



# YOUTH EMPLOYMENT MANUAL

Booklet of methods for developing the creative, innovative  
and relevant for employment potential of youth.



Erasmus+



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# „The Power of Non-Formal Learning”

**Chapter 1 – “Team work”**

**Chapter 2 – “Communication”**

**Chapter 3 – “Time management”**

**Chapter 4 – “Leadership”**

**Chapter 5 “Problem solving”**





# Chapter 1

## “Team work”

Name of activity:

### BUILDING PYRAMIDE

**Developed by:** *(Name, Surname, Country)*

**Kristína Puškášová (Slovakia), Anna Grazia Lucia (Italy), Maria Ana-Maria (Romania), Badea Alexandra (Romania)**

#### Summary of the activity:

- 5 minutes for energizer
- 10 min- introduction to the game, and giving instructions
- 20 min - performing the game
- 10 min - conclusions, lessons learnt

**Themes/Issues addressed**  
*(that the activity tackles)*

- team work
- team cooperation
- creativity
- decision making

**Target group:**  
*(For who are you making the activity and who can use it?)*

15+



### Aims and Objectives:

*(What do you want to accomplish by implementing the activity?)*

- Raising awareness of the importance of cooperation
- Strengthen the abilities of quick decision making
- Developing creativity and genuine ideas
- Building of trust among the team members

### Learning outcomes:

*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

- organization skills
- improvising
- nonverbal communication
- creativity
- roles in team
- respect
- patience
- motivation
- initiative

### Group size:

*(What is most suitable number of participants for activity?)*

- 7-10 participants for each group

### Time:

*(in minutes)*

- 45 minutes

### Instructions:

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

#### Energizer:

The participants will be divided in two groups. One member of the group will stay on the back and the rest members will try to lift him/her using just one finger.

#### Game:

1. Gathering the group together and giving them the leading points of the process activity;
2. Divide the participants in more groups. The facilitators will choose a leader and an architecture, and the rest of the participants will be builders.
3. The purpose of the game is to build the highest pyramid using their body.
4. After introduction just the facilitators will know who is who.

**Rules:-** The participants need to be quiet. They don't speak to each other.  
-They cannot say who is the leader and the architecture.



### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

- How you built the pyramid?
- It would be easier if you could speak?
- How the group communicated?
- What can you conclude from this experience?
- What have you learnt from the experience from activity?

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

SPACE:

- Outdoor
- Class room

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

- A facilitator's task is to make sure everyone is making the best out of him/herself and challenge their competences and limits.

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*





## Name of activity: Save the cups

**Developed by:** *(Name, Surname, Country)*

**Kristína Puškášová (Slovakia), Ferritto Anna-Grazia Lucia(Italy), Maria Ana-Maria (Romania), Alexandra Badea(Romania)**

**Summary of the activity:** *(Short overview of the activity and what is it about)*

**5 min: energizer**

**5min: discussions about the game ( how we have to play, about the rules)**

**25-30 min: the game**

**10 min: conclusions (how did they feel, what they learned, what would they change)**

<b>Themes/Issues addressed</b> <i>(that the activity tackles)</i>	<ul style="list-style-type: none"> <li>• Team support</li> <li>• Problem solving</li> <li>• Communication</li> <li>• Improvisation</li> <li>• Team trust</li> <li>• Creativity</li> </ul>
<b>Target group:</b> <i>(For who are you making the activity and who can use it?)</i>	15+ year old
<b>Aims and Objectives:</b> <i>(What do you want to accomplish by implementing the activity?)</i>	<ul style="list-style-type: none"> <li>- To recognize the team goals</li> <li>- To analyze the solutions</li> <li>- To demonstrate their point of view</li> <li>- To support the team</li> <li>- To evaluate their contribution</li> </ul>
<b>Learning outcomes:</b> <i>(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)</i>	<ul style="list-style-type: none"> <li>- Time management skills</li> <li>- Focusing and prioritizing skills</li> <li>- Communication skills</li> </ul>



<b>Group size:</b> (What is most suitable number of participants for activity?)	Approx. 20 participants divided in 4 teams
<b>Time:</b> (in minutes)	45-50 min
<b>Instructions:</b> (Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)	<ol style="list-style-type: none"> <li>1. Energizer 5 minutes: all participants make a circle, catch another person shoulders, come closer and together sit down on the legs of participant who stand behind him/her.</li> <li>2. The game 'Save the cups' "The tricky" island is sinking faster. Some cups have saved for themselves, but some of them are still there waiting for help. The people around the island tried all the possible transportations methods, but nothing worked. The group needs to find a way to save the cups using the materials without touching the water or the island area. If one of them touches the areas, he cannot help the team anymore. They have to work in teams to find the right way.</li> </ol>
<b>Debriefing and evaluation:</b> (How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)	<ul style="list-style-type: none"> <li>• How did you feel in the beginning after you heard the rules? Were you worried?</li> <li>• What was the highest moment of this experience?</li> <li>• What was the mowest moment of this experience?</li> <li>• What have you learned/improved?</li> <li>• Would you change something in this experience?</li> </ul>
<b>Space requirements and training materials:</b> (How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)	Space: one different room for each team Materials: ropes, papers, sizers, plastic glasses, elastic, chalk

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

- Encourage the teams if they don't find a way in the first 15 min.
- Remind the teams that they are a team and they should work together

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*

## Name of activity: The Chess

**Developed by:** *(Name, Surname, Country)*

**Kristína Puškášová (Slovakia), Ferritto Anna-Grazia Lucia(Italy), Maria Ana-Maria (Romania), Alexandra Badea(Romania)**

**Summary of the activity:** *(Short overview of the activity and what is it about)*

#### 5 min. energizer

**10 min.** discussion about the game (how we have to play, about the rules, choose the roles)

**30 min.** the game (to find the right way from one side of chessboard to another one as a group, they have 1 minute to create a strategy and after that nobody can speak, every person from the group needs to pass in order to finish the game successfully)

**15min.** for the conclusions (how did they feel, what they learned, what would they change)



**Themes/Issues addressed**  
*(that the activity tackles)*

- Team working
- Team cooperation
- Decision making
- Communication

**Target group:**  
*(For who are you making the activity and who can use it?)*

15+ years old

**Aims and Objectives:**  
*(What do you want to accomplish by implementing the activity?)*

- To improve abilities to take quick decisions and memorial abilities
- Building of trust among the team members
- Support solution orientation
- Raising awareness of the importance of cooperation
- Participants learn from their mistakes

**Learning outcomes:**  
*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

- Practical use of nonverbal language
- Decision making
- The importance of team work
- Patience
- Time management
- Strategy building
- Adaptability
- Planning and focusing

**Group size:**  
*(What is most suitable number of participants for activity?)*

25 participants divided in teams (6-10 people)

**Time:**  
*(in minutes)*

60 minutes

**Instructions:**

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

### **Energize "Gravitation"**

All 20 participants are sitting in a very close strong circle. One of them is inside the circle. One random participant from the circle will push the middle participant and he will lose his gravitation. The point is that the person in the middle has to stay up helped by the people from the circle.

2. **Game:-** identify on a chessboard way to follow
  - see the chessboard and choose a square to start
  - if you don't listen any sound your square is included in the way and you can continue choosing the next one which can be in any direction
  - continue on in the same way until you hear a sound, which means you are wrong and you must go out and wait for your next round
  - another participant can try
  - do this until all participants arrive to the end

Participants have one minute for creation of strategy (they can speak) and they need to create the order and keep it till the end of the game. After that nobody can speak a word. If one of them speaks, they receive a punishment and facilitators exchange players between teams. The person who spoke will be the last one in the line and the second one will be the first. The time will stop when all participants have done the road.

The fastest group wins.

### **3. explanation**

Together  
Everyone  
Achieves  
More

### **Debriefing and evaluation:**

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

- Did you understand what to do?
- How did you manage to finish successfully?
- How did you feel? Were you worried at any point of the experience?
- Were you surprised at any moment? (punishment) – what do you think about punishment?
- What kinds of problems you had during the game?
- What were key learnings from the game?
- Would you change the first strategy? What would you improve for the future?
- Would you manage it without teamwork?

After the game and the debriefing what does the team work mean to you?



