but you can always decide to extend it.
Materials needed	Depends on your clues (papers, markers, small objects to hide etc) and challenges.
Preferred location	In the forest or in a natural area where you can easily hide clues.
Working method	Individual work and teamwork, gamification (groups of maximum 5 people).
Purpose	Supporting the integration process of immigrants or local minorities through outdoor games and activities.
Instructions	1. Clues have been hidden in the forest before the activity starts. 2. The participants meet in the forest and take the papers with the instructions and the elements that they need to find. 3. Give 40-45 minutes to explore the area and find the clues. 4. Meet in the final point and reveal what happened and do the debriefing.

Debriefing	After the activity, you can have a conversation (or choose any other form) with your participants and support them in opening up about their learnings. Also, don't forget to further stimulate them and ask them to come up with ways how they can use their learnings in the upcoming weeks (how can they connect with the local community through these learnings).
Possible alternatives/ changes for different circumstances	The activity itself gives a lot of flexibility, you can choose to work with the local culture in general or you can pick specific aspects (such as communication, entrepreneurship in the local community, etc.). You can also find ways to incorporate the culture and experiences of your participants; this way you can create an exchange of culture, since whatever they bring is just as valuable as the elements you would like to introduce them to.
Remarks/Tips	It is an activity that can be played by everyone. Give more time according to the challenges. Put tasks in order to motivate them to do things as a team.

Connect with the locals

Duration	Approximately 1 hour, thus the participants have the time to explore the place and to talk with locals.
Materials needed	1 camera per group.
Preferred location	Preferably the town where your organization is active.
Working method	Learning by doing; individual work and teamwork (groups of maximum 5 people).
Purpose	Improving the communication skills of your participants, creating a connection with locals, supporting their active participation in the community, understanding how your organization has an impact on the local community.
Instructions	1. Divide the participants in groups of 5 or less.
	2. Brief the participants about the general topic that they are going to investigate, you can give the groups short and general examples on what they could investigate (how the organization is present in the local community, what the locals know about the organization, what would be a way to be more present in the local community, etc.).
	3. Don't forget to ask for pictures and videos.

Debriefing	After they are back with the information, they will have time to prepare a presentation they are going to share in front of the group. You can tell them to use creativity in choosing how to do it and to make it the way they want to, you can also give some examples (video, posters, pantomime, etc.).
Possible alternatives/ changes for different circumstances	It doesn't have to be about the impact of your organization if you don't want that, the same activity can be used to investigate all sorts of topics (for instance the participants can do an investigation about the topics of a certain project or about topics that they are really interested in). Moreover, you can choose how they are going to present it, this way they are going to work on more specific skills of your choice (such as non-verbal communication, video editing, public speaking).
Remarks/Tips	This activity is a good chance to walk around the place where you live, to meet the locals and to interact with them. Also it is good for the participants to bond with each other in a different and more friendly and calm environment. Be sure about the target group (mainly locals) and how open these people could be. Check that your camera works properly.

Digital café

Duration	Approximately half a day and it can be repeated many times, in the form of weekly sessions.
Materials needed	Each person needs to have a computer or another device of their choice – depending on your learning material (in case this is not possible, you can have 1 device for every 2-3 people), post-its, papers, pens, markers.
Preferred location	Outside, on a terrace or in a garden, preferably in a quiet place with good internet connection; it is also recommended to have natural areas around (forest, lake, field, etc.) so that your participants can wander around and do some assignments as well.
Working method	Learning by doing, individual work, interaction with others, group work.
Purpose	Supporting adult learners in their digital development, while offering possibilities for networking and for creating local connections.
Instructions	1. Gather people in groups with their devices. 2. They are split in random groups and then start to exchange ideas and talk/answer to the topics that you have given to them. 3. They will use their devices to record this data and also try to find more info through them. 4. They will present what they have discussed, using also online tools.

Debriefing	After they are back with the information, they will have time to prepare a presentation. At the end of each session, it is beneficial to have a conversation with your participants about various things that they have learned and about the way they are individually learning; then you can figure out further steps that they would like to take in the upcoming sessions.
Possible alternatives/ changes for different circumstances	Since the activity itself offers a wide frame, you can do various things in order to turn this event into an impactful experience. Feel free to play around with the assignments that you give, with the method that you use, and with the resources you have around. You can also involve your participants from the very beginning in preparing the space for these activities, cooking lunch, arranging decorations or putting background music so that they can actively shape their own learning experience; this is what we mean by inclusion.
Remarks/Tips	If the activity will take place in an outdoor place, consider that possibly the internet will not be very good.

Enchanted tree

Duration	30 minutes.
Materials needed	Water, glasses, rope, fake gold, player cards (find them below).
Preferred location	It is strongly recommended to do this activity in a forest, or in another place with a square of trees, that will also fit.
Working method	Teamwork – focusing on non-verbal communication, problem solving, role-play (at least 5 people).
Purpose	Improving non-verbal communication, improving teamwork, improving problem solving.
Instructions	1. Find a place surrounded by trees and choose the points where the participants' "homes" are situated; each participant will have their own home.
	2. Put the role cards in each spot together with the respective items (each card has a task written on it and each task will need items in order to be completed).
	3. Choose one tree as the enchanted tree somewhere out of the "village". During the game pay attention to the following steps.
	4. Assign each participant to a house and start the activity.

