



In-Service Training Programme IO3 Handbook



exemplar
Young Migrant Integration Leaders

Content

Introduction.....	3
ICE-BREAKING EXERCISES.....	4
Introduction.....	4
Culture Shock Name Game-10 minutes.....	5
Fruit Bowl/Anyone who...-10 minutes.....	5
Orange Exercise-10 minutes.....	6
Module 1: Integration and ME.....	7
Introduction to Module 1.....	7
Lesson Plan Module 1.....	8
Module 2: How to be a good educator.....	14
Introduction to Module 2.....	14
Lesson Plan Module 2.....	15
Module 3: Empowering young people.....	24
Introduction to Module 3.....	24
Lesson Plan Module 3.....	25
Tips and tricks for the trainer.....	33
Module 4: Success stories, case studies.....	34
Introduction to Module 4.....	34
Lesson Plan Module 4.....	34
Czech Republic.....	34

exemplar

Introduction

In-service training for front-line adult and community education staff and in particular those working in migrant support organisations to build their capacity to deliver bespoke integration training programmes. In-service training to build the skill sets within the wider adult education community if workers are to successfully address the ongoing migrant integration issue.

The in-service training introducing the new curriculum and the logic behind the approach taken by the consortium. It also addresses the challenges that educators face with demands for education and training through a variety of on-line and alternative learning environments and endeavour to provide the supports necessary for those professionals working in non-conventional environments. It places a significant emphasis on underpinning the reputation, professionalism and standing of front-line staff especially where working in on-line, interactive or blended learning environments is concerned.

The in-service training programme comprises of a total of 40 hours of learning broken down into 3 different phases as follows:

- Phase 1 - a special 5-hour introductory workshop that will be held in each partner country as a preparation for the transnational training event;
- Phase 2 - a 3-day, 21-hour training divided into 4 modules:
 - Module 1: Integration and ME
 - Module 2: How to be a good educator
 - Module 3: Empowering young people
 - Module 4: Success stories, case studies.
- Phase 3 - 15 hours of self-directed learning supported on-line through the e-learning portal and support deeper knowledge in above mentioned modules.

exemplar

Ice-Breaking Exercises

Introduction

When working with multicultural groups of learners, the development of effective and appropriate relationships and interactions among people from various origins and cultures as well as within heterogeneous groups is of great importance. Intercultural competences permit sharing an awareness of similarities and differences among people, thus avoiding risks such as placing stereotypes and discarding cultural diversity. People from diverse backgrounds have different, but equally significant contributions to an intercultural encounter due to their own experiences with race, gender, religion, etc. In order for interactions to run smoothly and to avoid misunderstandings, uncomfortable situations and conflict, both the members of the group and their educator should be aware of the different values, beliefs and attitudes represented in this specific group.

A multicultural group of people suggests the representation of different cultures, religions, nationalities, ethnic groups and backgrounds. That's why it is important for the educator to "break the ice", get to know the members of the group and allow them to get to know each other from the very beginning. Ice-breaking activities can be a very effective way to start a learning session, help people get to know each other and introduce different cultural identities within the group. By getting to know each other, the participants can become more engaged and active in the educational process and raise their motivation for learning. In order to be successful, the chosen ice-breaking activities need to have specific objectives and to be appropriate and comfortable for everyone involved.

Ice breakers are usually used in the beginning of an event, meeting, training session, study group, etc. when people don't know each other well or at all but meet for a specific, common purpose. Such activities can be used when:

- The participants come from different backgrounds
- The educator needs to get to know the participants and have them know each other
- The group is newly formed and the people in it need to bond quickly so as to work towards a common goal
- The topics for discussion are new or sensitive to all or part of the participants

Ice breakers should be relaxing and non-threatening to the participants. In general, they should not require people to reveal too much personal information or to have close physical contacts with other people, as this may be stressful or culturally inappropriate. They should not embarrass the participants or make them feel compelled to participate. They should also not show disrespect for any cultures, religions, races or genders. At the end of every ice-breaking exercise, the educator should summarise what was learned during the activities and start a discussion by asking for comments and feedback from the group.

