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baia mare, izvoare, romania  
**all together  
now**

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**YMCA**



COUNCIL OF EUROPE  
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BAIA MARE

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**This handbook was created by YMCA Baia Mare during the project “All Together Now” in august 2010 through the involvement of the people participated.**

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## **Anything is Possible**

*If there was ever a time to dare,  
to make a difference,  
to embark on something worth doing,  
IT IS NOW.*

*Not for any grand cause, necessarily...  
but for something that tugs at your heart,  
something that's your inspiration,  
something that's your dream.*

*You owe it to yourself to make your days here count.*

**HAVE FUN.**

**DIG DEEP.**

**STRETCH.**

**DREAM BIG.**

*Know, though, that things worth doing seldom come easy.*

*There will be good days.*

*And there will be bad days.*

*There will be times when you want to turn around,  
pack it up, and call it quits.*

*Those times tell you*

*that you are pushing yourself, that you are not afraid to  
learn by trying.*

**PERSIST.**

***Because with an idea,  
determination, and the right tools,  
you can do great things.***

***Let your instincts, your intellect,  
and your heart, guide you.***

## - INTRODUCTION -

The initiative to create such a training came from observing the needs that exist in our own organization and in similar youth organization that we've got in contact with.

This training is open for youth leaders interested in **personal development through outdoor activities** and looking at voluntary work as an opportunity.

In any organization there is need of **inspiring leaders** to motivate and push people to go further and keep ahead in society. But, this need for motivation is even more present in non-profit organization and in youth volunteer organization. This is why, we consider that contributing to the development of such skilled inspiring leaders is needed, helping youth initiatives to become more successful.

An active citizen is someone who **takes a role** in the community. Through their work in Youth organizations young people want **to make a difference** in the lives of people they address and aim to spread values. They need to deal with challenge and to use efficiently the resources that they have available to them more than in any field.

**Active citizenship** acknowledges that in a democratic society all individuals and groups have the right to engage in the creation and re-creation of that democratic society; have the right to participate in all of the democratic practices and institutions within that society; have the responsibility to ensure that no groups or individuals are excluded from these practices and institutions; have the responsibility to ensure a broad definition of the political includes all relationships and structures throughout the social arrangement.

The term of „active citizenship” comes hand in hand with the term of „volunteering”.

**Volunteering** is the practice of people working on behalf of others or a particular cause without payment for their time and services. Volunteering is generally considered an **altruistic** activity, intended to promote good or improve human **quality of life**, but people also volunteer for their own skill development, to meet others, to make contacts for possible employment, to have fun, and a variety of other reasons that could be considered **self-serving**.

Volunteering gives you an opportunity to change lives, including your own. If you're feeling frustrated or overwhelmed by the news of a disaster, volunteering to help can be a great way to cope. If you'd like to support a cause but can't afford to donate money, you can **donate your time** instead.

**Becoming a leader** in your community by volunteering is a lifelong journey one makes to a greater degree of self-awareness and interpersonal skills. It is about understanding and connecting with others and moving them forward to new places.

Developing your ability as a leader is **a journey** out to the world around you to understand what is changing. It is also about a journey inside yourself to know more about your values, fears, joys, strengths and limitations.

In new situations it is important to remember that each of us has inside of himself, what he need to **succeed**.

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## – ABOUT VOLUNTARY WORK AND ITS BENEFITS –

*To Our Volunteers, by Lisa Ellinwood*

*V is for the **Very special** people that you are*

*O is for the **Overwhelming** support & compassion you offer others during their time of need*

*L is for the **Little things** you do that make such a difference in someone's life*

*U is for the **Unspoken words** that sometimes mean just as much*

*N is for the **Need** you fill when others aren't able*

*T is for the **Time** you give of yourselves on top of your own busy schedules*

*E is for the **Emotional support** you continually give*

*E is also for the **Endless energy** you all seem to possess*

*R is for the **Responsibility** you have taken on & never once complained*

*S is for the **Smiles** you bring to everybody by just being you*

Volunteering might seem to others as a very hard, time consuming activity. In fact, it is not. It's all about **sharing**. Have you ever asked yourself „*What do I have to give to the others?, What do I have to share?*“. If not, now is the right time. Sharing your time, sharing a smile, might seem not enough, but it's a lot! Amazing things can come out of this... You will be surprised!

To volunteer, means simply, to be motivated and give one's time or energies to work towards a project or cause that you really believe in.

But what are **the benefits** of volunteering? Why do we do this? If you think about money, you should stop and reevaluate your position. Whether you are a student, a working professional or a stay-at-home mom, volunteering is an excellent way to gain work experience and broaden your social network.

One of the greatest benefits is **personal development**. Volunteering helps you develop **teamwork** and **leadership** skills. Also, it gives you the opportunity to learn more about the people around you, to become **tolerant**, to accept **diversity** and **interculturality**.

Also there are some professional benefits as well. For one, volunteer work will flesh out your resume and set you apart from the crowd. Past charity work says a lot about your character, giving you a multi-dimensional personality and highlighting your good nature. Even more importantly, volunteer positions show future employers your drive and **dedication**. Such accomplishments demonstrate initiative, **personal will**, leadership skills and the ability to **work hard**.

A nonprofit activity opens the door to meeting many interesting and diverse people that can have an **impact on your life**, in one way or another.

Surveys show most people feel they have benefited from meeting volunteer contacts and developed better **interpersonal and communication skills** while participating in charity work.

The most important thing that you shouldn't forget, is that volunteering is all about **FUN!** 😊

## - GOALS -

*The goal of this training is to create valuable experiences for the young people, experiences that will influence their interactions with fears and people around them.*

The main topics of learning will be **communication**, **personal development** through outdoor activities and **community work**.

The situations we are going to create have to be challenging enough in order for the participants to realize what they want to improve.