	5. Say to the participants that they are not allowed to talk during the activity.
	6. After each of the participants reaches a house the activity can begin.
Debriefing	When the time is over you can reflect with the participants – this game was created in order to give the participants the opportunity to reflect on how they cooperate in a team, how they communicate without speaking and how "trust" affects their interaction with other people. Here are some examples of questions you can ask from the group: - How was it; what did you do? - Did you manage to reach your personal goal; if not, how come? - How did you communicate with the other participants? - How did you look at the other participants after reading your role; how come? - If you could do the activity again, what would you do differently?
Possible alternatives/ changes for different circumstances	You can also create new cards and new roles depending on how many participants will take part in this activity. You can facilitate this activity as well in a closed space changing the "forest" references in the explanation and in the cards.
Remarks/Tips	People come closer and trust each other, without talking.Role cards - a key element for this activity.

Exploring your surroundings

Duration	It depends on the purpose of your activity, still, it's better to leave a minimum of 1 hour, so that your participants have enough time to explore and to accomplish their tasks.
Materials needed	Papers, pens, maybe map or cell phones.
Preferred location	Any location where your participants have the chance to communicate with locals and to fulfill a list of tasks.
Working method	Learning by doing; individual work and teamwork (groups of maximum 5 people).
Purpose	Improving the communication skills of your participants, creating a connection with locals and supporting their active participation in the community.
Instructions	Create a list of assignments for your group or groups of participants depending on their interests or dynamics. The assignments should have a variety and should not only hold opportunities for fun, but also for communication in different forms – for ex. find the owner of a local café and teach him a song while you talk about his hardships in the business world or ask someone to tie your shoes and in return, tell them a short story from your life.

Don't forget to ask for pictures and videos as proof for all challenges that are done.

When creating these assignments, keep in mind the following: |

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	1. Make them challenging enough for your participants, so that they enjoy doing them.
	2. Preferably do a little bit of research about the area (this is not obligatory though), so that you can create assignments that have potential for communication, for shared stories; assignments that can strengthen the bond between the local community and your participants.
	3. Make it all dynamic, with different kinds of assignments.
	4. When it comes to communication, think of non-verbal elements as well.
	5. Before sending out your participants, brief them on the purpose of the activity and on the importance of respect whenever they approach someone. For the rest, wish them fun and send them out for the adventure!
Debriefing	After they arrive back, have a short closing with them; the following questions can guide you, but of course you can create your own: • If you would put this experience into one word, what would it be? • How would you describe the way that you worked together with your team? • What have you learned? • What are your qualities when it comes to communicating with other people? • What would you improve for the next time?

Possible alternatives/ changes for different circumstances	Through this activity you encourage your participants to meet the local community, to have valuable conversations that could even continue in the future and to discover more about their own communication styles within and outside of a team.

Furthermore, you also give the possibility of realizing what is it that your participants already master and what could they be better at – making your own observations and working with them, you can design further steps and learning possibilities based on the outcomes.

Depending on the group and your time frame, you can always create different assignments, send them further or closer; as long as the activity serves your purpose. |
| **Remarks/Tips** | The activity is a good opportunity for the participants to go out of their comfort zone and learn more about the area that they are spending their time in at that moment. Give more time for the participants to explore the area (maybe more than 2 hours). Create a mix of simple and more demanding tasks, thus creating balance. |

From immigrants to citizens

Duration	Approximately 2 hours.
Materials needed	Water, glasses, rope, fake gold, player cards (find them below).
Preferred location	Preferably outside, anywhere (your location will mostly depend on the activities that you do).
Working method	Learning by experience, individual work and teamwork.
Purpose	Creating an interaction between your participants and members of your local community; creating and fostering inclusion through simple, practical activities.
Instructions	1. Gather outside. 2. Give the first items (water, glasses, rope) to some of them and ask to use them and reach the others. 3. The other team will use the fake gold and the player cards at the same time, 4. When they will meet they will use the cards and they will have a conversation.

Debriefing	After each activity or after a period of time (every few weeks) you can have a cup of tea with your participants and reflect on the whole experience. Some questions that can guide you: • How was the experience for you? • What are you learning? • Which is the direction or the next step you would like to take? • Have you discovered any new possibilities in the area that you would like to try? • What are your difficulties? • What more would you like to do? With all these questions you can support them in realizing where they are standing and how they would like to continue. Still, many times with this target group, having such a conversation is quite difficult, therefore you can just include these questions in your everyday practice. The key here is to follow the progress of each individual and to support them by asking questions, giving tailor-made assignments or making personal observations from time to time. It is also good if before this activity you create a vision board with your participants, check what is their desired outcome in the upcoming few months, since then you can guide them in this direction, in the direction they chose for themselves.

Possible alternatives/ changes for different circumstances	Since this frame is quite wide, you can easily play around with it. You can decide for how long you would like to do this, what kinds of activities you would like to include, and how you are planning to guide your participants through this experience.
Remarks/Tips	Really nice and peaceful workshop because the participants can talk about their experiences while drinking tea and relaxing. Check before if both refugees and locals are willing to interact; be open to new things and adjustments in your activity.

Grab it!

