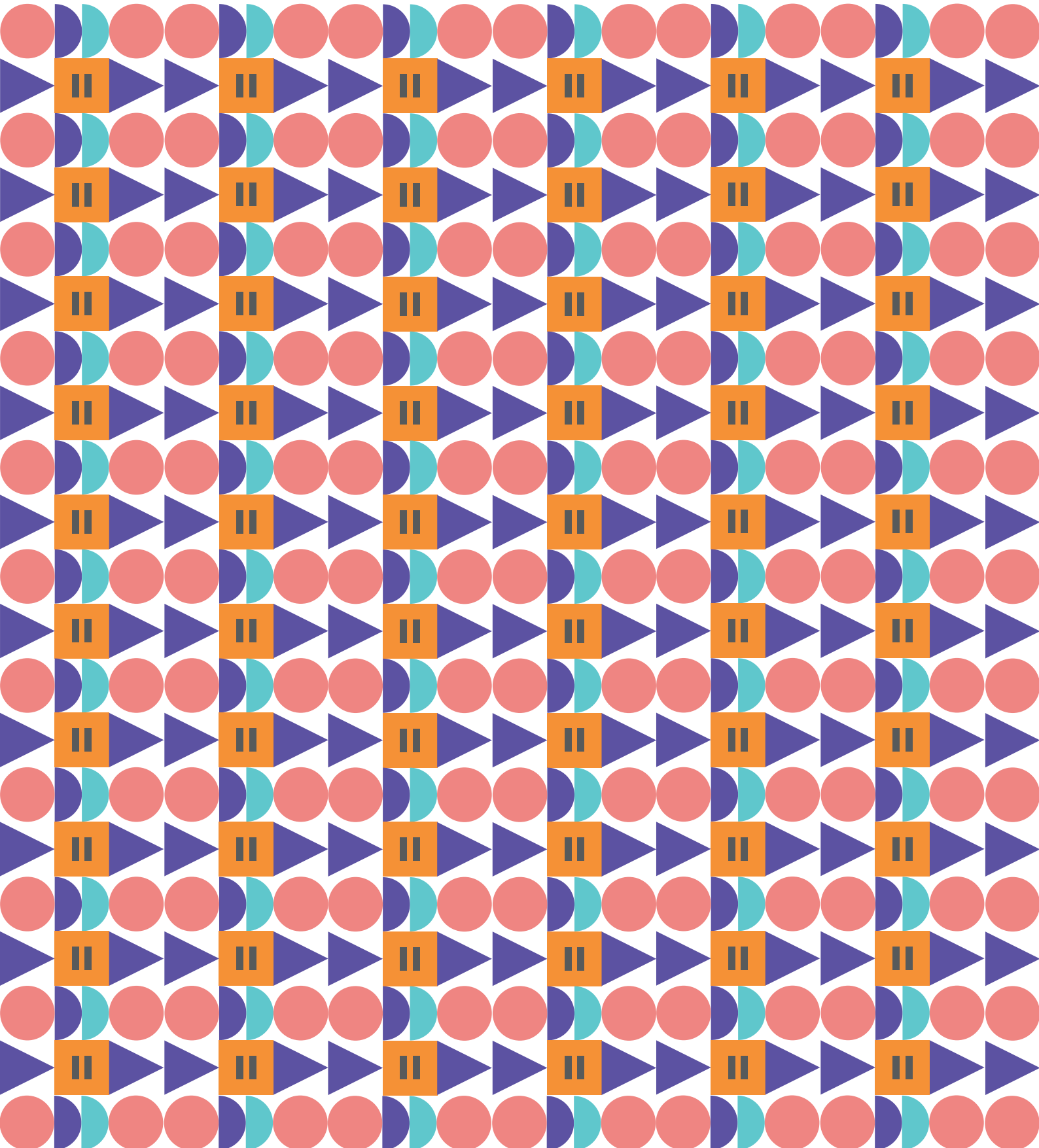


EDUCATIONAL ACTIVITY TOOLKIT



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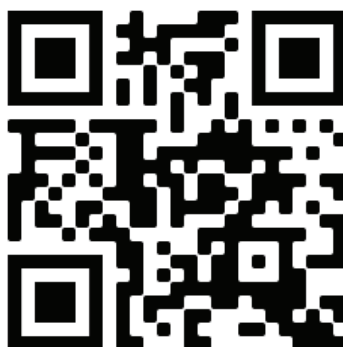


SUMMARY FOR THE TOOLKIT

This educational toolkit entails four sessions with various workshops developed during the three trainings and pilot tested in the framework of the "Spread the Game" project.