## - GROUND RULES -

- **Quality** - Follow the instructions of the trainer as well as possible, we will not ask you to do anything illegal or immoral.
- **Be on time** - If the training starts take care that you are in the trainings room, also at business meetings and everywhere the training takes place.
- **Privacy** - Do not tell about the processes and what other persons do or say. You can tell about your own experiences and what you got out of it.
- **Dignity** - Keep the building proper and clean as well as all other places where the training takes place.
- **Empowerment** - Do not solve the problems of another one, give them the chance to solving it themselves.
- **Sincerity** - If you have something against someone then say what you have to say straight out and keep it pure.
- **Reliability** - If you get instructions which are against the vision of the organization communicate with the trainer
- **Responsibility** - You are the creator of your own training

## - LEARNING BY EXPERIENCE -

### Learning experience : playing to learn and learning to play

In many formal learning situations, the usual form of acquiring knowledge is « learning from lessons ». The learning knowledge is aimed to be reproduced by the student and this method stands outside the person. « Learning by experience » is different from « learning from lessons ». Indeed, « **learning by experience** » **starts with the person himself**, his behaviours, his reactions, his feelings and emotions. This **method** is used a lot in youth work and informal education.

Experiential activities can transform learning into adventure. **Learning in this way is an emotional, physical as well a cognitive experience.** The engagement of the mind and the body provokes an emotional response during the exercises and the movements and feelings stimulate the learning process.

The different activities which come from « learning by experience » method have one thing in common : **playing.**

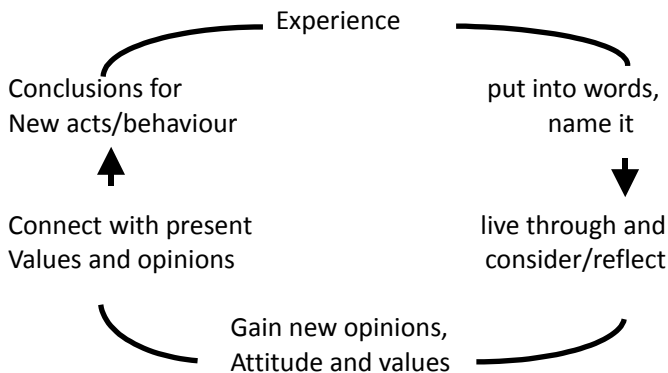
Games can create a play frame, which makes the business of learning a dynamic and enjoyable process. Playing allows to access a state of **freedom, creativity and exploration** that is associated with the natural learning of childhood. It creates a paradoxical situation in which participants or a group can loose itself.

Any activity that engages its participants can be called a game. Role-plays, structured experiences, simulation, theatre are all examples of games with experiential learning opportunities.

This **working method** allows the player to use the freedom to experiment new approaches and new behaviours in order to **acquire skills and knowledge**. It requires the player to look back on how he behaves during the play. Therefore, **debriefing and reflection** are essential.

The exercises are designed to use **social skills**. They make clear or illustrate concepts and theories. Almost every topic can be explored through gaming like skill building, behavioural change, group dynamics, communication, leadership, problem solving, teamwork, co-operation or decision-making... The objectives of using gaming in this kind of training is getting more knowledge and skills to work with groups in the field of **youth and social work**.

Learning by experience is a « **cyclic** » **learning-process**. It starts with a confrontation with a problematic situation. It can concern a new problem or an existing one which is made actual. After, the problematic situation and the chosen solution are discussed fully, accompanied. It allows the participant to think about his behaviour and the causes of that behaviour. Then, the emotions and feelings connected with what happened bring new opinions regarding the personal behaviour. Therefore, room for a new behaviour is created. And it is possible to work after this on further analysis. Othermore, people can be given the chance to practice new behaviour by making them work again with new unknown situations.



### **Outdoors : a « learning by experience » process**

An outdoor-training is a form of « learning by experience ». It is an active way of getting acquainted with each other and acquiring knowledge. You can learn there social and communicative skills and get a clearer view of your attitude and personal qualities. This comes also forward by the fact an outdoor training is a **problem-solving experience**. Therefore, co-operation and tolerance are very important.

« Experience » is what people do everywhere, not only within an outdoor training. So, the choice for this kind of training and its location depends on the objectives and on the learning and imagination abilities of the **target group**. A close connection with the way of living and thinking of the participants is important. Following this, the exercises and the guidance have to be adjusted.



How can an outdoor training be a « learning by experience » process ?

According to the « learning by experience » method, an outdoor training is a **vital experience** : what is happening is real and not reconstructed nor imagined.

It is **challenging** : the participants can do things they have never done before. In this way, they can face the limits of their own abilities and they can push back or accept the existence of these limits.

An outdoor training involves short terms goals and a final product which has to be accomplished. So, the **collective responsibilities** and **co-operation** take a central position. This stimulate devotion for the own learning progress and involvement with each other. By the way, long term goals with an action plan can be made after.

There is room for **individual personal development** and everybody can learn following is own tempo. It allows the assimilation and the integration of the experiences. A guidance is offered at the correct learning moments.

The social, intellectual, emotional and physical aspects relevant to the outdoor training come up for **discussion**. Moreover, working within groups has got great benefits as participants can give to each other **feedbacks**.

They are confronted with different reactions about their own behaviour. In this way, the leader can hand out frameworks in which participant has the possibility to place their experiences in a good and subtle way.

Which are the particularities of an outdoor training ?

First of all, an outdoor training occurs in nature. This makes people **fresh and open** to new things.

In an outdoor training, elementary experiences related to man and nature take a central position. The **nature is confronting** and for example, can make the participants cope with water, height, depth.

Consequently, an outdoor training is a good opportunity to have elements of tension and challenges. Then, the participants can experience fear, joy, quarrel, friendship or loneliness...