There are many ice-breaking exercises, each one serving different types of objectives. Below are a few examples of ice-breaking exercises which can be useful for introduction to identity, cultural diversity, stereotypes and inclusion.

Culture Shock Name Game-10 minutes

The aim of the exercise is to free up the group, provide a fun way to learn names and introduce cultural diversity.

The facilitator starts by explaining to the group that there are many different cultural greetings (e.g. handshake). Everyone walks around the room, mingling and shaking hands with everyone they meet. People move from person to person with the greeting “Hi, my name is...” saying their first and second name, making direct eye contact and accompanied by the handshake. The facilitator calls “freeze” and introduces the next cultural greeting, which is to stick out your tongue (a tradition of some Tibetan tribes). Again everyone mingles and greets each other with “Hi, my name is...” accompanied by sticking out your tongue. Two more cultural greetings are introduced, whereas the facilitator encourages the participants to exaggerate all the greetings. Then the participants are asked for suggestions on a final cultural greeting that they may know of or to create their own variation.

The facilitator starts a discussion at the end of the exercise by asking for comments and feedback on the different cultural greetings. Can the group identify any other cultural greetings? The facilitator introduces the terms culture and cultural diversity.

Fruit Bowl/Anyone who...-10 minutes

The aim of the exercise is to raise the energy of the group and develop concentration, explore aspects of identity in a fun way and explore the idea of identity as fixed and fluid.

All participants sit on chairs in a circle with one person standing in the middle. Each person on the chairs is given a name, either apple, pear or banana. The person in the middle also gets the name of one of the three fruits. The person in middle calls out one of the fruits, for example “apple” and all apples must change places, and they cannot go to the seat directly on either side of them, directly to their right or to their left. The person in the middle also tries to sit on a chair and so one person will be left standing once everyone has found a chair. That person now goes to the middle and calls a fruit, such as bananas, and all bananas change place and so on. The person in the middle can also call “fruit bowl” and when “fruit bowl” is called, everybody changes places.

You can now link the game to “identity” as the person in the middle calls out categories to do with a person’s identity for example “Anyone who...” has black hair, blue eyes, was not born in Europe, etc. The categories to cover are (a) appearance, (b) family, (c) place, (d) likes and dislikes, (e) something you have done or love, etc. This can be used to discuss what we may have in common with each other. In relation to the term

identity, the facilitator can introduce ideas of fixed and fluid, what can be changed, do we judge people based on fixed identity, etc.

If the group feels comfortable with the exercise, more serious questions can be introduced, e.g. “Anyone who has been discriminated in their lives”, “Anyone who has been subject to ridicules”, etc. The facilitator should explain to the participants that each one is free to decide whether s/he identifies with the question or whether to tell the truth or not. At the end the facilitator can start a discussion around the concepts of identity, discrimination, tolerance and inclusion.

Orange Exercise-10 minutes

The aim of the exercise is to motivate the group to explore issues around stereotypes and prejudice and introduce participants to storytelling.

The participants sit in a semi-circle around the flipchart and the facilitator asks them to brainstorm the question “What is an orange like?”. As participants call out words to describe an orange the facilitator writes a list of them up on the flipchart (for example “round”, “orange”, etc). Then the facilitator divides the participants into groups and asks each group to pick an orange from a pile on the floor (there should be more oranges than the number of groups involved). Each group has ten minutes to create a story about their orange. After ten minutes each group shares their story with the rest of the participants. The facilitator then takes back the oranges, places them together on the floor and mixes them up. One member from each group is asked to retrieve their orange. It usually happens that each group will have no problem identifying their own oranges, as the oranges are no longer generic specimens but individuals with characteristics.

The participants then discuss what made each of their oranges unique, for example individual markings, names, personalities, stories, histories, etc. Then ask the participants to consider what they can learn from this activity in terms of how we view other human beings (e.g. Do we tend to categorise rather than take on more meaningful ways in which we can know an individual?).