The last test happened during a blended mobility involving youth workers, and people with disabilities with the support of their caregivers in Palermo.

Visit our website for more details



SESSION – COLLABORATIVE STORYTELLING

ADDRESSING COMPETENCES

Creativity / Imagination / Teamwork/ Addressing difficult topics

GOALS OF THE ACTIVITY

Non- competitive co-creation, Unique storytelling results

NR. OF PARTICIPANTS

6-30

MATERIALS / CONDITIONS TO MEET FOR IMPLEMENTATION

Paper, pencils and a lot of imagination. [Collaborative Storytelling Prints](#)

DURATION

At least 60 minutes

CONCRETE STEPS FOR THE IMPLEMENTATION

STORYTELLING THEORY

Participants are briefed about the origins of storytelling and how it came to be the dominant form of human communication. The facilitator continues by introducing the participants to the basic components of storytelling (the timespace, the hero & the action) and concludes with the different themes of storytelling (realistic, fantastic & marvelous).

STORYTELLING PRACTICE

Participants are equally split into 3 teams of 3+ members. Each team receives a different role and the respective Creative Poster to fill in: the hero(es) team, the action team and the timespace team. Participants have a minimum of 45 minutes to fill in their Creative Posters with their teams, keeping in mind that they must not be influenced by the other 2 teams. When the time is over, each team presents their work to the rest. Then, a roundtable begins with the goal to merge all the elements into one single story (with the help of the facilitator).

ADDITIONAL RESOURCES

3 x A3 Size Creative Posters

RISKS AND RECOMMENDATIONS FOR TRAINERS

Boredom / Distraction / Participants taking over the creative process. Support all the teams by giving solutions & recommendations to the team's collective "creator's block". Make sure that all participants have the chance to be heard.

DEBRIEFING QUESTIONS

Did you find the collaboration successful?
Do you feel that part of the story is yours?
Do you think this can be used as a tool when addressing disability?

SESSION – COLLABORATIVE STORYTELLING

FEEDBACK

How satisfied were you with the activity?

What did you like most about the activity?

What did you like least about the activity?

How likely are you to implement maybe one day the activity?

SESSION – TOWER OF INCLUSION

DESCRIPTION

The game is based on the traditional Jenga game, although all participants will not be able to see the pieces but they must play just by using their sense of touch. The game gives the opportunity to all the players to experience the difficulties others can experience while having their eyes closed. The 48 wood pieces that composed the game are all stamped (also in braille) with a word that addresses an inclusion issue. Once the tower falls, participants must take a piece with the help of the observer and read it out loud, after that participants must express what the word means to them and how it can promote inclusion. In this version of Jenga, participants can use both hands to play.

ADDRESSING COMPETENCIES

Address social inclusion / Create a group discussion / Entertainment

GOALS OF THE ACTIVITY

The goal of the game is to give the opportunity to all the players to experience the difficulties others can experience while having their eyes closed. The game's main objective is to promote empathy to the difficulties of people missing the sense of sight. The players will create a space of condivision of ideas regarding the issue of inclusion. Participants will play the table game and will not need the use of technologies (internet, mobile phone, etc) during the activity.

NR. OF PARTICIPANTS

4-5. Plus the observer or the moderator

MATERIALS

Personalised jenga game, sleeping face mask

VENUE

It can be played indoor or outdoor it just requires a flat surface to construct the towel.

DURATION

60 min

CONCRETE STEPS FOR THE IMPLEMENTATION

1. Preparation of the group.
2. Explanation of the rules.
3. Creation of the tower in groups without mask.
4. Ask participants to put their masks on.
5. Start the game, participants take a piece one by one.
6. When the tower falls, randomly every participant take a piece and reads it.
7. Express what it come to your mind when you read the word.
8. Moderator helps go deeper into the topic.