It can keep the participants busy **physically and mentally** and efforts have to be done. The participants have to learn the influence between their body and their spirit in their behaviour.

An outdoor training gives rise to the participants to go through **a lot in a short time**. In this way, a lot of decisions and choices have to be made and decisions. So, it can provide a lot to talk about afterwards.

## - PERSONAL GROWTH -

*"The greatest waste in the world is the difference between what we are and what we could become". Ben Herbster*

Almost everyone has **dreams**. Most of us cherish some private aspiration, a dream of what we could achieve, create or become in our lifetime, a vision for the kind of life we want and think we deserve. Perhaps it is the wish to give expression to our own unique gifts and have some positive impact on the world. Yet very few people actually translate their dreams into **reality**. For so many, overwhelmed by everyday frustrations and the pressures and distractions of modern living, dreams become obscured. As the years go by, all those ambitions and objectives get relegated to the land of improbable fantasy. They cease to seem like achievable reality.

It's **ourselves** who create that dreams and it's also ourselves who destroy them. We put barriers to our personal growth, barriers such as fear, victimization, distrust, selfishness, guilt... and we find excuses like the lack of time or money. Instead of persevere we usually abandon them in the middle of the road. If you're really ready to pursue your passion and go into action, it's time to leave all excuses at the door and dig in. In order to be who you want, do what you want, and have what you want you have to feed your mind with positive energy. And **ACT!**

**This training represents an opportunity** to grow through the impact of voluntary work and the outdoor activities. Moreover, you have the chance to go into action, creating something new, developing your communication skills and creativity, and finding out how to reach your goals. You are the one that put your own limits in an inner journey of self discovery and an outward journey to discover the world and how is it changing. All you have to do is **participate.**

## - CULTURE BOX -

People learn culture. That, we suggest, is culture's essential feature. Culture, as a body of **learned behaviors** common to a given human society, acts rather like a template, shaping behavior and consciousness within a human society from generation to generation.

Each culture has its own way of communicating, arguing, eating, sharing, and showing affection. Most cultures remain intact by passing along their nuances, habits, and sayings for hundreds of years, with only slight variations occurring within each generation.

As we talk about cultures we can identify at the individual's level a **personal culture**. This consists on the acquired knowledge, values and concepts by which the individual leads his actions and thoughts. In this way, we can deal with unique cultures belonging to each individual.

Understanding this uniqueness and accepting it as long as it not harmful will lead to better understanding between people.

By explaining the connections between concepts, culture and preconceptions the participants will be able to make a **distinction** between the ideas that their culture provides them and the ones which not. It will also become easier to understand that others have different cultures and then to accept this fact. This **interculturalism**.

It requires an inherent openness to be exposed to the culture of the "other". Once a person is exposed to an element of a different culture, a dialogue will ensue, where everyone embarks upon understanding the culture of the other, and usually this involves comparisons. Therefore, interculturalism breeds **dialogue**, in order to be able to look for commonalities between that element of one's culture and the culture of the other.

**The point is to empty the box, examine our concepts and make space for new things.**

## - COMMUNICATION STYLES -

As people exchange ideas, a lot of **barriers** may affect their communication process such as ineffective listening skills, inconsistent verbal or nonverbal messages, and resistance to change, individual bias, time limitations, distractions, personal assumptions as well as differences in race, culture, age, and religion. Aside from these, gender differences in communication styles appear to be one of the most common communication barriers. Every individual should then learn that misunderstandings can lead to ineffective communication between parties expressing their ideas and feelings in a relationship.

While **differences in communication styles** commonly exist, these should not affect the process of **effective communication**.

Communication process occurs everyday at every given point in time. From our homes up to our workplaces, people engaged with this inescapable process. Effective communication is a **necessity in the workplace**. Researchers and practitioners have long recognized communication skills which are serious to job performance, career advancement, and organizational success. People speak through face-to-face conversations, telephone, mail, and other vehicles of communication. Though, communication is **not always verbally done**. Communication is also present through signs, gestures, body movements, facial expressions, and codes (e.g. the Morse code or the sign language).

*One of the barriers identified was focusing only on one's thoughts.* Because of this, the person may not be open to other ideas. In order to remove this barrier, one should be **accepting of the differences in ideas** and be able to acknowledge the strengths and witnesses of each idea. Another identified barrier that is almost related to the previous one is selective hearing, wherein the person may listen to other ideas but only to those that the person likes ; meanwhile, those that the person deems are unworthy are discarded from the memory. To avoid this, the person must force him-/herself to **regard each idea** and be able to **listen to the sides of everyone** in order to know how it will fare with the others as well as know the strengths and weaknesses of each side.

*Another barrier to communication is when the person is insecure and suspicious of others,* thus leading to questioning others' motives and always being cautious of others. While the suggestions and ideas of the other person may be met, the decision to interact with that person will already be useless as the person who has a suspicious attitude will then refuse to accept them due to personal reasons. To remove this barrier, one must be able to **trust others and be analytical**, not mistrustful. In case one meets others that have this attitude, however, they must be able to **gain the other's trust** over time and be able to know how to handle these kinds of people in order for communication to flourish between them.



We distinguish between four basic communication styles: promoter style, supporter style, controller style, analyzer style. We normally use one of them more than others but they are all important. By realising that we can switch between them we can create **better communication** with persons who use other communication styles.

Communication is as much about what you say as what you don't say. **Silence** is often the forgotten tool of the leader. It is important in many ways. Listening begins with being quiet. Silence gives you time to think and reflect on the newly acquired information. It can also be the punctuation in your speech, emphasizing on what you've just said.

During the training, as there will be sound, there will be silence.