### training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

Two different rooms/places, squares/papers, tape, scissors

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

Keep eye on following rules (no one can speak)

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*

Tip: use the pot and the spoon (for the wrong sound)

## Name of activity: The island

**Developed by:** *(Name, Surname, Country)*

**Kristína Puškášová (Slovakia), Ferritto Anna-Grazia Lucia(Italy), Maria Ana-Maria (Romania), Alexandra Badea(Romania)**

**Summary of the activity:** *(Short overview of the activity and what is it about)*

**15 min.** discussion about the game (how we have to play, about the rules, choose the roles)

**30 min.** the game ( we divide people into 3 groups for 3 different islands, they have to find a way to the end to "European island" )

**15 min.** for the conclusions (how did they feel, what they learned, what would they change)

**Themes/Issues addressed**  
*(that the activity tackles)*

- trust in a team
- problem solving
- creativity
- knowledge how to use non-verbal communication
- communication
- solution orientation

**Target group:**  
*(For who are you making the activity and who can use it?)*

18+

**Aims and Objectives:**  
*(What do you want to accomplish by implementing the activity?)*

- Raising awareness of the importance of cooperation
- Building of trust among the team members
- Support creativity and solution orientation

**Learning outcomes:**  
*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

Learn how to trust the other in the team, practical use of body language. Skills which participants develop are problem solving, organizing skills, creativity and improvisation. Participants develop curiosity, patience, flexibility, motivation and persistence.

**Group size:**  
*(What is most suitable number of participants for activity?)*

Bigger group (max. 21 participants) divided into 3 smaller teams

**Time:**  
*(in minutes)*

60 minutes

**Instructions:**

Team 1



*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

Your team is on the Island of the Blind. The island will sink in 30 minutes. Before leaving the sinking island, you need to score 8 points by throwing the balls from the baskets/buckets you have at your disposal. A ball thrown through the basket it's worth one point. After scoring 8 points you can leave the island by using 10 legs only.

#### IMPORTANT!

You can only go to the Island of the Mute by stepping in the "Arrows" between the islands. If you step outside them, you lose one leg.

You are allowed to choose one of you who can see. Decide!

You will move towards the Island of the Mute. Once there, You won't be blind anymore, but you will become mute (you won't be allowed to talk anymore) and you will have to respect the rules they have on the Island of the Mute.

There are two guards of the island of the MUTE that will facilitate your trip and to whom you are allowed to speak.

Good luck!

#### Team 2

Your team is on the Island of the Mute. Yes, it means you're all mute. Only one person is allowed to talk. Your goal is to go to the Island of the Europeans. You are not allowed to talk to each other. The only way to get to the Island of the Europeans is to go through the swamp that separates you. You can only go through swamp by using the "Saving Stones". If you step on the swamp the whole team goes back and that stone sinks into the water.

On your island there are 2 guards that will tell you the exact rules for crossing the swamp or he can change the rules.

#### IMPORTANT!

You can only leave the island after all the blind people from the Island of the Blind are on your island. Watch out for the island guards.

When the blind people will arrive on your island you will regain your voice, but the person that was able to talk up until now will lose his voice.

#### Team 3

You have the privilege of being the inhabitants of the Island of Europeans.

Soon you will have new people arriving on your island.

Your goal is to build a house for the new inhabitants by solving the puzzle you got.

You also have the following task:

-to create a welcoming message for the new inhabitants: poetry, song etc.

#### IMPORTANT!

On the Island of the Europeans you are not allowed to speak English. Any other language is allowed. You can only let the new inhabitants in after you solved all your tasks.

### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

- How did you get to the last island?
- What was your strategy in order to get there?
- What ideas you have been attracted and why?
- How did you feel?
- How did the group?
- What have you learned from this experience?
- Was there something you would do differently?

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

Scarf, bucket, balls, paper, scissors, pens  
Space: one large room

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

Create supportive but competitive environment and time pressure.

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*

Prepare signs from the paper for blind people. Supervise them. Keep the eye on following g the rules.

Name of activity:

## The way

Developed by: (Name, Surname, Country)

**Kristína Puškášová (Slovakia), Ferritto Ana-Grazia Lucia(Italy), Maria Ana-Maria (Romania), Alexandra Badea(Romania)**



**Summary of the activity:** *(Short overview of the activity and what is it about)*

**5 min. energizer**

**10 min.** discussion about the game (how we have to play, about the rules, choose the roles)

**25 min.** the game (lead the blind person using just signals to the end trough different types of barriers)

**10min.** for the conclusions (how did they feel, what they learned, what would they change)

<b>Themes/Issues addressed</b> <i>(that the activity tackles)</i>	<ul style="list-style-type: none"> <li>- team work</li> <li>- trust in a team</li> <li>- problem solving</li> <li>- creativity</li> </ul>
<b>Target group:</b> <i>(For who are you making the activity and who can use it?)</i>	15+ but it can adapted for younger people
<b>Aims and Objectives:</b> <i>(What do you want to accomplish by implementing the activity?)</i>	<ul style="list-style-type: none"> <li>- Raising awareness of the importance of cooperation</li> <li>- Building of trust among the team members</li> <li>- Support creativity and solution orientation</li> </ul>
<b>Learning outcomes:</b> <i>(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)</i>	Learn how to trust the other in the team, practical use of body language. Skills which participants develop are problem solving, organizing skills, creativity and improvisation. Participants develop curiosity, patience, flexibility, motivation and persistence.
<b>Group size:</b> <i>(What is most suitable number of participants for activity?)</i>	Approx. 5-6 people (when there is bigger group of people, divide people into smaller groups and do it as competition)
<b>Time:</b> <i>(in minutes)</i>	50 minutes
<b>Instructions:</b>	<b>Energizer (5min)</b> – the purpose is to build trust among participants. Participants

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

create two lines opposite themselves, put their hands up. One of them has to run between lines and immediately before he runs they need to put their hands up in to make the free way for him. All participants will try to run in the middle.

1. **Game** – create the way full of barriers which participants need to obey (go under go above barrier, go around – you can decide) in the end of the way there is a cup full of water, they need to pick it and pour the water to the bucket which is 2m away.
2. divide participants to smaller groups of 5-6 people, create competitive environment
3. one participant has eyes covered with a scarf the others can navigate him just with using sounds (not words – cannot talk)
4. group has 1 minute for briefing the strategy
5. they have 15-20 minutes for all group to pass the way (every participant needs to pass)
6. encourage the group to be the first and make it in time

### **Debriefing and evaluation:**

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

- How did they pass the way?
- What was their strategy in order to pass?
- What ideas you have been attracted and why?
- How did you feel?
- What have you learned from this experience?
- Was there something you would do differently?

### **Space requirements and training materials:**

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

Rope, cup, bucket, wooden stick, scarf, can be a rock (things which u can use as a barriers)

### **Tips for facilitators:**

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

Create supportive but competitive environment and time pressure.

## Chapter 2

# “Communication”

### Name of activity: Find the murderer

#### Developed by:

*Alexander Balabanov, Bulgaria*

*Andrej Fric, Croatia*

*Terezia Kulikova, Slovakia*

*Tommaso Del Tomba, Italy*

#### Summary of the activity: *(Short overview of the activity and what is it about)*

The game is created to explore communication forms/codes and barriers, to support a teamwork, to contribute to the understanding of communication parts, codes and disabilities

#### Themes/Issues addressed *(that the activity tackles)*

- communication encoding/decoding
- collecting data
- information transmission
- teamwork

#### Target group: *(For who are you making the activity and who can use it?)*

Age 12+



### Aims and Objectives:

*(What do you want to accomplish by implementing the activity?)*

- To identify non-verbal communication codes
- To compare effective of verbal and non-verbal codes
- To assess effectiveness of a certain communication code (together and individually)
- To analyse the level of frustration using the codes
- To analyse the coping process
- To work in team

### Learning outcomes:

*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

- There are several codes for message transmission besides oral languages
- How to communicate effectively using non-verbal codes
- How disability to combine non-verbal communication affects com. process (it's slower, more feedback needed)

### Group size:

*(What is most suitable number of participants for activity?)*

5 people/group, possible to have more groups in order to have a competition (additional component stress)

### Time:

*(in minutes)*

25 mins game + 20 min debriefing

### Instructions:

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

1. Your task is to solve a murder - where, when, how, why it happened and who did it
2. You need to find clues, one leading to another. Since the killer knows where the clues are, you need to transmit the information about the murder and the place of the next clue to the others
3. A clue can be taken by one person only, cannot be shown to the others
4. A holder of the clue is able to communicate only by the form given until the next card is found
5. At the end, You should have all the information. Fill in: Where? When? Why? How? Who?

### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

- How did teams achieve the goal? How did they work? What did the process look like? How did you communicate?
- How did you feel using different communication codes?
- Which was the easiest and which the most difficult?
- Which codes are important in communication for you?
- Do you think you can do something to be more effective?
- Did frustration occur? How did it limit you?

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

- prepare 5 cards
- Find 5 places to hide the clues

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*

Clue cards:

#1 Detective

You found the mayor's body in the city hall and you are in charge of the investigation.

Make sure everyone plays by the rules.

Communication form: pantomime

Information about the murder: place

The next clue is hidden in:

#2 Cleaning lady

You were cleaning toilets in the city hall two days ago and you heard two people arguing, shortly after the body was found.

Communication form: drawing (no letters nor numbers)

Information about the murder: time

The next clue is hidden in:

#3 Mayer's wife

You know your husband had financial issues and he tried to solve it by doing illegal business with his brother, your lover.

Communication form: the hangman (if they don't succeed, you have to choose another words to transfer information)

Information about the murder: motives

The next clue is hidden:

#4 The mayor

After you found out your wife has an affair, you got into a fight with your brother. Suddenly, you feel a cold blade in your stomach and excruciating pain in your brain.

Communication form: speaking in rhymed riddles only

Information about the murder: the way the victim died

The next clue is hidden:

#5 Mayer's brother

You didn't kill your brother, even though you were jealous of him your whole life. But you're a suspect because this way you would gain his properties and his wife. Your brother found out about you and his wife, and he killed himself in front of you in order to make you a villain.

Communication form: morse code

Information about the murder: the murderer

## Name of activity: The Persuader

### Developed by:

*Alexander Balabanov, Bulgaria*

*Andrej Fric, Croatia*

*Terezia Kulikova, Slovakia*

*Tommaso Del Tomba, Italy*

### Summary of the activity: *(Short overview of the activity and what is it about)*

The game aims at developing the ability to persuade the others and expressing contradictory opinions. In this game the participants are divided into teams of 5 where each participant receives one of two types of contradictory information. The aim of the group is to come go a common decision through discussion while defending their point of view.

### Themes/Issues addressed *(that the activity tackles)*

- expressing and defending contradictory opinions
- persuading others
- compromise

### Target group: *(For who are you making the activity and who can use it?)*

Age 12+

### Aims and Objectives:

*(What do you want to accomplish by implementing the activity?)*

- to train the ability to convince others
- to identify abilities needed in order to be more persuasive
- to create arguments to support your ideas

### Learning outcomes:

*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

- How to be persuasive
- Develop self-confidence
- To be tolerant
- Stress-management
- To become more self-aware in arguments
- Majority is not always right
- Listening skills, empathy

### Group size:

*(What is most suitable number of participants for activity?)*

4-5 people/group

### Time:

*(in minutes)*

2 minutes for individual preparation + 15 minutes to discuss + 15 minutes debrief

### Instructions:

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

1. You are a family. There is a flood and the water levels are rising constantly and you need to decide what action to take in order to survive but you cannot split. You need to leave your house in 15 minutes otherwise you will drown.
2. Each person will receive a statement and will have two minutes to prepare arguments to support this decision. You will then have 15 minutes to discuss and make a final decision.



### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

- Did you manage to survive? How did you come to the common decision?
- Which group was more convincing and influential?
- Who was the most persuasive person? Which abilities does he/she possess?

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

- No particular space requirements
- A Card #1 or #2 for each participant, eventually they will form two groups

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*

#### #Card 1:

There are two options to choose from in order to save your family. How you will have the greatest chances for survival if you decide to take one boats in the nearby lake.

Your task is to convince the rest of your family otherwise they might take wrong decision.

You are not allowed to share with the rest how and why you know the best solution in the discussion and need to find arguments to persuade them

#### #Card 2:

There are two options to choose from in order to save your family. How you will have the greatest chances for survival if you decide to take climb higher on the nearby mountain.

Your task is to convince the rest of your family otherwise they might take wrong decision.

You are not allowed to share with the rest how and why you know the best solution in the discussion and need to find arguments to persuade them

## Name of activity: The Charade Game

### Developed by:

*Alexander Balabanov, Bulgaria*

*Andrej Fric, Croatia*

*Terezia Kulikova, Slovakia*

*Tommaso Del Tomba, Italy*

### Summary of the activity: *(Short overview of the activity and what is it about)*

Participants will discover importance of non-verbal communication, ways of delivering and encoding message, learn how to teamwork efficiently, fast problem solving and confidently presenting to the group by using art of charades, argumentation and cooperation. Participants will be divided into smaller groups of five people. Each one will have its objective to present using charades to the group. It is forbidden to give feedback or ask questions. Every group member will write its own guesses. Afterwards, group will work together to conclude what the presented objects were.

### Themes/Issues addressed *(that the activity tackles)*

- Communication skills
- Presentation skills
- Negotiation skills
- Importance of feedback

### Target group: *(For who are you making the activity and who can use it?)*

Age 12+

### Aims and Objectives: *(What do you want to accomplish by implementing the activity?)*

- to compare different understandings of performed actions
- to defend your opinions among the group
- to dramatize sayings/phrases
- to evaluate the importance of feedback

### Learning outcomes:

*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

The participants will become more aware of the feedback importance, they will try their negotiation skills and ability to pantomime.

### Group size:

*(What is most suitable number of participants for activity?)*

4-5 people/group

### Time:

*(in minutes)*

15 game + 10 minutes

### Instructions:

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

1. Everyone receives an action (phrases, sayings) and has one minute to perform it to the others without sounds in time limit of one minute
2. The audience cannot give any feedback and ask any questions to the performer
3. Each member of the audience writes down the action on a piece of paper.
4. After each performance there are two minutes to discuss and decide about the answer on the performed action

### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

- Compare the original phrases and the ones you agreed upon were acted. Were your guesses close?
- What did the negotiation process look like? How did you decide which phrases to use in order to describe the actions?
- Characterize the communication process. Was it easy to understand the actions? Did you miss the feedback?

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

- A room for every group
- A card with an action to perform per each member
- a sheet of paper per person
- Pens for everyone

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*

Performance cards:

The grass is always greener on the other side.  
Traveling around the world will make you a richer person.  
Always think twice before speaking, sometimes even four  
Never leave till tomorrow what you can do today  
Learn from your mistakes

## Name of activity: What did you say?

### Developed by:

Alexander Balabanov, Bulgaria  
Andrej Fric, Croatia  
Terezia Kulikova, Slovakia  
Tommaso Del Tomba, Italy

### Summary of the activity: *(Short overview of the activity and what is it about)*

A more complicated version of a broken telephone, the game aims on different communication codes, importance of feedback in the communication process and the noises that can occur during information transmission.



<b>Themes/Issues addressed</b> <i>(that the activity tackles)</i>	<ul style="list-style-type: none"> <li>– The importance of non-verbal communication</li> <li>– Noises in the communication process</li> <li>– Importance of feedback</li> </ul>
<b>Target group:</b> <i>(For who are you making the activity and who can use it?)</i>	Aged 12+
<b>Aims and Objectives:</b> <i>(What do you want to accomplish by implementing the activity?)</i>	<ul style="list-style-type: none"> <li>- to understand the importance of non-verbal communication</li> <li>- to assess the importance of feedback</li> <li>- to demonstrate the significance of the various communication channels</li> </ul>
<b>Learning outcomes:</b> <i>(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)</i>	At the end of this exercise, the participants will be aware of the importance of non-verbal communication, the large variety of possible noises within the communication process, as well as the role of feedback
<b>Group size:</b> <i>(What is most suitable number of participants for activity?)</i>	Groups of 4
<b>Time:</b> <i>(in minutes)</i>	10 minutes + 10 minutes debriefing
<b>Instructions:</b>	The participants are assigned the ability to communicate through one

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

channel only: 1. pantomime; 2. drawing; 3. speaking 4. writing.  
The pantomime receives a piece of paper with a short message divided in 3 parts and has to act out the message to the second participant, who can only use drawing to transmit the message to the third participant, who describes the message to the last participant of the group, who writes down the message after listening to the description only once and gives it to the pantomime.  
During the process, the participants are not allowed to speak and can only receive the information without confirming or discussing it.