Duration	Between half an hour and 1 hour.
Materials needed	A whole bag of various items with different shapes and colors, a long rope (in case you have more groups, have a long rope for each).
Preferred location	Outside, preferably on a grass field, so that you have enough space for your participants to run around.
Working method	Individual work and team work, strategic planning (groups of minimum 5 people).
Purpose	Training the decision making skills and abilities of the participants; finding ways how to set up priorities and how to arrange tasks according to these.
Instructions	On the field of your choice, create circles with your ropes according to the number of groups that you would like to have. Make sure that the circles are big enough, so that each member of the small groups can easily fit in. This means that if you have 3 circles, you also have 3 small groups. Divide the groups and tell them to choose a circle and step into that. In the meantime, spread around the items that you collected in such a way that they are all accessible for each circle, some are further away and harder to get, the others are closer to the circles. Afterwards, tell the rules of the game to your participants and give them some minutes in order to create a plan.

The rules are the following:

1. Each group needs to collect as many items as possible.

2. The items that are further away value more points (you can come up with a way to create a point system).

3. The members of the groups need to hold hands and create a spiral shape inside the circle.

4. When you say "go", the groups can start running towards the item they agreed to pick up in that round (it is going to be different for each group), still, they have to do this in such a way that they are not allowed to let go of their hands, and the last person needs to stay in the circle.

5. As soon as they picked up the item, they all need to get back into the circle, in spiral shape, without letting go of the hands, and they need to put the item inside the circle.

6. Then they have time to choose another item and when the second round starts, they repeat it all again.

At the end of the rounds, you collect the points and items and you check who is the winner, who got the most items and the items with the highest score. In case they don't put the item into the circle or it falls out for any reason, that item is disqualified.

	Also, if they let go of their hands or the last person steps out of the circle, their action is not counted in that round. The same happens if by the end of the round they don't all return to their own circles and they don't place the item on the ground.
Debriefing	You can lead a conversation at the end of the activity using the following questions: • How did it go; what was the strategy that you used? • Was it easy or hard to make priorities and decisions; how come? • How can you relate this to your daily life; is there anything that you can take with yourself as a good practice?

Possible alternatives/ changes for different circumstances	Depending on your group, you can also add further challenges. You can decide how long each round is going to last and gradually make this period shorter and shorter. You can also add limitations to each participant or you can place some of the objects really far and give them a higher score. Also, you can gradually make the circles smaller, so that the participants have less and less space to create their spiral and to fit everyone in. Feel free to play around.
Remarks/Tips	This activity is fun and joyful for the participants. They need to hold their hands for a long time. Make sure that this kind of physical touch is acceptable for everyone.

Imaginary CV

Duration	1 hour.
Materials needed	Papers, pens, colorful markers, rulers.
Preferred location	Any location with tables and chairs.
Working method	Individual introspection.
Purpose	Prepare the participants for the employment process, by increasing self-awareness regarding their skills, self-expression, and motivation.
Instructions	1. Each participant needs to find their place in the space of the area.
	2. Give the materials to the participants.
	3. Give the instructions about how they need to organize and create their own CV's.
	4. When the time is finished collect the CV of each participant.
	5. All the participants together need to guess the CV of each person.

Debriefing	After all participants have shared their imaginary CVs with each other, the facilitator can have a closing reflection with the group to make them reflect on the practical applications of the activity, as well as measure its impact. Some examples are: • If you would put this experience into one word, what would it be and why? • Did you learn something new about yourself? • Were you comfortable while presenting your CV to others? • What can you do to become closer to your dreams? • Do you feel more motivated to start a professional career?
Possible alternatives/ changes for different circumstances	The imaginary CVs can be created anonymously (the participants are kept at a distance from each other). At the end of the activity, the participants have to guess which CV belongs to whom, turning this into a team bonding activity where the participants can get to know each other better.
Remarks/Tips	This activity can take place for helping the group become closer, how others want to see us. Is a good occasion for the participants to see what they have achieved until now in their own lives. Recommend to the participants to take their own time and be alone so they can focus easily. Give the time that is needed.

International robbery

Duration	Between 1 hour and 2 hours.
Materials needed	Legos, a blanket and boxes.
Preferred location	Outside, preferably on a field or in an open space where small groups can spread around without seeing each other's creations.
Working method	Individual work and teamwork (maximum 5 people in a small team).
Purpose	Improving the communication and cooperation skills of your participants; still, through this activity you can choose various aims starting from developing strategic thinking all the way to strengthening visual memory.
Instructions	1. Divide the participants into groups. 2. Place them in a different spots in the area of the game(they shouldn't be infuenced the one group fro the other). 3. Pass to the groups the materials. 4. Give them directions about the art piece. 5. Give the time at least 1 hour (and during the game maybe more time will be needed). 6. When the time will be finished gathered all together and make a discussion about the art pieces.

| **Debriefing** | At the end, have a closing with your participants. You can all check the original artwork and discuss how the process went. The following questions can support you in this:

- Did we manage to create an excellent copy or not; why is that?

- How did my team function and how did I function in a team?

- What was our strategy, is there anything we could have done better?

- What were my characteristics in this game; do I recognize the same characteristics from my daily life? |

Possible alternatives/ changes for different circumstances	Depending on the goal of your activity, you can ask different questions during the debriefing phase. You can also decide to make it easier or harder for your participants by giving them time for strategizing in between, creating an easier or more difficult original artwork, or giving more roles for each team. Since the activity can be quite long and sometimes even frustrating for some of your participants (coming up with a way to recreate the masterpiece, giving instructions without touching the materials and making sure that everyone understands, having the time pressure), it is good to have enough time for the reflection part afterwards.
Remarks/Tips	It is very creative. It boosts the participants' memory. It is better if the teams have less than 5 or 4 people - it helps the communication.