Factors	Promoter	Controller	Supporter	Analytical
How to Recognize:	They get excited	They like their own way; decisive & strong viewpoints	They like positive attention, to be helpful & to be regarded warmly	They seek a lot of data, ask many questions, behave methodically & systematically.
Tends to Ask:	Who? (the personal dominant question)	What (the results oriented question)	Why? (the personal non-goal question)	How? (the technical analytical question)

What They Dislike:	Boring explanations/ wasting time with too many facts	Someone wasting their time trying to decide for them	Rejection, treated impersonally, uncaring & unfeeling attitudes	Making an error, being unprepared, spontaneity
Reacts to Pressure and Tension By:	"Selling" their ideas or argumentative	Taking charge taking more control	Becoming silent, withdraws, introspective	Seeking more data & information
Best way to Deal With:	Get excited with them. Show emotion	Let them be in charge	Be supportive; show you care	Provide lots of data & information
Likes To Be Measured By:	Applause, feedback, recognition	Results, Goal-oriented	Friends, close relationships	Activity & busyness that leads to results
Must Be Allowed To:	Get ahead quickly. Likes challenges	Get into a competitive situation. Likes to win	Relax, feel, care, know you care	make decisions at own pace, not cornered or pressured
Will Improve With:	Recognition & some structure with which to reach the goal	A position that requires cooperation with others	A structure of goals & methods for achieving each goal	Interpersonal and communication skills

Likes to Save:	Effort they rely heavily on hunches, intuition, feelings	Time. They like to be efficient, get things done now	Relationships. Friendship means a lot to them	Face. They hate to make an error, be wrong or get caught without enough info
For Best Results:	Inspire them to bigger & better accomplishments	Allow them freedom to do things their own way.	Care & provide detail, specific plans&activities to be accomplished	Structure a framework or "track" to follow

- ACTIVITIES -

« Only by seeking challenges can we hope to find the best in ourselves. »

Robert Rodriguez



## Gate to success

**Time :** 40 minutes

**Materials :**

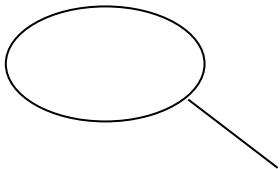
- Blind folds
- 40 meters rope
- Trees (or whatever you can put the rope around)

**Purpose :**

- Requesting support, help ;
- Recognizing behavior patterns.

**Procedure :**

- Put approx. a 40 m. long rope around few trees in whatever shape, so that its closed (e.g. circle, but can be whatever), one end of the rope is going out of the circle to another tree, getting lower (at the next tree its about 20 cm above the ground). Something like this :



- Blindfold the participants.
- Lead them from the big-room to the place.
- Put them to the rope in the way that they are holding it with their both hands, they have enough space and are zigzag on both sides.

- Then you give them **instructions** :
  1. *„You will have 10 minutes to complete the process.*
  2. *You will do the whole process in complete silence.*
  3. *You have to hold the rope with both hands all the time.*
  4. *If you need help, raise your hand.*”
- You repeat these instructions again after few minutes.
- If somebody raises his/her hand, an assistant comes to the person, takes him away from the rope blind-folded and tells him/her silently: *“You have found the gate to success. You can take off your blind-fold. The process still continues for the others, so keep silent.”*
- **Closing** : Arrange a place of a size of a beach volleyball playground divided into two halves, by a rope for example. On one side stand people who did find the gate the success, on the other side, those who didn't, still blindfolded.
- Tell them: *„on the other side there are people who found the way to success.”*
- Ask them to take off their blindfolds. Let them look at each other for some time.
- We either can ask: *„Who wants to share?”* Or we can say: *„This is how important asking questions can be...”* Or, confronting: *„How come it is so difficult to ask for help?”*

## Tarzan & Marylou

**Time :** 50 minutes

**Purpose :**

- Self-expression ;
- Going for full potential ;
- Perseverance.

**Procedure :**

- All participants are in the room are sitting on the chairs.
- The trainer announces that the next activity is about full self expression.
- Two of the assistants demonstrate what the participants will do. There are different roles for boys and girls.
- Separately, one male assistant demonstrates Marylou and one female assistant demonstrates Tarzan, encouraging the participants to practice and practice and give their best. When the groups of girls have finished, they stay in the room and the boys go and repeat the same scenario.
- The trainer instructs the group that remained in the room what to do when the groups outside will come. The groups come one by one in front of the room. They perform. The ones sitting have to keep quiet and inexpressive until they see the ones performing going for their full expression. (No holding back, no pretending).
- If they express as it was demonstrated by the assistant they will cheer, if not they will stand neutral and the trainer will ask the performing group to go back for another 5 minutes to practice.

- The groups that practice with the assistants will rehearse for 10 minutes the same lines continuously.

*For the assistants:* they have to give the example themselves and keep going and encouraging the participant to practice and practice and give their best.

- **Closing:** At the end, they will be asked how they feel after going for their full potential : *How did they feel when they saw the demonstration and they received the instructions ? ; What were their thoughts while they were practicing? Did they observed themselves while performing or they were completely focused on their performance?*

### **Lyrics:**

**Marylou:** Ten little fingers / Ten little toes / Long curly hair /  
And a stick-up nose / Big brown eyes / Cute little figure /  
Stick around the guys / Until I get bigger!

**Tarzan:** Me, Tarzan! / Me, King of the jungle! / Me, call lion! /  
Me, call gorilla! / Me, call Jane! / Hello Jane!



## Blind squares

**Time :** 50-60 minutes

**Materials :**

- Blindfolds, 16 meters rope

**Purpose :**

- Improve the communication ; Participation; Asking for help

**Procedure :**

- Divide the participants in groups of 5 people.
- Make the participants stand up in a circle and blindfold them.
- Put the rope in the ground in the middle of the circle.