Then, the pantomime has a second chance to explain to the second participant who can draw for the second time etc. After the end of the second round, the message created by the group is compared to the original.

### **Debriefing and evaluation:**

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

- Was it challenging to transmit the message? Why?
- Did the end result differ from the original message?
- Could you have done something differently in order to be more effective?

### **Space requirements and training materials:**

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

- Initial message for the first participant
- Pen and paper for the person who will do the drawing
- Pen and paper for the last participant

### **Tips for facilitators:**

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*

The participants receive the text bellow:

I bought a fat black cat.

It was pregnant.

Three kittens were born 1 male and 2 females.

## Name of activity: The Top Presentation

### Developed by:

*Alexander Balabanov, Bulgaria*

*Andrej Fric, Croatia*

*Terezia Kulikova, Slovakia*

*Tommaso Del Tomba, Italy*

### Summary of the activity: *(Short overview of the activity and what is it about)*

The game aims at developing presentation skills, what is important during presentation, how to select and priorities information needed to be given

### Themes/Issues addressed *(that the activity tackles)*

- presentation
- gathering and selecting information
- feedback

### Target group:

*(For who are you making the activity and who can use it?)*

age 15+

### Aims and Objectives:

*(What do you want to accomplish by implementing the activity?)*

- to select the relevant information
- to become aware of the importance of the reactions of your audience
- to realize the importance of feedback
- to develop active listening
- to apply the teamwork

### Learning outcomes:

*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

- Developing presentation skills
- Active listening skills
- Prioritising information
- Stress-management
- Selecting information

### Group size:

*(What is most suitable number of participants for activity?)*

Max 4-5 people

### Time:

*(in minutes)*

20 mins activity + 20 mins debriefing

### Instructions:

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

Give the following instructions to participants step by step:

1. Each person receives information about a certain topic and has three minutes to prepare one minute presentation to the others. The feedback is not allowed during the presentations.
2. After the presentations, the participants have two minutes to collect the information in as much detail as possible, but cannot contribute with their own part of the story.
3. After it is done, it is necessary to re-do steps 1 and 2 again, if preferred with changes.
4. At the end, the team presents their story and they hear the complete original story.



### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

- What was the difference between selecting information for the first and second time?
- What did you change? Why?
- If you could do it for the third time, what would you change?
- Compare your ability to focus during the first and second round of presentations. Did it change?
- Did the quality of the first and second story change?

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

No specific space requirements;  
A scientific text divided into 4-5 pieces (according to number of participants)

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*

#### The 5 Steps of Communication Process

##### 1 Encoding

Encoding process is involves to translating an idea to the meaning of the idea. When the sender got an idea to the other party, they must be communicating. Therefore, the idea will need to change the ordinary language into letter or symbols to past the information out to the party. However, the information of encoding is not yet sending out the message to the channel, the messages are only an idea that thinking in the sender. Beside, the sender might haven't plan of which the sending ways are the better way for the receiver. So encoding is just an idea that came out from the sender mind and when the sender starts to plan for sending out the message, there will be turn to the second step of communication process.

##### 2 Planed, Organized and Sent

The communication process come to the second step is the step of plan, organize and send. It is very distinct to show. When after encoding an idea, the sender will started to plan how to send the message, so the sender will decided a way send it. For example the sender using letter to send the message, he or she will translating the idea to an ordinary language or symbols into the words, the sender will make sure is using the direct understanding words for the receiver, therefore the receiver will easily get the correct message from the sender rather than have the communication gaps of misrepresentation and misunderstood. Thus, when the sender organizing their sending process, make sure to double confirm on the grammar and sentence meaning to be correct. When it is confirmed to be a right message, it will come to choose the types of how the sender will use to send out their message to the receiver.

##### 3 Medium

In the communication process, medium is the type of choosing for sending the message out through a channel. For example, using letter, e-sources or request somebody to transfer the message to the receiver to be the sender choosing types of sending. Most of the sender will choose to send a letter for the receiver, because using e-mail, people might not checking the mail and request someone to transfer might not transferring the 100% information from the sender

give, so most of the people will choose to use letter for their type of sending sources (medium). Moreover, medium is means a between to the sending and receiving, so both parties communication will base on the type of sending movement channel to understand each other. In the example told us the sender using the letter, so make sure the letter words are correctly as well as the receiver can be easily understand it. As the result, the step of medium has complete.

#### 4 Decoding

The decoding will be the problem of the receiver. When the step comes to decoding, the receiver is already received the message, and sudden matter will affect the receiver to understand the sender messages, and that is decoding. For example, just like the channel choosing to request someone to transfer the message to the receiver, the person that the sender request might not concentric on listening or rush to present in fact might missing some point to transfer, there is always happening in real life, so not most of the people will choose this channel to past their message in order to avoid the communication distortion and there is the decoding processing. Hence, to avoid communication distortion make sure sender choosing a correct channel to send their message and well to know what channel that receive are always like and easily to got it people message.

#### 5 Feedback

A feedback is needed to have it in a successful communication because without a feedback, the communication is failed. In the other hand, a feedback is a responding action form the receiver in the communication, therefore in the communication process, a feedback will tell to know as well as getting an answer from the receiver to the sender. In the fact of that the receiver will turn to be the sender because on its feedback. It is complete communication in the process. But sometimes a feedback will become a communication distortion because people might feedback to the sender by using a long time period. In fact, if in the business view, a business will not just sit and wait for a person to reply and not observing in others people. In this example will see the communication will fail although it was a feedback. As the result, a communication must be effectively in a progress in order to get a successful communication skill.



<p><b>#1 Detective</b> You found the mayor's body in the city hall and you are in charge of the investigation. Make sure everyone plays by the rules. Communication form: pantomime Information about the murder: place The next clue is hidden in:</p>	<p><b>#2 Cleaning lady</b> You were cleaning toilets in the city hall two days ago and you heard two people arguing, shortly after the body was found. Communication form: drawing (no letters nor numbers) Information about the murder: time The next clue is hidden in:</p>	<p><b>#3 Mayer's wife</b> You know your husband had financial issues and he tried to solve it by doing illegal business with his brother, your lover. Communication form: the hangman (if they don't succeed, you have to choose another words to transmit the information) Information about the murder: motives The next clue is hidden:</p>	<p><b>#4 The mayor</b> After you found out your wife has an affair, you got into a fight with your brother. Suddenly, you feel a cold blade in your stomach and excruciating pain in your brain. Communication form: speaking in rhymed riddles only Information about the murder: the way the victim died The next clue is hidden:</p>	<p><b>#5 Mayer's brother</b> You didn't kill your brother, even though you were jealous of him your whole life. But you're a suspect because this way you would gain his properties and his wife. Your brother found out about you and his wife, and he killed himself in front of you in order to make you a villain. Communication form: morse code Information about the murder: the murderer</p>
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## Chapter 3

# “Time management”

In our everyday life, be it school, home or work we encounter various obstacles where we struggle to surpass them. The awareness and knowledge on how to effectively manage our time and with it find a balance for a prosperous and healthy way of life. In order to achieve these goals we need to find a solution that will work for us as individuals. To accomplish this we will guide you through the process of 5 time management games, in which you will learn about time management and experience first-hand how to deal with the difficulties and find solutions for the challenges you may be facing.

Time management consists of the following points:

1. Goal Setting
2. Prioritization
3. Self-awareness
4. Self-motivation
5. Focus
6. Decision Making
7. Planning
8. Communication Skills
9. Questioning and Challenging
10. Delegation
11. Coping Skills
12. Stress Management
13. Working effectively with others
14. Record Keeping
15. Organization and Filling
16. Patience

## Name of activity: "BLIND PENTAGON"

### Developed by: *(Name, Surname, Country)*

Tanita Planinšek (Slovenia), Lucija Bajlo (Croatia), Andreas Karadakis (Greece),  
Mateja Kušić (Croatia), Helena-Sofia Hristozova (Bulgaria)

### Summary of the activity: *(Short overview of the activity and what is it about)*

It is a time management game. Each member of the group gets a piece of rope, each team has to put the rope in the exact shape that is drawn on the floor. They have a limited time to complete the game, while some members of the team are blindfolded and some can't speak. The team who finishes first and doesn't break the rules-wins.