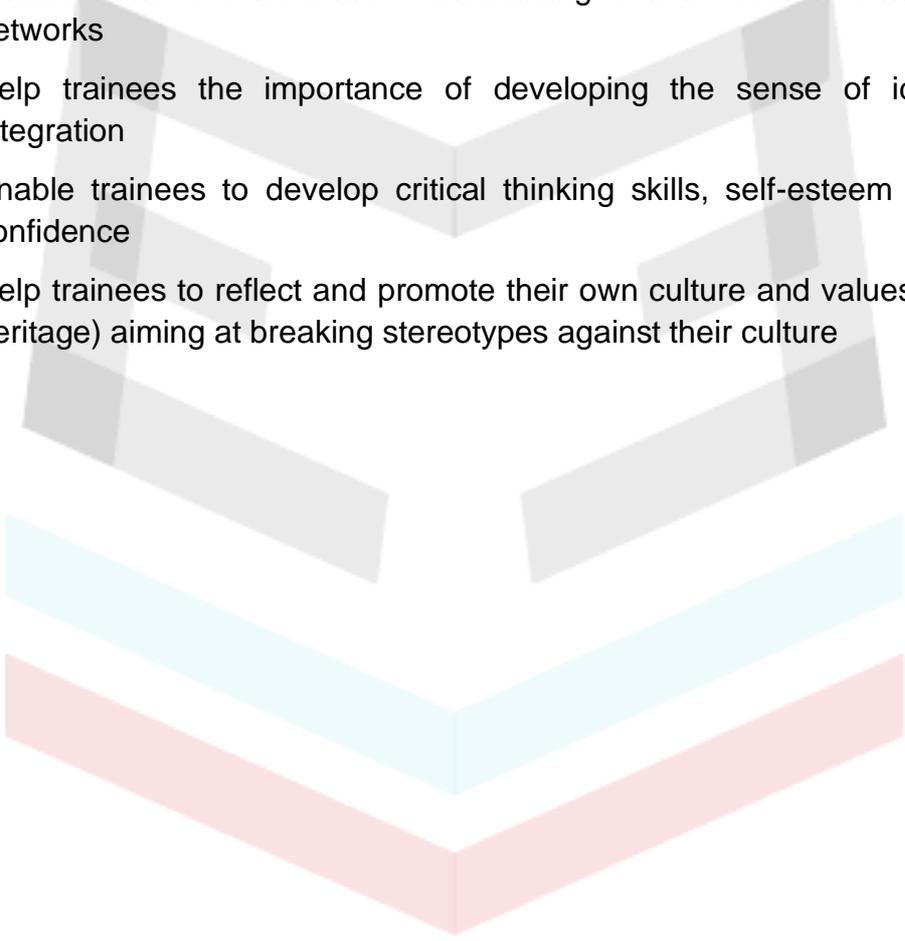
exemplar

Module 1: Integration and ME

Introduction to Module 1

The goals of this part of the training is to:

1. Introduce to the trainees the meaning and importance of integration, the framework of integration and the meaning of engagement
2. Enable trainees to work with team building tools in order to form effective networks
3. Help trainees the importance of developing the sense of identity in integration
4. Enable trainees to develop critical thinking skills, self-esteem and self-confidence
5. Help trainees to reflect and promote their own culture and values (cultural heritage) aiming at breaking stereotypes against their culture