Masterchef

Duration	Approximately 1 hour, but you can extend it to a couple of hours as well.
Materials needed	1 pot, 1 frying pan, knives, forks, spoons, grater, 3 bowls, 1 cup, 3 eggs, flour, sugar, powdered cocoa, tomato sauce, water, olive oil, salt, pepper, powdered cheese, gas and camping stove (only in case your participants don't have the resources to create their own fire), dough roll, lighter, few tables according to the number of your small groups.
Preferred location	Outside, in an open space, so that there are no possibilities of causing an open fire which can lead to damage; also, it's good to have a forest around, in order to pick branches for the fireplace.
Working method	Individual work, teamwork, group presentation and discussion (groups of 3 people).
Purpose	Supporting low-skilled adults in gaining self-esteem through practical tasks; giving them chances to learn more about their interests and opportunities.
Instructions	1. Divide the participants into 4 and more different groups depending on how many categories you want to have, for example; cooking team, decoration team, music team, etc). 2. You can change the teams without the participants expecting it (it is not necessary).

	3. When everyone knows what they need to do the clock is starting and the participants have a specific time for their tasks.
	4. When the time is up (hopefully the food will be ready) and all together you can enjoy a delicious meal.
Debriefing	Since the activity creates a frame through which the participants can experience many different aspects, you can guide the debriefing process in such a way that it serves the purpose of your activity. In case you would like to focus more on communication, you can ask about that, you can also be curious about the freedom each participant got through this task and how they perceived it, you can ask about their leadership skills and in general what kinds of qualities they had to bring into this activity.
	The positive side of having such a simple activity is that you can have a discussion afterwards about many different experiences that your participants had and you are not necessarily tied to one aim or goal. This gives you flexibility and the possibility of making personal interventions, supporting each participant individually depending on where they are standing and in which direction they would like to develop themselves.

Possible alternatives/ changes for different circumstances	You can add other variables, such as giving half of a recipe and asking them to find out what kind of meal it should be, or giving blindfolds to the one who gives instructions. Also, you can create bigger teams and simply ask them to prepare different courses (one group prepares a soup, another one the main dish, another one the desert, etc.), while giving other practical responsibilities for some teams, such as keeping the fire, cleaning the dishes, arranging the tables, etc. This way you can prepare altogether a nice dinner that you can enjoy (maybe even invite people from the local community to cook with your participants or to only enjoy the food) and afterwards or another day you can reflect in many ways on the whole process of creating such an event. Having the possibility to do something simple, to create something with your own hands is an extremely effective way of supporting this target group.
Remarks/Tips	It's really interesting and challenging for the participants. It can help as a bonding moment for the participants.Be clear when it comes to the instructions. Give as many supplies as possible to the participants.You can also test the cooking skills of your participants.

Meditation as a tool for interviews

Duration	45 minutes.
Materials needed	Papers, pens, markers.
Preferred location	Outside, preferably in a quiet place.
Working method	Guided reflection; individual introspection.
Purpose	Prepare the participants for job interviews by increasing their self-awareness and their self-expression skills.
Instructions	1. For the first part of the activity, start by giving a short introduction (5 minutes) about job interviews and possible interview questions.
	2. For the second part, the participants should be silent and position themselves in a comfortable manner, laying down or sitting, and closing their eyes; during this part, they will be guided through a meditation session in order to self-reflect on certain aspects about themselves.
	3. Ask them to remember certain moments or experiences in which they were part of a project or had to collaborate with other people in a team.

	4. Then, ask questions such as "what do you think were your strengths during those experiences?", "what do you think were your weaknesses during those experiences?", "what would you have done differently?", "how do you imagine yourself 5 years from now?", etc.; the meditation should last around 15 minutes.
	5. For the next phase, the participants are asked to describe these thoughts on a paper; these can be expressed in words, drawings, or other methods of their choice.
	6. After 10 minutes, conduct a reflection where the participants share their personal conclusions with the group, such as strengths and weaknesses and justify their choices.
Debriefing	After the final reflection, the facilitator can ask the participants certain questions to measure the impact and the success of the activity and to close the activity, such as: • How was your experience; how did it make you feel? • What did you learn from this? • Do you feel better prepared for a job interview?

Possible alternatives/ changes for different circumstances	For a more extensive activity, or for an adaptation to the COVID-19 context, the participants can prepare a video on their phones with the answers to the questions asked during the meditation, such as their strengths and weaknesses. This way, the participants are also preparing for a possible video interview.
Remarks/Tips	It needs a lot of guidance. Create a nice ambiance.

Musical Drawing

Duration	30 minutes
Materials needed	Flipchart, colorful pens/markers, music.
Preferred location	This activity can be done both outside and inside.
Working method	Team building – focusing on non-verbal communication (groups of maximum 4/5 people).
Purpose	Improving teamwork within a small group, increasing cooperation and awareness between the team members.
Instructions	The aim of this activity is to create a drawing with the contribution of all team members. The only rules are that the participants are not able to speak with each other or communicate in any written form.