### Themes/Issues addressed *(that the activity tackles)*

- Time management
- Trust between the members of the group
- Problem solving
- Team work
- Communication skills
- Delegation
- Decision making
- Focus on the task at hand
- Planning
- Patience

### Target group: *(For who are you making the activity and who can use it?)*

Kids from 10 years old +, high school students, college students, co-workers

### Aims and Objectives: *(What do you want to accomplish by implementing the activity?)*

- Improve communication skills both verbal and non-verbal
- Learn to be more patient
- Prioritization
- How to work effectively with others
- How to delegate
- How to deal with stress management
- Forgiveness for those who make mistakes
- Sense of Time

### Learning outcomes:

*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

By playing this game the participants will get to learn first-hand what time management is and how it is divided. During the game they will improve both their verbal and non-verbal communication skills, they will learn to be patient, delegating skills, stress management and forgiveness.

### Group size:

*(What is most suitable number of participants for activity?)*

4 teams of 5 people (it is flexible)

### Time:

*(in minutes)*

20-30 minutes

### Instructions:

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

1. Energizer - Everybody forms a circle with all of their eyes closed and hands together. Someone from the group that is elected from the facilitator sends a signal by squeeze of a hand (the number of squeezes can vary and it is a secret for the other participants). The signal goes from person to person
2. until it gets back to the sender. The game is finished when the number of squeezes is right.
3. Each of the teams stand in their own corner of the room where each member receives a piece of rope and gets marked by the same color (blue, green, yellow, red etc.)
4. There is a beforehand drawn shape of a pentagon on the floor for each team.
5. Their task is to make that shape with the rope they received
6. They walk in the middle of the room where they are blindfolded, then they turn around and walk again until the facilitators say stop.
7. Next they turn around in circles 5 times.
8. The facilitators remove blindfolds from 2 people in each group, 3 remain blindfolded.
9. The rules are: 3 People who are blindfolded can speak but cannot touch
10. each other, 2 who can see cannot speak but they can touch (no pulling or pushing is allowed). You can only touch your own rope if you try to take or
11. touch anyone else's rope, that team member will be disqualified and the
12. rope will go to another blindfolded member of the team.
13. Each team decides their own way of communication.
14. The team who finishes first and has the rope aligned perfectly with the drawing on the floor wins.

### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

After the games ends the facilitator asks for each team to remain in the corner together. They are asked the following questions:

1. Explain your strategy
2. Explain both the positive and negative effects of your decisions
3. What would you do differently?
4. How could you improve?
5. Why certain things/decisions did not work?
6. How did you feel during the game?

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

Chalk, spacious room or outdoors, rope, 4X5 or more colored markers , arm bands or scarfs to mark the teams

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

Make sure there is no pulling or pushing and they do not bump each other, the ones who must be silent or staying that way, no one touches the others rope – in their hands or on the floor.

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*

///////





## Name of activity: “CUP TO CUP”

**Developed by:** *(Name, Surname, Country)*

Tanita Planinšek (Slovenia), Lucija Bajlo (Croatia), Andreas Karadakis (Greece),  
Mateja Kušić (Croatia), Helena-Sofia Hristozova (Bulgaria)

**Summary of the activity:** *(Short overview of the activity and what is it about)*

In this time management game, a group of participants need to build a tower out of 15 plastic cups, using a special “elevator” (ropes connected to each other on a piece of elastic hairband-appendix 1). There is a time limit of 10min to finish the task. The participants are not allowed to touch the cups in any other way and they cannot enter the circle that surrounds the cups. The cups are marked with numbers that represent the order in which the tower should be built.

**Themes/Issues addressed**  
*(that the activity tackles)*

- Time management
- Sense of time
- Trust between the members of the group
- Problem solving
- Team work
- Communication skills
- Decision making
- Focus
- Planning
- Delegation
- Patience
- Self-control
- Innovative solutions
- Forgiveness

**Target group:**  
*(For who are you making the activity and who can use it?)*

Kids from 10 years old +, high school students, college students, co-workers

### Aims and Objectives:

*(What do you want to accomplish by implementing the activity?)*

- Improve communication skills
- Learn to be more patient
- How to work effectively with the others
- How to delegate
- How to deal with stress management
- Forgiveness for those who make mistakes
- Sense of Time

### Learning outcomes:

*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

„Cup to cup” is a game where the participants learn how to stay focused, how to work as a team and agree on an optimal strategy and solutions together. It’s a game that develops patience and self-control, as well as communication skills to be able to work fast and effective. There is also a time pressure which makes it more challenging and improves time management skills. During the game, many frustrating situations may occur, such as dropping the cup in a crucial moment or turning it in a way that makes it hard to bring the cup back in the right position. In these situations, the participants will need to increase their stress management skills, stay focused and not blame each other.

### Group size:

*(What is most suitable number of participants for activity?)*

6-12 people

### Time:

*(in minutes)*

30 minutes

### Instructions:

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

#### 15. Energizer – “What kind of animal?”

Ask participants to divide into pairs and to form a circle. Put enough chairs in the circle so that all but one pair has seats. Each pair secretly decides what type of animal they are. The two participants without chairs are the elephants. They walk around the circle calling the names of different animals. Whenever they guess correctly, the animals named have to stand up and walk behind the elephants, pretending to be those animals (sounds, movements). This continues until the elephants can guess no more. Then they call “Lions!” and all pairs run for seats. The pair left without chairs becomes the elephants for the next round.

16. Preparation: the facilitator places 15 cups marked with numbers (from 1 to 15) on the floor. The cups should be facing upside down, and placed inside a circle made with scotch, chalk or a marker, with 2m diameter. The facilitator also needs to prepare the “elevator” for the cups, made of rope and elastic hairband. The number of the ropes (3m long) should be the same as the number of the participants. In one end, each rope should be tied to a hairband (appendix 1).

17. The participants are not allowed to touch the cups in any other way except using the “elevator”. When the countdown of 10min starts, the participants start building the tower from a cup no.1, continuing with a cup no.2 and so on, until they use all the cups. They cannot change the order of the cups. At

the beginning, the cups are faced upside down, but while building the tower, the participants need to turn the cups in the opposite direction, so when they put them on top of each other, they fall in. Turning the cups is the most difficult part of the game and the group needs to find their strategy together.

18. The game finishes when 10min pass.

After the game, the facilitator should discuss with the group about their learning process. The recommendation is to use the FILM strategy (facts, impressions, lessons and metaphor). Here are some suggested questions that cover those segments:

### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

1. Did you manage to use all the cups?
2. Are the cups in the correct order?
3. Describe your strategies (successful and non-successful).
4. Why certain things/decisions did not work?
5. What would you do differently?
6. How did you feel during the game?
7. How did you feel at the end of the game?
8. What is the most important thing you have learned during the game?
9. How can you apply what you have learned in your everyday situations?

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

- 15 hard plastic cups, ropes, an elastic hairband, scotch or chalk
- spacious room or outdoors

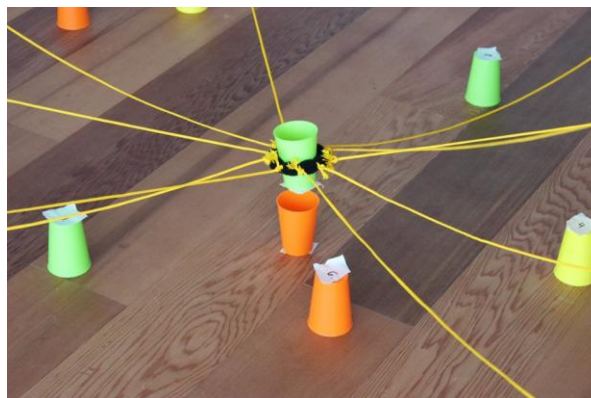
### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

- to keep a track of time
- to make sure the participants are following the rules

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*



Picture 1

## Name of activity: "IF YOU BUILD IT"

### Developed by: *(Name, Surname, Country)*

Tanita Planinšek (Slovenia), Lucija Bajlo (Croatia), Andreas Karadakis (Greece),  
Mateja Kušić (Croatia), Helena-Sofia Hristozova (Bulgaria)

### Summary of the activity: *(Short overview of the activity and what is it about)*

It's a problem solving, team-building game where each team is provided an equal amount of time and materials, such as pipe cleaners, string, pencils, empty boxes etc. The teams should build a structure in a set amount of time. The team that has built the tallest structure by the end of the time limit wins the game.