SESSION – TOWER OF INCLUSION

ADDITIONAL RESOURCES

Observer while playing the game or / and a moderator.

RISKS

It can be a risk if participants do not have full use of their hands, or participants can not reach the game easily. Therefore moderators must take into account this barrier while planning the venue and the rules of the game.

RECOMMENDATIONS FOR TRAINERS

The moderator while explaining the game and the rules will not address it to the issue of inclusion directly, in order to not influence the participants. The youth worker or moderator will stimulate the participation of the people playing the game and motivate them to express their opinion regarding the word assigned randomly.

DEBRIEFING QUESTIONS

How did you feel while playing?
Was it easy to address?

FEEDBACK

How satisfied were you with the activity?
What did you like most about the activity?
What did you like least about the activity?
How likely are you to implement maybe one day the activity?

SESSION – LIST OF COMPETENCES (AND HOW TO WORK ON THE YP)

ADDRESSING COMPETENCIES

Skills / development / Self reflection

GOALS OF THE ACTIVITY

Reflect on learning goals, objectives, competences and improvement. Reflect on the YouthPass

NR. OF PARTICIPANTS

Can be done individually and in group

MATERIALS / CONDITIONS TO MEET FOR IMPLEMENTATION

Paper, pen, printed version of the list of competences (annex)

DURATION

45 minutes

CONCRETE STEPS FOR THE IMPLEMENTATION

In order to reflect on a learning process during the period of activity/time, we can use the list of competences and skills (example annex). In cases of activities of E+, this can easily be supported with the Youthpass, introducing the 8 key competences. The aim of the activity is to use the list of competences to self evaluate and reflect on each persons competences and skills. The list can be modified, and there is space left to fill in with other attributes not listed. Once everyone has understood the meaning of each competence, they grade themselves within this skill. The objective is to reflect in the highest and lowest 'scores'. What is it that I can learn? What can I offer as a learning process to others? To make this objective of a learning process more concrete, it's possible to add specific tasks, in order to be able to reflect at the end of the duration of the learnings achieved. This activity can take between 20 mins to one hour, depending on the group. It is a way to write and be able to state in which specific ways the group can learn.

ADDITIONAL RESOURCES

You can add, to support the process, questions regarding the competences of the YouthPass, as well as a 'To-do list', in order to make steps regarding the personal goals that each participant has aimed to. This can be adapted to even group learning processes, adding a common objective to learn as a group.

RISKS AND RECOMMENDATIONS FOR TRAINERS

The list of competences can be adapted, and can change depending on the topics that want to be worked on. As a way to support the reflection, if the group is larger or needs more support, is having a trainer or facilitator in small groups to answer questions or follow the process

SESSION – BUILD YOUR CREATIVITY

ADDRESSING COMPETENCIES

Creative thinking / Problem solving / Sharing information

GOALS OF THE ACTIVITY

Enhancing the creativity level of participants / Enhancing public speaking and sharing information / Raising self-awareness of participants / Setting concrete SMART goals

NR. OF PARTICIPANTS

Up to 25

MATERIALS / CONDITIONS TO MEET FOR IMPLEMENTATION

Pens, paper, internet, YOCO cards.

Digital versions of the cards can be accessed here: <https://www.mc-celje.si/yoco/en/>

DURATION

1. Energizer - Met yourself (depending on the size of the group) up to 20 minutes
2. GTKEO game: 25 minutes
3. Welcome to creativity – test 5 minutes, debriefing 10 minutes
4. Creative vision – 30 minutes + 5 minutes to present
5. Voice it up – 45 minutes
6. Debriefing questions - 10 minutes
7. Feedback – 10 minutes

CONCRETE STEPS FOR THE IMPLEMENTATION

1. ACTIVITY - MET YOURSELF

We give instructions to stand up and walk around the room. The first person you meet, you introduce yourself to them: "Hello, my name is Katja". Then the other person introduces itself: "Hello, my name is Ana." After the introduction, you take the name of the person you have just met and the person you meet takes your name, (Katja is then Ana and Ana is then Katja). You have to continue to walk around and keep introducing yourself until you find your name back. If people with disabilities are involved, you must prepare the space in advance, move all the furniture to the side, so that you have a big open space to move freely and it is safe for all.