1. At the beginning of the activity music starts playing and one of the participants starts drawing.

2. After 60 seconds, the music changes and another participant continues the drawing.

3. This repeats for 15 minutes, changing to a different participant every time the music changes.

4. When the time is over, the participants can talk again and come up with a name for the painting.

Debriefing	After the activity is done, have a short debriefing to reflect and close the activity together with all your participants. The following questions can be asked: • How did you feel during the activity? • Did you have an idea regarding the final painting; does it match the reality? • How did you communicate your idea with the others? • What did you learn from this activity?
Possible alternatives/ changes for different circumstances	To make it more challenging, add time pressure by making the time shorter between each round, changing music every 60 seconds at first, then every 30 seconds, then every 15 seconds and so on.
Remarks/Tips	It's an opportunity for the participants to express their creativity and let their imagination free. The music is really important for a better motivation and boost of energy.

NASA game

Duration	45 minutes.
Materials needed	Pens and paper can be provided.
Preferred location	Outside, in a quiet place.
Working method	Problem solving, individual and teamwork (groups of 2 to 4 people depending on the group size).
Purpose	Improving teamwork within a small group, increasing cooperation and awareness between the team members.
Instructions	1. Make the ranking on an individual basis (8 minutes).
	2. Depending on the number of participants, make groups of 3 or 4 people to discuss the ranking together (7 minutes); it is necessary to start reminding the groups of the time left.
	3. Decide the ranking of the objects with the whole groups (5 minutes); the facilitator should put pressure.
	4. Challenge is to be able to take collective decisions under pressure and to observe the interactions between the members of the group.

Debriefing	After the activity is completed, have a short debriefing to reflect on the whole process and close the activity together with all the participants. As a facilitator you can question the group on certain interactions that you observed and ask them questions such as: • How did you make decisions together? • Was it easy or difficult; were there tensions? • Did everyone feel like they were heard? • Did some people feel like they weren't being listened to? • Was there something that slowed down the group's decision making process? • Was there a person in charge of time management? • What could you have done differently?
Possible alternatives/ changes for different circumstances	Based on the principles of this activity, you can use any other text, even texts that are directly related to the topic you would like to work on (employability, inclusion, active participation, etc.).
Remarks/Tips	This activity gives a lot of information for the participants to handle. Give clear instructions as much as possible.

Shapka

Duration	Approximately 30 minutes. Still you can always add new elements and make it longer.
Materials needed	Sheets of paper and pens.
Preferred location	Even if the activity itself is recommended for indoor use, we suggest that you do it outside – bringing people into another environment can make the whole process more fun and can stimulate completely different outcomes.
Working method	Developing teamwork and communication skills through games that focus on cooperation.
Purpose	Exploring the possibilities of communication within a team, understanding different ways how we communicate and finding ways how to turn these into possibilities.
Instructions	1. Organize the team and create a circle by sitting on chairs.
	2. Give the papers.
	3. Each person writes a message with his/her way or code and then they have to pass this message to one another.
	4. Reflection.

Debriefing	Reflect on the activity together with your participants and discuss the following aspects: • Which levels of communication were the most and the least comfortable? • Are there any other forms of communication? • Were the words in line with the body language; if not, how can we align them? • How do the others communicate and how can we understand them? • How do we see communication in our own surroundings?
Possible alternatives/ changes for different circumstances	The game can be played with a mobile device or mobile app as well. You can always turn the activity towards your desired outcome – what would you like your participants to practice or achieve. It could be valuable to talk about the relationship between communication and inclusion or communication and employability, so that you can further guide your participants based on their situation and needs.
Remarks/Tips	Great to see so many different ways to communicate. Helpful while trying to realize important things about communication and about other people's approaches.

Survival for beginners

Duration	Approximately 1 day.
Materials needed	Everything that you might need to collect for these challenges, still, you can also decide to leave some of them out, asking your participants to come up with alternatives, or you can ask them to find these materials through a paper-clip challenge or through a set of other assignments.
Preferred location	In the forest, or in a place where the challenges that your participants need to accomplish are actually doable.
Working method	Individual work and teamwork (in case you have a bigger group of participants, make sure there are a maximum of 4 people in a group).
Purpose	Finding ways to improve leadership skills and to cope with stressful environments through basic survival challenges.
Instructions	Bring your participants to the forest or to any other natural environment of your choice for one day, let each group choose an intention, a vision for this adventure and then let each group figure out the following assignments for themselves: 1. Having a hike, while only getting a map and a compass (with specific starting and ending points). 2. Preparing a sleeping place for themselves at the end of the hike.

3. Preparing fire and food for themselves out of raw ingredients (such as vegetables, oil, meat, etc.).

4. Cleaning up afterwards.

5. Digging a toilet.

6. Spending the night outside and watching the fire in rounds.

7. Having breakfast in the morning and cleaning up.

8. Hiking back to the starting point.

Also, while designing these or similar challenges, make sure that you give opportunities for the little groups to work between themselves, but also for the big group to work together and support each other in having a great experience.

| **Debriefing** | Since this activity can turn into a quite difficult, challenging experience for many of the participants, make sure that you give time for a proper debriefing, for expressing emotions and for realizing learning points. The following questions can help you with this:

• How was the experience?

• Which roles did you take and how were you managing these?

• How did your team work; and how did the big group work?

• Did you manage to keep your intention and to have an adventure that you wanted to have?