exemplar

Lesson Plan Module 1

Description of Sessions and the Learning Activities	Timing (minutes)	Materials/ Equipment Required
<p>Session 1</p> <p>Topic: Introduction to the In-Service Training Programme and Team Building</p>		
<p>Overview of the In-service Training Programme</p> <p>Introduction of the organizers and the trainers.</p> <p>Presentation of the aim, the objectives and the programme of the In-service Training. Presenting basic information about the coffee breaks and the meals. Clarifying any questions posed by the participants.</p> <p>Activity 1: Name One Word</p> <p>The trainer asks the participants to tell their names, what they do for a living and one word that represents them.</p> <p>Activity 2: Getting to Know Each Other</p> <p>The trainer asks each participant to take a piece of plain paper (A4 format) and write down an interesting and relevant question that could be asked of every person in the room. After choosing the question (for example, “How are you involved in the migration issue?”, or “Have you ever been a migrant yourself?”), all participants stand up and walk around the room, freely interacting with as many of the participants as possible to find the answers to their questions. After five minutes, participants are asked to sit down. The trainer chooses some questions and invites shared answers, summing up the responses given. The trainer encourages participants to maintain a willingness to learn from each other and to ask questions.</p> <p>Activity 3: Team Building Activity-The Team Charter Canvas</p> <p>A team charter helps to create a blueprint for the engine behind a project: a well-balanced team. As a co-created document, the team charter will help clarify the team’s direction while establishing boundaries.</p> <p>Participants are divided in teams and have in front of them the Team Charter Canvas. The trainer explains the procedure of filling out the canvas:</p>	<p><u>15 minutes</u></p> <p><u>10 minutes</u></p> <p><u>15 minutes</u></p> <p><u>50 minutes</u></p>	<p>Projector, laptop, slide changer</p> <p>Powerpoint Presentation;</p> <p>Activity with the Team Charter Canvas in printed form (A3) for all the participants;</p> <p>Flipchart and markers;</p> <p>Sign-in sheet;</p> <p>Pens and note-taking materials for participants;</p> <p>Table and chairs and open space.</p>

<p>1st step: Team members: who is on the bus and what will each person individually bring to the team: e.g. role, skills, character trait.</p> <p>2nd step: Driver: decide who is going to be the bus driver</p> <p>3rd step: Expectations: what do team member expect from each other in order to become a successful team? (max 3)</p> <p>4th step: Obstacles: what would prevent the team from working together fruitfully and reaching their goal? (max 3)</p> <p>5th step: Team Values: what is the single most important value of each team member?</p> <p>6th step: Energy sources: what generates energy in the group? What gets everybody running and going for the best results?</p> <p>7th step: Trouble: What will you do when the shit hits the van?</p> <p>8th step: Team Goal: What is the goal the team wants to reach? When are all the team efforts successful?</p> <p>After filling out the Team Charter Canvas a debriefing takes place and then all the teams together create the Team Charter Canvas of the whole training team.</p>		
<p>Session 2</p> <p>Topic: Integration and Me</p> <p>Subtopic: Meaning and Importance of Integration in Forming Groups and Networks</p>		
<p>Activity 4: Forming Groups</p> <p>The participants stand in the room. The game leader calls a criterion according to which the subgroups should come together</p> <p>eg:</p> <ul style="list-style-type: none"> - all people with the same eye color - all people with the same number of siblings - all people who speak the same number of languages - all people with the same shoe size - all people with the same number of living grandparents - all those who have the same mother tongue - all people with the same favourite food <p>The participants try to get together in the respective groups as fast as possible. The aim of the activity is to visualise the</p>	<p><u>10 minutes</u></p>	<p>Projector, laptop, slide changer</p> <p>Powerpoint Presentation;</p> <p>Pens and note-taking materials for participants;</p> <p>Activity sheet with the migrants' stories and the definitions of the terms under discussion;</p>

<p>heterogeneity of the group and make the participants perceive their different group affiliations.</p>		
<p>Theory Presentation and Discussion</p>	<p><u>5 minutes</u></p>	<p>Moderation cards;</p>
<p>The trainer gives the definitions of the terms “Homogeneity and heterogeneity”. The participants discuss on the way people form groups (material is included in the Powerpoint Presentation).</p>		<p>Table and chairs and open space.</p>
<p>Activity 5: Human Knot</p>	<p><u>10 minutes</u></p>	
<p>Starting in a circle, participants connect hands with two other people in the group to form the human knot. As a team they must then try to unravel the “human knot” by untangling themselves without breaking the chain of hands.</p>		
<ul style="list-style-type: none"> • Get the group to form a circle. • Tell them to put their right hand up in the air, and then grab the hand of someone across the circle from them. • Then repeat this with the left hand, ensuring they grab a different person’s hand. • Check to make sure that everyone is holding the hands of two different people and they are not holding hands with someone either side of them. • That they must now try to untangle themselves to form a circle without breaking the chain of hands. Allocate a specific time to complete this challenge (generally ten to twenty minutes) • Get participants to take their time in order to limit injuries. Ask the group not to tug or pull on each other and spot participants as they pass over other participants. Monitor throughout the challenge and stop them if you need to. • If the chain of hands is broken at any point, they must then start over again. 		
<p>In the end of the game the gordian knot can be explained as a metaphor for a social network which serves as a transition to the next topic.</p>		
<p>Theory Presentation and Discussion</p>	<p><u>10 minutes</u></p>	
<p>The trainer presents the definition of the term “Social Network” and the types of networks. The participants discuss on the way people form networks. (material is included in the Powerpoint Presentation).</p>		