- **Instructions :**

1. *You will have to make a square with the rope we will provide you.*
2. *All the sides of the square have to be 4 metres long.*
3. *There has to be one member of the team in each corner of the square and another one in the middle of the square.*
4. *When you think your square will be finished, you have to ask the trainer: Are we ready? If the answer is affirmative you can take off your blindfolds, if not keep on going.*

- You repeat these instructions again immediately.

- **Closing:**

1. Ask the members of the team to sit in a circle again.
2. Ask them if someone wants to share something.
3. Put them some questions about how they felt during the exercise, what they think about the exercise, what did they think the purpose of the exercise was...

## Holy Herma

**Time :** 45-90 min

**Materials :**

- 2 Holy Hermas tested by the persons how prepare them

**Purpose :**

- Learn that value like trust is something you can create ;
- Experience that cooperation is connected with being in contact with your partner(s).

**Procedure :**

- The participants stand in a circle.
- The trainer will repeat the definition of cooperation: *'A coordinated action with two or more persons to achieve a common goal, in which you are looking trough the eyes of the other person.'*
- The trainer asks participants to close there eyes. He tells that the next assignment is about trust. „This can be a intensive assignment so consider carefully what you do.”
- If this is done all participants are going to meet the Holy Herma.

*For trainers and co trainers:*

- Take care of the safety of the participants, remove the sticks on the ground.
- Support all the attempts with applause when it is finished.

- **Instructions:** Before the beginning of the exercise : „I want you to think about a person in this group that you trust. With this person you are going to do an assignment. On my mark, you will go to the person and ask him if he will do this assignment with you. If this person says no or has already a other partner, you go to an other member of the group that you trust. You will do this until you form a couple.” This part of the assignment is ready when everyone has a partner.
- When the exercise begins : Tell them that one both sides a person has to stand. They have to use each other to move forward on the HH. It is the way they do it, it is not a goal to get to the end.
- Remember the definition of cooperation.
- For some people this exercise can be very confronting, encourage them to do it, but do not force them.
- When all couples have do it they can do it a second time. When they have done it a second time they are free to do it with an other partner.
- Watch carefully how the couples are doing the exercise : Do they make contact with each other? Do they communicate? Do they make a plan together? How is giving, how is holding back? Do they use strength, or can they relax? Can they correct or do they struggle on? How do they hold there body ?
- If you want to give feedback do it on what you see, if you give feedback on what you think you have to check it first.
- **Closing:** When it is finished there is a meeting to share their experience and feelings.

## Limelight

**Time :** 2,5 – 3 ours (5 min p.p.)

**Material :**

- Stages in the big room
- The row on the back is for co-trainers

**Purposes :**

- Self-expression
- Cultural exchange
- To build up self confidence

**Procedure :**

- This assignment has to be announced at least 2 hours before we start limelight.
- **Instructions** (which you tell participants 2 hours up front) : Explain to the participants what the word limelight means.  
Every participant will appear on the stage with a song, a poem or a story. What he/she performs has to be meaningful for him/her self. The performing has to last between 2,5 min and 4,5 min. „You have to do the performing. If you want to use music tell the music assistant what he has to do and when.”
- In the big room there has to be a stage. The back row is for the co-trainers. The music assistant takes care of the microphone and music participants want to use.
- When all participants are in the big room play the song from Alan Parsons Project: *Limelight*.
- One of the co-trainers will announce a name of a person who will start.

- When the performing is finished the co-trainers start a big applause.
- When this participant steps down a new name is shouted by the co-trainer.
- Put a break if more than the half of the group has done a performing.
- When all participants are done we **close** with dancing (2 or 3 numbers).

## Lego process

**Time :** 30 – 45 minutes

**Material :**

- Bag of lego for each group
- Blindfolds according the amount of participants + extra blindfolds in case one breaks

**Purpose :**

- To practice the role of player and coach

**Preparation :**

- Chairs on the sides
- Groups of 3 participants
- Bag of Lego for each group
- Participants take folders with them
- Take care that you name any participant by his / her name! Since it's the first day it is ok to check the nametag. Decide your place in the room. Make sure you are on a central place but not in the middle of the room. You can be on the side, but don't crawl into a corner. After any sharing of any participant: say 'thank you'.
- **Instructions :** „*In the coming process you will have the opportunity to practice your role of player or coach. In this process you will divide yourselves in A, B and C. Do it now.*

*A: in the first round you are the player. Your assignment is to build the most beautiful tower you have ever built in your life. You will be blindfolded. During the time that you play, you are not allowed to take off this blindfold.*

*B: in the first round you are the coach. Your assignment is to coach A, the player.*

*C: in the first round you are the observer. You observe the process within your group and you make notes in your folder.*

- *You will have approximately 4 minutes to build the tower, to coach and to observe.*

*After the first round, we switch the roles.*

*The co-trainers will provide you with all the needed materials. Don't open the bags of Lego until I tell you to start.*

*Co-trainers, hand out the materials. (Wait till all the groups have the materials)*

*You can start."*

- *4 minutes playing of A, coaching of B, observing of C*
- *After +/- 4 minutes : „Now, everybody take your notebooks and write down your experiences. Focus on what you experienced.” (2 minutes writing down experiences). „You can now share with your group what you experienced in the role that you just practiced.” During this sharing with each other, you can encourage them by saying ‘players, make sure that you share’ or ‘coaches, make sure that you share’ or ‘observers, make sure that you share’.*
- **Switch.**

## Electric fence

### **Purpose :**

- Trusting each other and working together as a team.

### **Procedure :**

#### **– Instructions :**

„The team needs to get over the electric fence without touching it. In front of the fence and behind it there is a little river. The group needs to cross this river. Each team has to send all members to the other part of the fence.

Once you have reached the fence, you are not allowed to talk anymore with each other. Everyone has to be silent. Only non-verbal communication is allowed.

Who touch the fence will be electrocuted and eliminated. Only one member of the team can use only one object.