• What did you learn about yourself and about your way of leading other people?

• What would you do differently in similar situations?

• How can you bring these learnings into your daily life? |

Possible alternatives/ changes for different circumstances	These are some basic guidelines for the activity, still, you can become very creative with them. Based on the group of participants that you have, you can figure out different assignments as well, harder or easier ones, and you can also decide how much help you offer them. It's also your choice whether you make them carry the equipment in their backpacks or you always bring it to a specific location. You can also give them possibilities to include other assignments that they would like to have (such as preparing a game for each other or a storytelling evening), this way they can truly create an experience that they envisioned. Depending on your group and on your goal, you can also have preparation workshops in the days before (such as workshops about how to create a sleeping place, how to navigate, etc.). You can also send the small groups on different hikes with a common ending point, where they all meet, prepare food and sleep together.
	Whatever you do, make sure that you also do a risk assessment, meaning that you prepare yourself and your team for possible dangers and that you are around for the safety of your participants!
Remarks/Tips	This activity is a really good opportunity for the participants because they can learn new things about themselves and about the others; also, they can learn how to spend their time in nature in a creative and fun way Create new teams of participants.

Taking action

Duration	90 minutes.
Materials needed	Floor mats, blindfolds, pens and papers, speaker.
Preferred location	A quiet place with a flat surface.
Working method	Guided reflection; individual introspection.
Purpose	Increase the participants' motivation and initiative towards achieving their dreams; to encourage them to take action.
	1. First creating a nice and peaceful atmosphere (dimmed lights/candles, relaxing sounds/music).
	2. Welcome participants, no much noise.
	3. Start with an introduction and some instructions.
	4. Doing the questions.
	5. Doing some relaxing moves during.
	6. Give time to reply (inside-outside) or add something.
	7. Close the session.
	8. Do some stretching & give 2 minutes of silence.
	9. Do the reflection questions.

Debriefing	At the end of the activity, have a short closing with the group to reflect on the activity, by asking questions such as: • How do you feel right now? • Do you feel closer to your dreams? • What are the learning outcomes of this experience? • What else can you do in the future to reach your dreams? • Do you feel more motivated to take actions?
Possible alternatives/ changes for different circumstances	This guided meditation can be adapted to any topic you want the participants to reflect upon, such as education, attitudes, etc. Relate the actions to the topic of your choice, to have the desired outcome.
Remarks/Tips	It makes participants come closer because they discuss their thoughts. It is a creative activity which brings people in front of their thoughts/goal. Make sure you know the target group you have and their needs/preferences in order to create a calm and enjoyable place for all with the corresponding music. Be careful with the voice tone (strong not loud, calm) and articulation (clear).

The gallerist

Duration	It depends on the number of people you have in the group. You can definitely count on 15 minutes for 3 people.
Materials needed	Natural materials (branches, stones, leaves, pine cones…).
Preferred location	The forest or a natural area rich in elements that you can pick up (branches, fruits, leaves, stones, etc.).
Working method	Teamwork, land, art.
Purpose	Improve team cohesion by working on individual leadership qualities. Understanding what leadership means for each person and how that is related to a group of people.
Instructions	1. Organize the place (tables, bring some of the basic materials such as markers). 2. Introduction of the activity. 3. Make clear that it's recommended not to talk at all with each other. 4. Give them 6-7 minutes to go and find things they would like around them. 5. Ask them to start preparing their own artwork (10 minutes). The title/subject varies. 6. Silence during the activity (maybe some really soft music). 7. Present the artwork and talk about it.

Debriefing	In order to reflect on the activity, you can have a discussion with them, or in any other form, you can make them think and talk about the following questions:

- Was the group able to communicate?

- Were the artworks suitable for everyone?

- Did everyone get a saying during the preparation of these artworks; if not, what stopped them?

- Was each leader comfortable with the role; how did it make them feel?

- Which qualities were important as a leader on a personal level and on a group level?

- Which qualities do the participants already possess and which ones they would still like to work on?

- How, in which form would they like to work on these qualities in the upcoming days, weeks? (this question can be important in order to create a transfer, to make sure that the activity has an impact later on as well and that the participants can use whatever they have learnt in their everyday lives)

- How could you practice leadership in your everyday life, in your surroundings?

- Come up with an action plan in order to further develop the qualities that you would like to have!

Possible alternatives/ changes for different circumstances	Depending on the group, the facilitator can introduce more challenges, such as saying two words at the same time and asking the group to decide which one to represent in the form of an artwork – this will create more opportunities for teamwork and will reinforce the role of the leader.
Remarks/Tips	It's difficult to be around people without talking, but it's also relieving. It's important to provide some materials in advance and to use them as a basis. It's good for the materials to be quite different and not so related to each other. Be very careful with the time.

The right path

Duration	30 minutes.
Materials needed	Ropes and blindfolds.
Preferred location	Outside, preferably in a place with obstacles in it (for ex. forest).
Working method	Team building, teamwork – focusing on cooperation and communication (groups of 5/6 people maximum).
Purpose	Improving communication in groups, improving teamwork, being more aware of how leadership works.
Instructions	1. Create paths using the ropes to define the limits.
	2. Then, make teams of 6; in each team, ask the participants to divide roles; one person should be guided, and the others should give the instructions; however, the people giving instructions can only say one word each; they have to choose who says "right", "left", "forward", "stop" and "rotate".
	3. Once all the roles are assigned, the person being guided should stand at the start of the path and put on the blindfold; the goal of the game is to reach the end point, while being guided by the other team-members.