2. ACTIVITY - GTKEO GAME

Each participant gets a piece of A4 paper and divides it to 4 parts and in each part makes a drawing. Each participant makes drawings about 1. their secret dream, 2. their background, 3. their passion and 4. their likes & dislikes. They have 15 min to draw and then 10 minutes to share to each other about what they draw and why. Later we make a small exhibition of these drawings.

3. ACTIVITY- WELCOME TO CREATIVITY

If all of the participants feel comfortable enough to use English language, present this test – 5 min: <https://www.datcreativity.com/task>. After the participants complete the task individually you can write down each scores and make a debrief. Did they found it difficult and why? Can you make any conclusions between the scores?, etc.The second part of this activity you will need to use the APEL YOCO cards: <https://www.mc-celje.si/yoco/en/>

SESSION – BUILD YOUR CREATIVITY

4. Activity - Creative vision

Split participants into 3 groups and pick a card for each group or leave them to do so. The card will serve as a stimulus for them to connect with the image and use it as a creative nudge for their response.

Split in 3 rooms, each having 30 minutes to:

Group 1: picking 1 card will use it as inspiration and will have the task to create a short 50 words story, called "Creativity IS"

Group 2: using a big sheet of paper invite the group to pick up 1 card – to reflect all on it and have the task to "Draw creativity"

Group 3: picking a card and creating a performance about "Creativity"

The facilitator can randomly assign the participants to each group or the participants can draw a number or you let the participants choose which of the three groups they would like to join. If you have people with disability, it would be preferable you let them choose the group they wish to attend.

After the 30 minutes, each group has time to present their group work, reading the poem, describing the drawing and acting out the performance.

5. Activity – Voice it up

Voice it up is an entertaining game. Discover your talents and increase your motivation through a variety of challenges. For this game, you can make your own board game, with numbers from 1 to 15 and each number has to have a colour corresponding an action. There are 6 actions, for example:

yellow – dance; pink – draw; purple – talk; orange – sing; blue – act it out and turquoise – choose your action.

Example of a board game you can find below on the picture, project Voice UP, co-funded by the Erasmus + Programme of the European Union.

In addition, you will need a deck of 30 cards. These cards you can also make. You write on the cards words, which can correspond to a specific topic you would like to address. In our case, the topic is social inclusion and gamification. So examples of words are: story, diversity, equality, player, video game, education, ... A facilitator can randomly choose 40 key words on a given topic, that the participants of the game will draw and perform based on the colour of the action.

Example of the cards. If you are playing the game in an international setting with participants from different countries, you can write the key words in different languages.

Each player also chooses a symbol or an object to represent him/her in the game. This can be a favourite item or a randomly choose object that the player carries with him/her. All players place their symbols on the field marked with number 1, the starting point of the game. The player with the highest number on the dice starts. The player rolls the dice and this determines what task he has to complete. Once the task is clear, the player draws a card with a specific key word. He then has to present the key word using the action and the other players need to guess the word. If the player performing the task is successful he/she than can move one field forward. If the other players do not guess the game, he stays at the field and on the second try tries again. The player has 2 minutes to perform the task. The ends after all the players reach the last field, number 15.



ADDITIONAL RESOURCES

APEL YOCO cards - <https://www.mc-celje.si/yoco/en/>

RISKS AND RECOMMENDATIONS FOR TRAINERS

Be aware if you are including people with disabilities to make sure the space is properly set up for the energizers, as there is movement. All of the activities are not suitable for blind people, the activity act it out can be adapted for the blind using different materials as the boards and having a special dice, also you can substitute acting out the words with describing them if you are involving people with physical disability and are not able to perform. If you involve people with mental disability make sure that you are not rushing any activities it might be better to do less activities and for those you do decide to implement dedicate more time than foreseen.

SESSION – BUILD YOUR CREATIVITY

DEBRIEFING QUESTIONS

How did you feel during each activity?
Does this remind you of anything else you have learned or experienced?
What can we learn from this?
What should we do differently next time?
What will you do with this new learning?

FEEDBACK

How satisfied were you with the activity?
What did you like most about the activity?
What did you like least about the activity?
How likely are you to implement maybe one day the activity?