### Themes/Issues addressed *(that the activity tackles)*

- Time management
- Problem solving
- Prioritization
- Trust between members
- Decision making
- Communication
- Team work

### Target group:

*(For who are you making the activity and who can use it?)*

15 years old +, high school students, college students, co-workers High school students, UNI students, workers etc.

### Aims and Objectives:

*(What do you want to accomplish by implementing the activity?)*

Increase trust and improve communication skills between the teammates. This game teaches people how to be more patient, how to prioritize the items and make decisions in order to build more stable and higher structure in the set amount of time.

### Learning outcomes:

*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

By playing this game, the participants learn first-hand how to manage their time in order to finish their goal as fast as possible. Moreover, this game teaches them the importance of trust in team work, communication skills in order to optimize the problem solving and decision making and how to be patient.

### Group size:

*(What is most suitable number of participants for activity?)*

4 groups of 5 people (flexible)

### Time:

*(in minutes)*

2 minutes

### Instructions:

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

1. Energizer - people are asked to write their names in the air with their right hand. After that they are asked to do the same thing with their left hand and then with both hands at the same time.
2. People are divided into groups
3. Each group is given 20 objects (same objects for every group)
4. A time limit of 2 minutes is set
5. People start building
6. When the time is over, the jury decides which team has build the highest structure
7. The winner is announced



### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

After the game, each team shares their thought about the game, led by the following questions:

- 1.What was your strategy to build the tower?
- 2.How did you organize your team and how did you prioritize the items?
- 3.Have you had a leader in the group? If yes - did you decide who would it be or if it was a "naturally formed" one?
- 4.How did you feel during the game?

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

- A room with a desks for each team
- Random items such as empty boxes, pencils, strings, pipes etc.

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

Make sure that there are no pushing, pulling, sabotaging the other teams' builds.

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*

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## Name of activity: “INTERVIEW”

**Developed by:** *(Name, Surname, Country)*

Tanita Planinšek (Slovenia), Lucija Bajlo (Croatia), Andreas Karadakis (Greece),  
Mateja Kušić (Croatia), Helena-Sofia Hristozova (Bulgaria)

**Summary of the activity:** *(Short overview of the activity and what is it about)*

“Interview” is a role-play game where people have limited time to pretend to be on an interview and do their best to impress their employers. At the end of the game everyone gets their feedback and can work on their weaknesses.

**Themes/Issues addressed**  
*(that the activity tackles)*

- Quick and rational thinking
- Motivation skills
- Open mind
- Presentational skills
- Critical thinking
- Self confidence
- Adaptability
- Multitasking

**Target group:**  
*(For who are you making the activity and who can use it?)*

People of the legal working age

**Aims and Objectives:**  
*(What do you want to accomplish by implementing the activity?)*

This game aims to help people understand the importance of quick and rational thinking and help them with their self confidence. On the other side it points out their weaknesses and help them work on improving them for the future.

### Learning outcomes:

*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

- The participants in an employer's roles learn how to multitask (listen to the answers and write them at the same time); they learn to make quick decisions and give a better feedback.
- On the other hand, the participants in an employee's roles learn how to show ambition and self confidence in the shortest amount of time, how to impress their employers, how to be adaptable and answer the questions as quick and as good as possible. In the end they are graded and receive feedback from every employer so that they could work on improving their weaknesses etc.

### Group size:

*(What is most suitable number of participants for activity?)*

Variable, minimally 2

### Time:

*(in minutes)*

45min-1h

### Instructions:

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

1. Energizer - Untangle yourselves is a great energizer to get people moving. It has a very interesting message on finding your way out of a tangled situation.

- Ask the group to form a circle
- Ask everyone put their hands up
- Give the tangling instructions
- Ask the group to untangle themselves without letting the hands go, and try to form a circle

The tangling instructions

*With your right hand, grab someone's left hand.*

*With your left hand, grab someone's right hand.*

*You cannot grab the hands of people next to you.*

2. We divide the two teams into employers and employees
3. Every employee has 1 minute to quickly introduce themselves while the employers listen, think of and write questions to ask them in a later stage of the game.
4. Every employer sits to his desk and every employee sits next to an employer.
5. The employers have 10 seconds to ask their beforehand thought of or written questions.
6. Employees have 1 minute to answer their employers' questions.
7. Employers grade the employees and write their feedback.
8. After every employee has been on an "interview" with every employer and the employers have finished writing feedbacks, they switch the roles - the

employer becomes employee and employee becomes an employer.

9. Repeat points 3-7.

10. The top 3 graded employees are announced and feedbacks are given to all of the employees.

### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

After the game everyone is seated and we ask the employers to tell us what they liked and what can the employees improve for future interviews.

The employees are told their weaknesses and then we tell them what strategies to use to improve them and prepare better.

We ask all of them the following questions:

1. How did you like the game?
2. Would you change something? If yes-what would that be?
3. Shake hands and we finish the game.

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

-A big hall with enough chairs for every person and enough desks for each employer.

-Sheets of paper and pens.

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

Employers- listen carefully and write their questions and opinions  
Employees- be self confident.



# Chapter 4

## “Leadershp”

### INTRODUCTION

Have you ever asked the question what exactly is leadership? Is it possible that you are born to be a leader? Today every person has a different concept of that ability. Undoubtedly, leadership is also subjective. But its foundation stems from one thing: the ability of individual to establish a following among other individuals or teams.

Without leadership, success is not possible, but how to recognize a good leader?

Every leader has or her own style and strategy. Further, their leadership styles and methods will vary because they are influenced by multiple factors – the modern challenges all business leaders face today (digitalization, changing regulatory, financial markets, recruiting and retaining talent) coupled predicaments specific to their company, company size and the industry in which the business is based.

Leadership is an inside and outside job. If you want to lead others, you need to know, how to lead yourself. That’s why is good to start learn something about self leadership first because all of us are leaders of our life’s.

*“A leader is the one who knows the way, goes the way and shows the way” – John C. Maxwell*

*“ Leadership is the capacity to translate vision into reality” – Warren Bennis*

*“ I am not afraid of an army of lions led by a ship, I’m afraid of an army of sheep led by a lion” – Alexander the Great*

### ENERGIZERS

#### The Spider web

**Description of the activity:** Minimum 10 people (the more, the better interest). 1 person volunteers to be the spider . There is a specific field which should not be crossed. This person must catch 1 person on him and into part of his hands. When he touch someone, he takes his hand and they become one. Now he and his partner has 1



*hand. He as the initial spider, he is the leader and should coordinate the next people who connect to them, so can catch the more people till the end.*

### **Guess the leader**

*We need minimum 10 participants to stand in a circle. We ask 1 volunteer of them to go of the circle for 2 min without hearing what is discussed. 1 Leader is chosen, who to make mimics (movements). She should repeat the same movement and try to do it at the same time. The volunteer returns and have to guess who is the leader. The leader can change the movement, but he must be careful not to get noticed from the volunteer that he is the leader.*

### **SESSION DEBRIEFING**

*You can ask the similar questions to all games and sessions and you can vary them based on the topic.*

The basic questions for the Leadership games are:

- F – What images or scenes you remember?
  - What other things do you remember?
- I – How did the experience affect you?
  - Where you surprised at any moment from this experience?
  - As they relate to any of theories, models or concepts you know?
- M – Will affect the experience in some way how to see things?
  - What will you do differently as result of this experience?
  - Where you worried at any point of the experience?
  - Where you surprised/upset/enthusiasm/curious/confused/discouraged by something in this experience?
  - How did the group?
- L – What where the key significance of this experience?
  - What was the most important and significant aspects in this experience?
  - What have you learned ?