Make sure you think about ideas first and talk it over with your team before crossing the river.”



## The rosebush

**Time :** 15 –30 min

**Materials :**

- Pencils, Paper, Colored pencils

**Purposes :**

- Create clean communication
- Make clear that asking questions is the way to get communication clear
- Reality check

**Procedure :**

- All participants are in the big room and they have their notebook with them, a pencil and a paper. In the room there is a box with coloured pencils.
- The trainer asks the participants to draw a rosebush and to do it for themselves. They get 7 minutes to work on it.
- When the time is up the trainer asks the participants to put their drawing in the air and to show it to him.
- He is completely astonished: « didn't I tell you to draw a rosebush ! ! ! » « What you have is not a rosebush, this is a rosebush. » (And he shows his own drawing)
- The trainer tells that the meaning (sense) of a word is very individual. We think we know what the other person means but mostly it is a reflection of what we think. So, a lot of miscommunication starts because we think we were talking about the same but in fact we are talking about the image we have.
- The trainer gives examples.

## Active listening

**Time :** 30 min

**Material :** Flipchart

**Purposes :**

- Understand which questions we ask and why
- Understand how focused conversation works and practice it

**Preparation :**

- For lecture : chairs in rows, flipchart in the front.
- For practicing : chairs in couples, facing each other

**Procedure :**

- **Lecture** about focused conversation : « *Many times we listen, we are in contact, still at a certain point the conversation is stuck, we don't know how to ask, what to ask, how to get more information, how to support the other person in the conversation. Focused conversation is a tool to get over this and to support the other in the learning. The purpose of focused conversation is to support the other to go through the whole Kolb learning cycle, all phases of it. People get energy from conversations, when they get something out of it.* » The trainer refers to the Kolb cercle.

Then, he gives exemples of what kind of answers people give, how they speak and what do they speak about when they are at certain stages of the cycle. The trainer can ask participants to give exemples : « *Who of you recognises yourself at this or that stage ?* » He can also make drawings to illustrate.

The trainer makes a conclusion : « *This is what we are going to do many times in the training.* »

*We invite you to start from the facts.*

*Then, go to the stages that you are missing, that are not typical of you, because there are the stages where you can learn something new, where there can be something new for you. Support each other to complete the whole cycle. In groups, pay attention to different people at different levels and support each other to synchronise it. »*

- **Instructions** : Process in pairs (A, B). The trainer says : *« Pick a partner for yourself, pick up your chairs and sit with your partner face to face. Divide yourself to A and B. In the first part, A is going to run a focused conversation with B. A asks the questions. Support your partner so that he goes through all phases of the learning cycle. B: describe your 1st day in the kindergarden or school. »* They have 10 min of practice.
- Debriefing : time for questions and examples of what B said, which stage it was, who was stuck and where, how to move on with the conversation when you are stuck at that point.
- Process continues : A and B **switch** roles. The trainer tells the participants : *« Now B is going to run a focused conversation with A. B is asking the questions. Support your partner so that he goes through all phases of the learning cycle. A: describe your last New Year's Party. »* The participants have 10 minutes of practice.
- Debriefing: time for questions and examples of what A said, which stage it was, who was stuck and where, how to move on with the conversation when you are stuck at that point.

## Facts and thoughts

**Time** : 10 minutes for observation ; 30 minutes for sharing and discussion ;

**Materials** :

- Flip-chart
- Notebooks
- Pens

**Purposes** :

- Looking beyond judgment
- Getting a better grasp on reality

**Procedure** :

- The trainer tells the participants that the next assignment will be done in silence. In groups, they all go outside and write down what they notice around them, what happens.
- They will be focusing on facts. After 5 minutes, they come back in the room and start sharing. The trainer writes down on the flipchart what they say, putting the factual phrases separate from the thoughts. Then, he asks the participants why they think he made the separation.
- The way to distinguish between facts and thoughts is by asking yourself: Is it? Could it be different?

## Celebrity meeting show

**Time** : 15 minutes for the announcement, 2 hours of preparation, 3-4½ hours for the whole show.

### **Material** :

- Music, songs (no music in the beginning but can be played if needed – “If you do something I do something”)
- Cards with the artists
- Chairs

### **Purpose** :

- Going for full self-expression
- Getting out of the image, doing something new, showing authenticity

### **Procedure** :

- Chairs in a circle, team sitting behind. One person at the music, others sitting behind. Standing up only when the trainers say so.
- **Instructions:** ANNOUNCEMENT (directly after the sharing or song): *I am going to **introduce** you the process of this afternoon. This afternoon, a lot of **stars** are coming, right here, to the big room! Popular stars from all around the world, and visiting us today, etc. And these artists are going to be **you!***  
*When I finish with these instructions, I will hand out a **card** to each of you which will contain the name of the artist you are going to be. This afternoon, when I enter the room, I don't want to see any more ..., I want to see the stars **themselves!***

*How it will look like is: you will enter the room as if you were the stars, and you will do a **performance** to the audience.*

*For this, you have **2 hours of preparation time**. Before you leave the room, make sure you get your artist card from me. Make sure to keep it **secret** till you enter the room in 2 hours. Use this 2 hours efficiently! The time is now ..., the program starts at ... Now one by one I will call your name, give you the card, and if you have it you can leave.*

*PERFORMANCES : Oh I am so excited! Such a privilege, etc. Playing. The **purpose** of the process is to **go for full self-expression**. Applause! (repeat) Now I will explain you how the performance is going to look like. We will call the artists 1 by 1. When you hear your name, you come to the stage and start performing. I remind you that we don't want to see any participants (can say names again), but the real artists!*

*- For the audience: I am going to explain you how you will make sure that the purpose is achieved. On the moment you see the artist starting his performance, you will **observe** him. When you see that the person is **going for full self-expression**, you **stand up** in front of your chair and remain standing until the end of this performance.*

*- **Closing:** Ask them some questions such as: What did you experience during the first song? How was it to go for your full potential? / Do you see how much harder it is to keep in mediocrity?*

## - USEFUL CHARTS -

### Success chart

#### **Results**

- That I wanted and achieved

#### **Actions** (without connection to results)

- That I planned and have taken
- that I hesitated to take and did

#### **New understanding**

- Many times a new understanding adds something to what was already known by you but you didn't know this aspect or never saw it from this perspective

#### **New insights** (aha!)

#### **Identified mistakes**

- The success is the identification of the mistake. Not the mistake itself.