<p>Activity 6: The Meaning of Integration</p> <p>The trainer begins by highlighting that migration is a complex process of spontaneous or forced interactions between individuals and groups. These contacts are often between people who identify themselves as different from each other and who really are culturally distinct.</p> <p>Then the trainer gives to each team a copy of a story of a migrant. After reading the story the trainer tells that a number of studies have been done on multiculturalism and interculturalism that reflect on the multiple identities that people in diverse societies often have, and on the policies and processes that can shape such societies.</p> <p>After that, the trainer asks the members of each group, having in mind the stories that they have already read, to discuss how the following terms, that could be connected with certain state policies, can have a positive and negative impact for both migrants and receiving societies:</p> <ul style="list-style-type: none"> • Multiculturalism: Multicultural refers to a society that contains several cultural or ethnic groups. People live alongside one another, but each cultural group does not necessarily have engaging interactions with each other. For example, in a multicultural neighbourhood people may frequent ethnic grocery stores and restaurants without really interacting with their neighbours from other countries. • Interculturalism: Intercultural describes communities in which there is a deep understanding and respect for all cultures. Intercultural communication focuses on the mutual exchange of ideas and cultural norms and the development of deep relationships. In an intercultural society, no one is left unchanged because everyone learns from one another and grows together. • Assimilation: the process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant culture of a society. The process of assimilating involves taking on the traits of the dominant culture to such a degree that the assimilating group becomes socially indistinguishable from other members of the society. • Marginalization: The process whereby something or someone is pushed to the edge of a group and accorded lesser importance. This is predominantly a social phenomenon by which a minority or sub-group 	<p><u>45 minutes</u></p>	
--	--------------------------	--

<p>is excluded, and their needs or desires ignored. Segregation: The act by which a (natural or legal) person separates other persons on the basis of race, colour, language, religion, nationality or national or ethnic origin without an objective and reasonable justification.</p> <ul style="list-style-type: none"> • Integration: the action or process of successfully joining or mixing with a different group of people <p>After 10 minutes each group reports back to the rest of the participants, and the trainer guides further discussions to facilitate a deeper understanding of the terms and issues involved.</p> <p>The trainer asks the participants to reflect on the stories they were given and to think if the migrants had integrated or not into their receiving societies and what challenges they faced.</p> <p>Finally, each group should come up with a definition of integration and share it with the other participants.</p> <p>Theory Presentation and Discussion</p> <p>The trainer gives some definitions regarding the term “Integration” and how integration affects the successful development of groups and networks in the society. The participants discuss on if and how these definitions differ from the ones they have created. (material is included in the Powerpoint Presentation).</p>	<p>10 minutes</p>	
<p>Session 3</p> <p>Topic: Integration and Me</p> <p>Subtopic: The Framework of Integration and the Meaning of Engagement</p>		
<p>Activity 7: Energizer-If you had a magic wand</p> <p>The trainer asks the participants “if you had a magic wand, what would you choose to change regarding the integration of migrants/refugees in the local societies?”. Each participant holds the “magic wand” and tries also to demonstrate what he/she wishes to be changed.</p> <p>Activity 8: Measuring Integration</p> <p>The participants, in groups, get 15 minutes to write down certain indicators for a “successful integration” on moderation cards and to prioritise them. The questions are: What are</p>	<p>10 minutes</p> <p>20 minutes</p>	<p>Projector, laptop, slide changer</p> <p>Powerpoint Presentation;</p> <p>Pin board, pins and white paper;</p> <p>Moderation cards.</p>