	4. No communication besides the words mentioned above is allowed; if the person being guided steps on the ropes, they have to start over; the fastest team wins.
	5. Make multiple rounds, alternating the person who is being guided
Debriefing	When all rounds are finished, you can facilitate a reflection on how the activity was for the group. Here are some questions to guide the process:
	• How did you find the activity (easy, hard); how come?
	• What worked in the group?
	• Did you prefer being guided or guiding others?
	• How was the communication working in the group?
	• If you could do this activity again, what would you do differently?
Possible alternatives/ changes for different circumstances	Add obstacles and words like "down" and "up", to make it more challenging in case of a bigger group.
Remarks/Tips	This activity helps develop specific senses. Create more challenges in order to make the whole process more interesting. Give time and importance to the instructions.

The tarp

Duration	25-30 minutes.
Materials needed	Tarp.
Preferred location	Outside is recommended but the activity can also be done inside.
Working method	Learning by doing and teamwork (at least 5 people per group).
Purpose	Improving communication in small groups, improving teamwork, improving problem solving.
Instructions	1. Put a tarp on the ground. 2. After the members of the group are all on the tarp, they will have 20 minutes to fold the tarp as many times as possible. 3. While folding the tarp the participants can't touch the ground (or talk to each other). 4. If one participant touches the ground they will have to start the process from the beginning. 5. Reflection time.

Debriefing	After the activity you can also ask if they came up with a strategy and how they decided it.
Possible alternatives/ changes for different circumstances	If you have more groups you can also put a higher time limit and make a competition out of it. For instance, the groups can have the first 10 minutes to try, afterwards, 5 minutes to come up with a group strategy, when the 5 minutes are over, each group will have 3 attempts and the group who folded the tarp more times wins. In addition, you can ask them to turn the tarp upside down, while standing on it and not touch it with their hands.
Remarks/Tips	Really helpful for empowering the team. Give more or less time it depends on the needs. Highly recommended as an outdoor activity.

Theater and chill

Duration	1 hour, depending on the number of participants.
Materials needed	Scenario cards, pens, paper.
Preferred location	This activity can be done both outside and inside.
Working method	Teamwork, communication through theatrical acting (groups of maximum 5 people).
Purpose	Improving communication in groups, improving teamwork, reflecting on options for the future.
Instructions	1. Divide the participants into groups of 5.
	2. Then, hand each group a scenario card, which they must use to create a short role-play; the only rule is that all members of the group must take part in this.
	3. Make paper and pens available for planning and allow 20 minutes for the groups to plan and practice their scenarios, before bringing everyone back together.
	4. Allocate a section of the room for the stage and another as the seating area for the audience.
	5. Invite the groups to perform their role-play for the others in turns.

	6. Stress that the audience has an important role too – they should be listening and responding appropriately to what is happening on the stage; applaud after each group has finished and ask the audience if they have any questions or comments.
Debriefing	After the activity is completed, have a short debriefing to reflect and close the activity together with all the participants. The following questions can be asked: • How did you feel during the activity? • Could you relate to any of the scenarios? • How was it for you to collaborate with your team? • How can you relate this activity to your life?
Possible alternatives/ changes for different circumstances	Relate the scenario cards to technical jobs that can be done without a university degree to show participants possible options for the future and perhaps spark their interest.
Remarks/Tips	That action game is so usable. Contribute to the group to feel more comfortable. Give suggestions for their future jobs. Create scenarios with simple structures so that the participants can expand these in different ways.

Together we build

Duration	Up to 40 minutes, of course, you can make it longer by giving more time for certain challenges or by giving more challenges.
Materials needed	Natural resources (branches, sticks, stones, etc.) and/or trash (tin cans, bottle caps, etc.).
Preferred location	Forest or city park; in general a place with a lot of trees.
Working method	Group work in small teams, and then group work between the teams.
Purpose	To unleash the individuals' creativity and imagination through thinking and to support the participants in getting to know each other.
Instructions	1. The participants should split into 3 and more groups (it depends on the number of participants).
	2. Each group needs to build a house in 20 minutes.
	3. After that the participants need to build a connection/bridge network between the houses in 15 minutes.

Debriefing	As soon as the work is done, you can ask all your participants to walk around these villages, observe them and the work put into them – little adjustments, how each group constructed the houses, what was the plan behind, how different or how similar these villages are. Afterwards, you can have a reflection with them supported by the following questions: • What do you think about the game? • Do you find it interesting? • Was it hard at first; what was the hardest part? • How did you cooperate with your teammates? • How did you cooperate with the other team while developing the bridge network?
Possible alternatives/ changes for different circumstances	If you want to organize this activity in an indoor setting, use office materials instead of natural ones (markers, pens, pencils, papers, tapes, etc.). If you would like to increase the size of these villages, increase the number of houses that they need to construct. You can also add other elements that they need to construct in order to make the activity more difficult (but also more fun).
Remarks/Tips	It is good to use stones, flowers and even trash to make something so big. Keep distance between the teams in the first part then let them communicate more (important clue).

Which skills do I need?