## Name of activity: **BLIND LINE**

**Developed by:** (Name, Surname, Country)

**Sofia Mylona (GR), Henrieta Holubekova (SK), Tsvetana Darakchieva (BG)**

**Summary of the activity:** *It is a leadership game based on the trust of the participants and the communication skills and capability of the leader. The group has to achieve specific goals guided by their leader (all the participants become leaders) while being blindfolded.*

**Themes/Issues addressed**  
(that the activity tackles)

Leadership, Problem solving, Communication, Teamwork, Time management

**Target group:**  
(For who are you making the activity and who can use it?)

Youth workers, team leaders, upcoming leaders/facilitators/trainers

**Aims and Objectives:**  
(What do you want to accomplish by implementing the activity?)

- knowledge about people management
- team leading
- be trustworthy
- trust
- be flexible
- teamwork

### Learning outcomes:

*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

By the end of the game the participant will be able to:

- communicate
- be flexible/trust
- cooperate (teamwork)
- accomplish goals
- manage time
- be patient and rational
- be empathic

### Group size:

*(What is most suitable number of participants for activity?)*

10 participants

### Time:

*(in minutes)*

50min

### Instructions:

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

The group is in a line holding each other's shoulders/hands. All the participants are blindfolded except the first one, who is the leader. The facilitator gives a task to the leader, to accomplish with the whole group in maximum 5 minutes. The leader changes every five minutes or every time he achieves his goal, he unfolds the next participant in the line, he goes to the end of the line and blindfolds himself.

The tasks are organized in a scale according to their difficulty, starting with the easiest one. Some tasks can be:

- To perform a collective dance (Macarena).
- To arrive at a destination 10 meters away in 10sec.
- To arrive at a destination 10 meters away with the participants walking on their knees/ holding one foot of the participant behind/ walking backwards in 25sec.
- To pass a ball from the start to the finish of the line and back in 15sec (depending on the number of the participants).
- To cross a route with obstacles with the participants holding hands/knees.
- To write a letter (or two, depending on the number of the participants) with the bodies of the participants laying on the ground and the leader using only his voice to guide them (not by touching).
- To find a hidden object in another room with the participants keeping connection without using hands, but other parts of the body.

### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

- Which way of communication from the leader was more used/effective?
- How did you feel while being a participant/leader?
- How did the group work?
- What would you do differently in specific moments of the game?
- What can you conclude/what did you learn from this experience?
- Were you surprised/upset/enthusiasm/curious/confused/discouraged by something in this experience?
- What did you like, what would you change?

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

Space: Depending on the tasks.

Materials: bends for the eyes, ball, obstacles for the route (again depending on the tasks).

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

Use your imagination to create a funny atmosphere. Set clear goals and be specific. Address the task only to the leader secretly so he can decide how to cope with it.

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*

Feel free to modify the tasks, create new ones according to the number and capacity of the participants, divide the group into two lines if the participants are more than 20 and make the two groups interact, for example race/catch the last person on the line.

## Name of activity: HERO MANUAL

**Developed by:** *(Name, Surname, Country)*  
**Henrieta Holúbeková, Slovakia**

### Summary of the activity: *(Short overview of the activity and what is it about)*

If you want to lead others, you need to know first, how to lead yourself. This activity is for self leadership. About doing "heroic" things by everyday life, not to be shy to do unexpected things and be brave enough to go out of your comfort zone. Strong leaders are brave enough to do this kind of things and they can train it in everyday life. This activity is giving some tips to do that.



**Themes/Issues addressed**  
(that the activity tackles)

- Self leadership
- self awareness
- self development

**Target group:**

(For who are you making the activity and who can use it?)

Each member of the team

**Aims and Objectives:**

(What do you want to accomplish by implementing the activity?)

By implementing the activity we want to accomplish, that participants will try, how to lead themselves.

Objectives: - self awareness , self leadership, personal self development

Steps, how to do it:

1. You need to have a vision, you need to know what is our ultimate goal
2. You need to have a plan.
3. You need to act and enjoy it.

**Learning outcomes:**

(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)

Knowledge: self awareness

Heart (attitude) : open mind, determination, proactive, positive

Skills: communication skills , flexibility, goal vision settings, crisis management, stress management, problem solving

**Group size:**

(What is most suitable number of participants for activity?)

15

**Time:**

(in minutes)

90 minutes

**Instructions:**

1. Lecturer will explain the short theory about the sentence - "If you want to



*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

- lead others, you need to know first, how to lead yourself". (3 minutes)
2. He will explain the story about the "Stanfords prison experiment" and his aim – Philip Zimbardo (3 minutes)
3. The facilitator will give to each participant the Hero manual – one sheet of paper where are the tasks written (1 minute)
4. He will explain the tasks (5 minutes)
5. Group is going to the streets to fulfilling the tasks (45-50 minutes)

### **Debriefing and evaluation:**

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

- F – What images or scenes you remember?  
- What other things do you remember?
- I – How did the experience affect you?  
- Where you surprised at any moment?  
- Where you worried at ny point of the experience?  
- Where you surprised/upset/enthusiasm/curious/confused/discouraged by something in this experience?  
- How did the group?
- L – What where the key significance of this experience?  
- What was the most important and significant aspects in this experience?  
- What have yiu learned from this experience?  
- As they relate to any of theories, models or concepts you know?
- M – Will affect the experience in some way how to see things?  
- what will you do differently s result of this experience?

### **Space requirements and training materials:**

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

- We need the street (open space),
- random people,
- for each member of the group 1sheet of paper with the tasks named: Hero manual

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

For the group is important to be together and fulfill the tasks together (teamwork) by supporting each others by achieving the uncomfortable tasks (problem solving) communicate with a society random people around (communication), fulfill the tasks in the time (time management), lead themselves and other team members different tasks (leadership)

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, hand-outs, photos, suggestions for follow-up activities, considerations etc.)*

## Name of activity: Hunted village

### Developed by:

**Sofia Mylona (GR), TsvetanaDarakchieva (BG)**

**Summary of the activity:** *This is a role game, situated in a fantasy village, where the participants are called to resolve a problem collectively through a specific democratic method. The debate is the most crucial part of the game. Great for improving communication, negotiation and problem solving skills.*

### Themes/Issues addressed

*(that the activity tackles)*

Leadership, Communication, Problem solving

### Target group:

*(For who are you making the activity and who can use it?)*

Youth workers, leaders/facilitators/trainers, people who want to improve their communication and negotiation skills

### Aims and Objectives:

*(What do you want to accomplish by implementing the activity?)*

- be self aware/confident
- be flexible
- be proactive

### Learning outcomes:

*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

- communication, negotiation skills
- giving/receiving feedback
- problem solving skills
- flexibility
- to be proactive, patient, rational

### Group size:

*(What is most suitable number of participants for activity?)*

11-16 participants

### Time:

*(in minutes)*

40min-60min

### Instructions:

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

All participants sit in a circle and should have eye contact with everyone. The facilitator plays the part of the narrator. "We are citizens of a small village (the participants can come up with a name for the village) in which strange things happen. Lately our village is devastated by many deaths caused by some citizens who transform into werewolves at night. Each night the werewolves eat one citizen. We decided that we have to do something for this problem, so we created a law according to whom, after a democratic process, we can hang the person we think is responsible for the murders."

The narrator mixes the role cards and gives one to each person. The participants look at their card individually without sharing the information. The roles are the following: 3 werewolves, 1 hunter, 1 little girl, 1 witch, 1 wizard, 1 magic cat. Then, depending on the number of participants there are 3-6 citizens.

Explanation of each role:

- Werewolves. Their goal is to kill all the people in the village (citizens, hunter, magic cat...) and not being noticed. They win the game when everyone else is dead.
- Hunter. He wakes up at night and shoots one participant. His purpose is to catch a werewolf. But carefully, he has only one shot! If he fails, he continues to play as a simple citizen.
- Little girl. During the night, when the werewolves are deciding who to kill, she discreetly opens her eyes and see them without being noticed.



-Witch. At some point of the game she can reveal herself and use one of her two potions: She can either bring back one participant from the dead, or ask one person to reveal his identity. For example: "I am the witch and I bring Tom back from the dead", or "I am the witch and I ask Tom to show his card".

-Wizard. He cannot be affected from the witch, so he cannot come back to life or show his card. After the hunter has played his part AND FAILED he can wake up at night and poison to death one person, only one time!

-Magic cat. He knows who the werewolves are and tries to protect them during the debates.