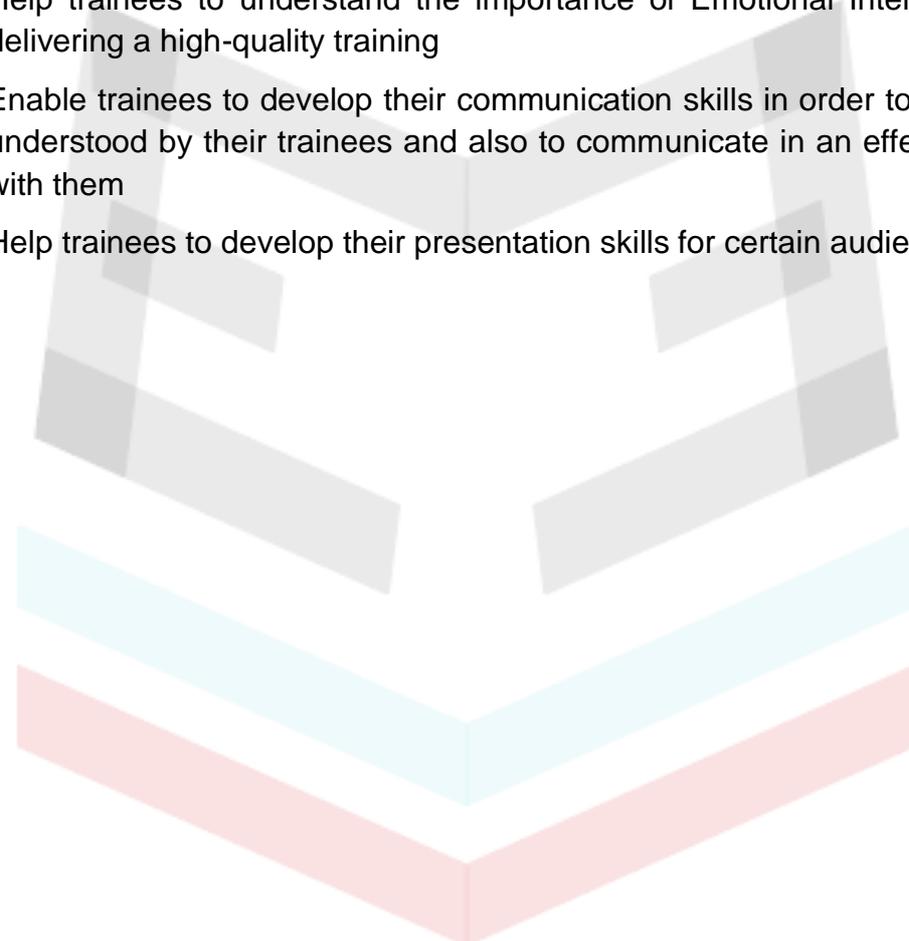
<p>your personal indicators for integration? What does a person have/do you consider as integrated?</p> <p>Each group shares with the other participants its findings and together the participants try to cluster all the indicators on the pin board.</p> <p>Theory Presentation and Discussion</p> <p>The trainer presents the indicators of the integration monitor systems in the EU- The Migrant Integration Policy Index (MIPEX) and the National Integration Evaluation Mechanism (NIEM) and the participants compare them with their collection. Possible questions can be: Are these indicators that are important for you? Which ones would you add or take out? (material is included in the Powerpoint Presentation)</p> <p>Activity 8: The Meaning of Engagement</p> <p>Each team tries to identify what engagement means within the framework of EXEMPLAR's project by taking into consideration all the topics that were discussed till this moment. Each team presents its definition of the term "engagement".</p> <p>Theory Presentation and Discussion</p> <p>The trainer gives the definition of the term "engagement" within the framework of EXEMPLAR's project. The participants discuss on how integration, forming groups and networks and engagement are connected. (material is included in the Powerpoint Presentation)</p> <p>Workshop Closure</p> <p>The trainer wraps up the topics of the 6-hour workshop of Module 1 and asks participants to list 3 key words about what they have learned during the workshop and then to share them with the other participants explaining why they found these 3 key lessons learned important. A group discussion takes place.</p>	<p>20 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>20 minutes</p>	
<p>Total</p>	<p>6 hours</p>	