## Kolb's theory of learning

The learning theory of Kolb is a theory about how people learn. It's a cyclic model. In big lines this has 4 different phases. An experience is accessible for every one, every one is capable to experience.

Chart your learning cycles: what do you learn, how do you learn it and what will be your next step? This theory helps you to reflect on whatever it is that you learn out of an experience. Also it gives you a possibility to discover what in your learning cycles will be your next step to take. It helps you to get an overview on your learning process.

I want to express strongly that this theory of Kolb is not the 'holy truth'. There might be a 100 ways to chart your learning experiences, and the learning theory of Kolb is one of these ways. This is the method we use because the learning theory of Kolb works out of concrete experiences. It shows you the different aspects of one experience. Also it gives you insights of how to work out of the box.

The learning theory of Kolb looks like a circle. We call this the Circle of Kolb. It exists out of 4 different phases. Remember you can enter in any of these 4 phases. It looks as followed:

- 1) There is an experience
- 2) There is a reflection on the experience, or result
- 3) There is a thought or theory
- 4) There is a plan for an action according to the thought / conclusion



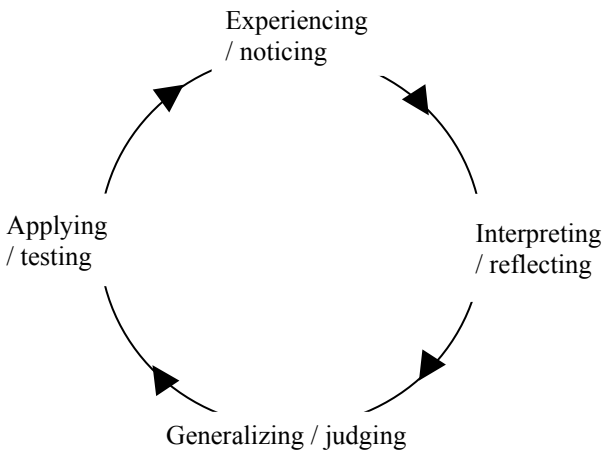
In the first phase, you experience the experience that is there.

In the second phase, there is a touchable result coming out of the experience.

In the third phase, you reflect on the experience and its result. In this phase, you look strongly and deeply to what it is that you did. What did you do? How did you do it? Why did you do it? What came out of what you did (result)? Does this work for you? If not, what can you do different (concrete, now and here)? Close this phase with a concrete and clear conclusion.

In the fourth phase, you are making a plan out of the conclusion from phase three.

### **Kolb's experiential learning cycle**



## Circle of creativity

**My truth** - Subjective (love, care, cooperation), objective (10.000 €, 10 friends, a house, etc,)

**Vision** - What do you want to create? Where do you see yourself? (I am excellent, I am strong, I am pleasure, I am open)

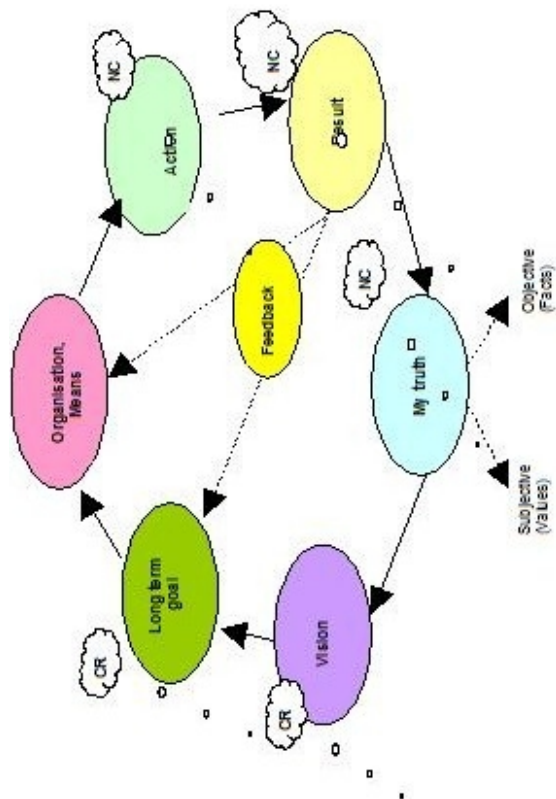
**Long-term goal** - A goal always consists of a quantity or action, it needs to have a place and it has a date. For example, a goal can sound like this: On the 21<sup>st</sup> of January I want to make a world travel trip for 10 months and I want to visit Japan, India, China and Bangladesh. What is it that you want to achieve (in the end) example: on ... (a date) I want to talk with my mother, on ... I want to have a diploma of my education)

**Organization / means** - This is you planning, what do you do and when, who do you ask (support system, what are the means you use)