Duration	20 minutes.
Materials needed	List of skills (down below), flipchart.
Preferred location	Outdoor, better in an open space (like a volleyball field).
Working method	Self-reflection, group confrontation.
Purpose	Acknowledging which are the skills needed in the labor market, realizing which are the correct behaviors and what are the things that should be avoided in a working context.
Instructions	1. All participants start in a row.
	2. One by one you will describe the skills without pointing out that those are skills; just referring to them like "behaviors" people have in a working context (you give practical examples for each behavior). It is really important to describe only the practical example and not the skill associated with that example. In this way the participants will reflect on it after the activity (where you will facilitate the process and point out how each behavior is called and to which skills it is associated and how come it is important in the working context).
	3. In the field there is going to be point A, point B and point C.
	4. Point A is the starting point, where they form a row.

	5. Point B is all the way to the left of the row, at the end of the field.
	6. Point C is all the way to the right of the row, at the end of the field.
	7. Every time you describe one behavior, each participant will go in the direction of point B if it agrees with that behavior and in direction of point C if it disagrees with that behavior, the closer the participant will be to the points B/C the more it will it with that behavior.
Debriefing	Ask specific questions about each behavior in order to help the group in recognizing each skill and you will write on a flipchart a list of skills that the participants will point out during the session. Here are some examples: • Where were you standing during this behavior; how come? • Do you think this behavior could be positive or negative; how come? • What is the skill required in this example?
Possible alternatives/ changes for different circumstances	You can have the same activity describing also incorrect behaviors in a working context and pointing out why each behavior is not suitable in a working context.
Remarks/Tips	It's very useful because you learn how to regulate your behavior at your work. Pay attention to the instructions (clarification).

Who am I?

Duration	45 minutes
Materials needed	Papers, pens and tape.
Preferred location	Any location with tables and chairs.
Working method	Individual introspection; teamwork – focused on communication (in pairs).
Purpose	To prepare the participants for the employment process, by increasing self-awareness, self-expression, and motivation. The participants will also have the chance to work on their presentation skills.
Instructions	1. With tape, place a paper on each participant's back. 2. Without speaking, the participants should go around and write on the papers a personality trait, strength or competence that describes the other one; this should take around 5 minutes, depending on the size of the group. 3. After they finished, each participant has 15 minutes to read their papers and prepare a short presentation for a job interview. 4. When time is up, the participants should form pairs, sit on opposite sides of a table, and interview each other, first one being the interviewer and the other the interviewee and after 10 minutes switching; in the end, the participants should point out to each other things to improve for the future.

Debriefing	As soon as the work is done, you can ask all your participants to walk around these villages, observe them and the work put into them – little adjustments, how each group constructed the houses, what was the plan behind, how different or how similar these villages are. Afterwards, you can have a reflection with them supported by the following questions: • What do you think about the game? • Do you find it interesting? • Was it hard at first; what was the hardest part? • How did you cooperate with your teammates? • How did you cooperate with the other team while developing the bridge network?
Possible alternatives/ changes for different circumstances	For a more dynamic activity, make the interviews in a rotating system, like a "job fair", so that the participants can be interviewed by multiple people, thus improving their presentation skills even more.
Remarks/Tips	This activity can help the participants to realize how other people see them. It also helps participants to be more open with each other. Be careful with time management. There should be enough time for the ''interview'' part. Have some questions ready in case these will be needed for the ''interview''.

With the walk we meet

Duration	At least 30 minutes, so the participants have time to interact with each other.
Materials needed	Papers, pens, bell.
Preferred location	Preferably, a forest but an open space is also good.
Working method	Focus on verbal and non-verbal communication, team building, self-presentation.
Purpose	Improving the communication skills of your participants, encouraging them to meet others, creating a connection in the group between participants, learning how to create a self-presentation.
Instructions	1. Each participant will receive a paper with a pen. 2. Each participant will write on the paper a self-presentation as detailed as possible (name, surname, nationality, age, hobbies, work/study, etc.) – you can also let them write whatever they find important about themselves, without guidelines. 3. The presentation has to be 1 minute long (the time limit for preparation is 5 minutes). 4. After 5 minutes, with the presentation ready, the participants will walk around and, when the bell rings, they will have to form couples with the first person they meet.

	5. After the first couples are made, the participants will exchange their self-presentations.
	6. After both members of the couples shared, the couples switch and there is a new round.
	7. After some rounds all participants will have to give you their papers with the written presentations and restart the rounds while switching couples every time.
Debriefing	When the activity is over you can have a fast reflection to see if the group found it hard or easy to make a 1-minute presentation and to reflect on how different it was before and after putting the papers away. Also, if they noticed something in the other person when they were not reading and if the person who was listening could have a clear idea from the presentation.

Possible alternatives/ changes for different circumstances	You can give more specific topics for the speech, so instead of just being a game for self-presentation, it is also a training on how to create an effective and understandable speech. Furthermore, walking is an extremely simple outdoor activity that can be used for various purposes. You can send them for a walk in the forest or somewhere in nature where they can walk either alone (reflecting on something specific) or in groups; you can make this a session of a few hours or even days. While walking, many things can come to the surface, and the way you guide the activity will make all the difference.
Remarks/Tips	This activity is really helpful to get to know all the participants but also to learn how to present ourselves in front of people. Play the game for as long as it's needed (no problem with time period). Better to implement this activity during the first days of the program because the participants will feel more comfortable inside the group.