And the game begins:

"The night comes in our village. All the participants close their eyes. The werewolves wake up, open their eyes and recognize each other. They decide who to kill by pointing the victim in silence." When they arrive to a conclusion the narration continues. "Now the werewolves close their eyes and raise their hands. The magic cat opens its eyes and recognize the werewolves. Then the magic cat closes its eyes and the werewolves put down their hands. And another day comes in our village."

The narrator reveals the person who got killed during the night, the person reveals his identity and the citizens start a debate on who they believe the werewolves are. In the end of the debate they vote who they want to hang, and the dead person reveals his identity.

Then the narrator repeats the night narration, adding the part of the hunter right after the werewolves go to sleep. "The hunter opens his eyes and decides whether to shoot someone or not. He shoots/doesn't shoot and goes back to sleep."

If the hunter fails (kills a person instead of a werewolf) then the narrator adds the part of the wizard instead of the hunter's.

The game finishes when all the werewolves are dead, so it's the win of the citizens, or when all the citizens are dead, the win goes to the werewolves.

TIME PLANNING:

Explanation and sharing cards, 10 min

Night in the village, 5 min

Debate, 5 min

### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

-Who was more talkative, who imposed his opinion, who got more quickly killed, who used a tactic?

-How did you feel/manage with your role, which role you believe was more easy/complicated/obvious?

-Which where the critical/important moments on the game?

-How did the group work?

-What can you conclude/what did you learn from this experience?

-Were you surprised/upset/enthusiasm/curious/confused/discouraged by something in this experience?

-Did you like the game, what would you change?

**Themes/Issues addressed**  
*(that the activity tackles)*

Leadership, Team work, Communication

**Target group:**  
*(For who are you making the activity and who can use it?)*

Youth workers, team leaders, upcoming leaders/facilitators/trainers

**Aims and Objectives:**  
*(What do you want to accomplish by implementing the activity?)*

- team leading
- teamwork
- be flexible
- be proactive
- be patient

**Learning outcomes:**  
*(What are the outcomes and results that will be produced by implementing the activity? What participants will get from it? e.g. knowledge, skills, change of attitudes, raised awareness, new methods etc.)*

- communication skills
- delegating skills
- be proactive, patient, flexible
- problem solving, stress management

**Group size:**  
*(What is most suitable number of participants for activity?)*

10 participants (or more)

**Time:**  
*(in minutes)*

15 minutes

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

Space: Enough to make a perfect circle.  
Materials: Role cards

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use or follow for best implementation)*

-Use your fantasy to make the narration interesting and funny.  
-Be careful with the debate time by informing when they have 5,2min and 10sec.

### Additional information, notes (Appendixes)

*(Write about or attach here any extra materials, handouts, photos, suggestions for follow-up activities, considerations etc.)*

According to the number of the participants, the number of werewolves can change. If the participants are many, they can be divided in two circles. Feel free to add more characters or change the theme of the game. The role cards can be made out of simple paper with written the roles.

## Name of activity: THE SPIDER WEB

### Developed by:

KristiyanValeriev Andreev

**Summary of the activity:** *Minimum 10 people (the more, the better interest). 1 person volunteers to be the spider There is a specific field which should not be crossed. This person must catch 1 person and turn him into part of his hands. When he touch someone, he takes his hand and they become one. Now he has 1 hand and his partner has 1 hand. He as the initial spider, he is the leader and should coordinate the next people who connect to them, so they can catch the more people till the end.*

### Instructions:

*(Detailed explanation of the activity. Step-by-step instructions what participants should do. Please be as specific and detailed as much as possible and include the timing)*

The group chooses one volunteer. This volunteer is the spider and his purpose is to catch 1 by 1 all the participants. When he catches one participant, they hold hands and try to catch another one using only their free hands. This goes on and on until everyone is part of the net. The spider conducts his team and decides who to catch next. A person can be caught only from the two free hands on the end of the chain.

### Debriefing and evaluation:

*(How will you debrief and evaluate the results of the activity at the end? Provide questions for debriefing and evaluation)*

- How did the group work?
- How was the leader? What would you do differently?
- Which were the critical/important moments on the game?
- Were you surprised/upset/enthusiasm/curious/confused/discouraged by something in this experience?
- What did you like, what would you change?

### Space requirements and training materials:

*(How big space and what materials you need for the activity? e.g. conference room, pens, markers, papers, handouts...)*

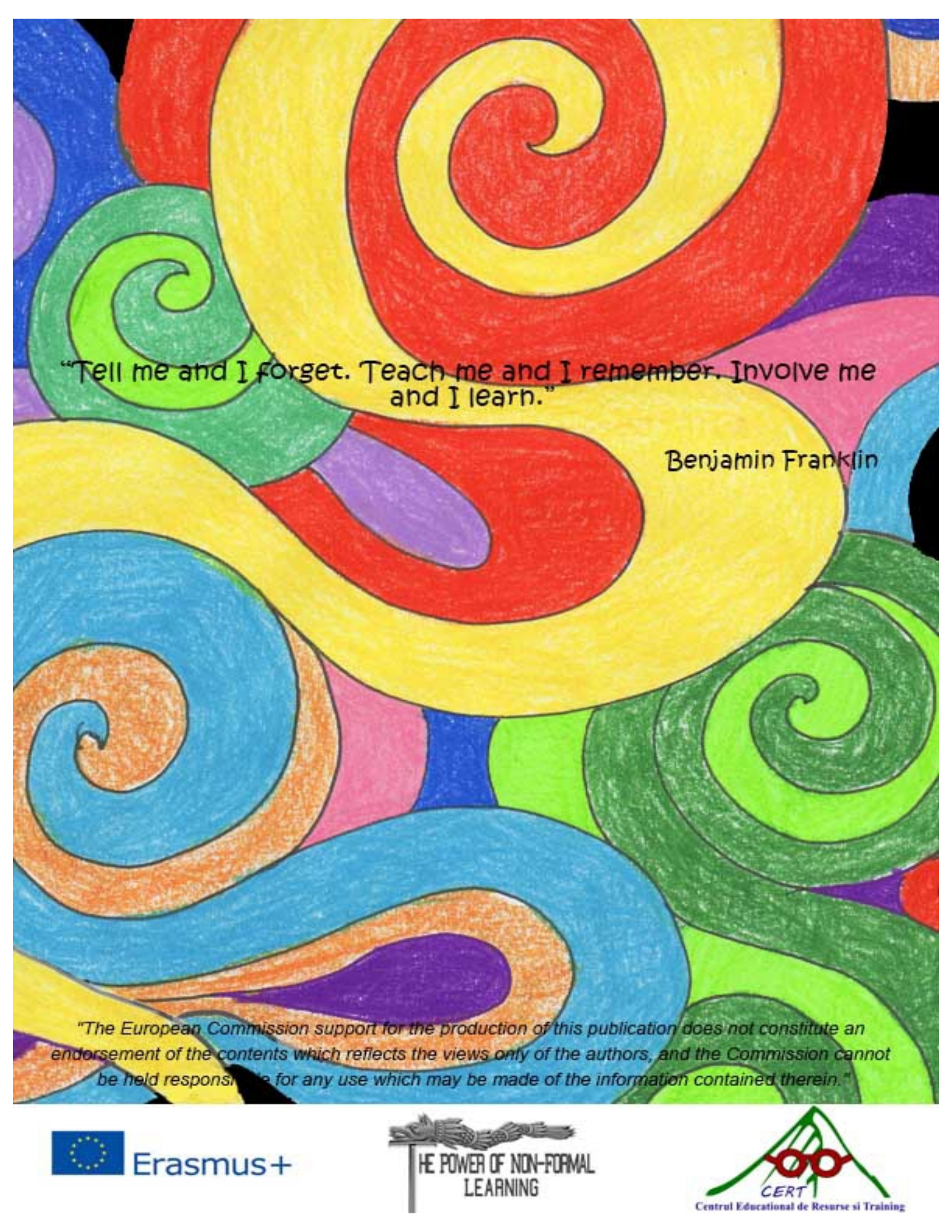
Space: Outdoor  
No materials needed.

### Tips for facilitators:

*(Any remarks or tips that facilitators of this activity could use)*

Explain clearly the instructions. Point out to be careful and don't hurt each other. The participants should wear shoes.





"Tell me and I forget. Teach me and I remember. Involve me and I learn."

Benjamin Franklin

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