**Action** - This is a follow up of what comes from your organization and means. You do what you planned.

**Result** - Is it still in line of your goal / do I have to adjust the means / organization.  
This is your feedback.

**Note: If you work the other way around, you are working in mediocrity and routine!**



CR - creative  
 NC - not creative

## Roles in the training

### COMMENTATOR:

- Description/criticism
- Past
- No impact

### SPECTATOR:

- Outsider
- Unnoticed while life passes by
- No impact

### PLAYER:

- Action
- Results
- Present
- 100% impact

### COACH:

- Future
- Possibilities
- Increase fitness

## Let's become outstanding leaders

### *Y Induction & Teambuilding*

- Listen to other people
- Explain your thoughts and requests
- Take time to reach true understanding
- Share your vision, goals and aspirations
- Build and develop individual strengths
- Emphasise cooperation and teamwork
- Coach your people for growth
- Operate with others as if you lack authority
- Make the involvement of others a habit
- Encourage your people to assist each other
- Observe always the good qualities in others
- Underplay your own abilities and accomplishments
- Take others' needs and desire into consideration
- Sympathise with others when appropriate
- Tell the reason for your decisions
- Acknowledge the importance of others
- Nourish acceptance of authority and responsibility
- Delegate, delegate and delegate some more
- Involve others in decision making
- Nominate the others for recognition
- Give credit where credit is due
- Let the implementers share in the planning
- Emphatically concern yourself with process
- Allocate your time wisely
- Define expected results and checkpoints clearly
- Expect commitments to be kept
- Review progress fairly
- Search constantly for improvement

## Leadership styles quiz

### **1. As a leader you are most pleased when :**

- a) Lead your people to reach results ?
- b) Create an atmosphere where your team can perform/succeed ?
- c) Make sure that there are no conflicts and everybody happy ?

### **2. Somebody is telling you : I didn't manage to focus on my work lately. You react :**

- a) Sometimes I have the same problems.
- b) It means that you have something else on your mind. What, who ?
- c) Encourage him/her.

### **3. When you initiate an action, you :**

- a) Share with others so everybody can contribute before a decision is taken ?
- b) Share with others and let the others participate in taking the decision ?
- c) Decide the course of the action and communicate the others what you need from them.

### **4. You have to accomplish an important task :**

- a) You delegate to other persons and by monitoring you make sure that everything is done according to your will ?
- b) Give the responsibility to others although you know that it is possible not to be done as you want ?
- c) Do the job.

**5. You have to make a quick decision based on incomplete informations. What do you do ?**

- a) Ask more informations and clarify things ?
- b) Delegate in order that the decision to be made by your boss.
- c) Ask for a meeting.

**6. What do you like most being a leader ?**

- a) Opportunity to reach results and objectives with and through others ?
- b) The chance to lead the people and events ?
- c) Opportunity to develop and coach the others ?

**7. When you are informed about some accidents, losses, failures :**

- a) You investigate and find out the cause and the guilty one ?
- b) Accept the others' explanations ?
- Bring change in the organization ?
- c) Search what went wrong, including your role and responsibilities, find ways to prevent or diminish the consequences ?

**8. When is a conflict inside your team members :**

- a) You let them solve their problems without any intervention from you.
- b) You encourage them to discuss their differences in order to find a common solution.
- c) You remind their responsibilities in the team.

**9. At a meeting :**

- a) You remain neutral until everybody shared their opinion and after you take a decision in consensus ?
- b) You have your own opinion but you are open to other ideas in order to take the best decision ?
- c) Manipulate and influence in a way that everybody agrees that your solution is the best.

**10. You like to :**

- a) Stay uninvolved, in this way you won't have disappointments ?
- b) Put pressure in order to increase results ?
- c) Motivate, encourage and help people in order to increase results ?

**11. When you have to put into action a not popular decision made by your boss :**

- a) You inform your boss about the problems that can appear if you put into action the decision and suggest alternatives ?
- b) You accept the fact that you are not in that position for popularity and put into action the decision ?
- c) Accept decision and ask from your team cooperation and understanding because it was not your idea ?

**12. When you negotiate, you like to :**

- a) Win ?
- b) Obtain the best deal for both parties, a win-win situation ?
- c) Maintain a good relationship with the other partner even if that means that you have to loose some advantages ?



**13. You believe that a leader should :**

- a) Maintain an equilibrium in the organization ?
- b) Bring change in the organization ?
- c) Protect the team from stress, pressure, higher demands ?

**14. You believe that leaders :**

- a) Are born not made ?
- b) Have to be liked by everybody and have to be popular ?
- c) Can become leader after some learning and education ?

**15. You think that your team :**

- a) Has to take responsibilities ?
- b) Need advices and guidance ?
- c) Need to be lead, encouraged and helped ?

**SCORE**

**3 points :** 1a, 2c, 3c, 4c, 6b, 7a, 8c, 9c, 10b, 11b, 12a, 13b, 14a, 15b

**2 points :** 1b, 2a, 3a, 4a, 5a, 6a, 6c, 7c, 8b, 9b, 10c, 11a, 12b, 13c, 14c, 15c

**1 point :** 1c, 2b, 3b, 4b, 5b, 5c, 7b, 8a, 9a, 10a, 11c, 12c, 13a, 14b, 15a.

## RESULTS

### **31-42- A type leader :**

The leader focus on his role, tasks, responsibilities. Very busy in order to make things being developed in the good way, to reach results, increase it. Loves to exercise the power of authority because believes that this is essential in accomplish the mission. The danger is the tendency to dictatorship. Some situations demand to adopt this kind of style : quick decision, accent on the structure and control.

### **16-30- B type leader :**

Leader with a democratic style. You give support more than the A type. Developing the team abilities, involving other persons and also taking their point of view is the best teamwork for you. You recognise that involving more people in planning and making decision can lead to higher responsibilities taken by them. Democracy means also to be able to accept majority's decision. The danger can appear when a quick decision is necessary or when is a conflict, then you need to change the style.

### **0-15 - C type leader :**

You are a person who likes consensus. You love to reach consensus before you act and make decision. The danger : tendency to compromise, to avoid conflict or even to surrend/run from responsibilities. This style proves efficiency in leading a small team of experts, where a dictatorship can create conflicts and hate.



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