Module 2: How to be a good educator

Introduction to Module 2

The goals of this part of the training is to:

1. Introduce to the trainees the qualities and competences a trainer should possess in the 21st century
2. Help trainees to understand the importance of Emotional Intelligence in delivering a high-quality training
3. Enable trainees to develop their communication skills in order to be better understood by their trainees and also to communicate in an effective way with them
4. Help trainees to develop their presentation skills for certain audiences



exemplar

<p>14. Check your answer to Item 9, multiply it by 5 and write the result in the left-hand margin opposite this item.</p> <p>15. Write the 5th, 10th, 9th and 20th letters of the alphabet here: _____</p> <p>16. Punch three holes with your pen here : o o o</p> <p>17. If you think you are the first person to get this far, call out 'I'm in the lead'.</p> <p>18. Underline all the even digits on the left-hand side of the page.</p> <p>19. Draw triangles round the holes you punched in Item 15.</p> <p>20. Now you've finished reading all the instructions, obey only 1, 2, 20 & 21.</p> <p>21. Stand up and say, "We're the greatest team in the World!"</p> <p>After the end of the activity the participants discuss about the importance of active listening.</p>		
<p>Activity 2: The Role of the Educator/Trainer in 21st Century</p> <p>The trainer asks the participants to work in teams and write down what role they believe the educator/trainer should have in 21st century and the skills that are needed to be possessed:</p>	<p><u>15 minutes</u></p>	
<p>Theory Presentation and Discussion</p> <p>The trainer presents the video entitled "Animated History of Work-MIT OpenCourseWare"</p> <p>(https://www.youtube.com/watch?time_continue=192&v=yBgKkYcoPgM) (material is included in the Powerpoint Presentation). Then he/she asks the participants, based on the provided information, to share with the group their findings regarding the role of the educator/trainer in 21st century and the trainer presents the 21st century skills, the new educator's/trainer's role, the concept of learning agility and the skills that are needed to be possessed by the good educator/trainer:</p> <ul style="list-style-type: none"> • Cognitive ability – Helps in logical reasoning and creative thinking in new jobs • Collaboration – Critical to working together in the interconnected business world • Communication – Critical to networking and communicating ideas • Problem-solving – Helps in finding unique and creative solutions and inspire innovation 	<p><u>20 minutes</u></p>	

<p>The trainer provides information regarding the feelings one person can feel and introduces the term “Emotional Literacy” (material is included in the Powerpoint Presentation).</p>		
<p>Activity 5: The Good and the Bad Educator/Trainer</p>	<p>20 minutes</p>	<p>“Wheel of Emotions”;</p>
<p>The participants work all together and try answering the following questions:</p>		<p>Moderation cards;</p>
<ul style="list-style-type: none"> • Try to find as many characteristics as you can of the “Best Educator”. You can think of an educator you worked with in the past or of an educator you wish to work with. Some characteristics could be: open minded, supportive, caring etc. 		<p>Tables and chairs and open space.</p>
<ul style="list-style-type: none"> • Try to find as many characteristics as you can of the “Worst Educator”. You can think of an educator you worked with in the past or of an educator you wish not to work with. Some characteristics could be: bad communication skills, negative, controlling etc. 		
<ul style="list-style-type: none"> • Imagine it’s Monday morning and you’ re going to take part in a training with the super educator. How it would feel like cooperating with him/her? 		
<ul style="list-style-type: none"> • Imagine it’s Monday morning and you’ re going to take part in a training with the bad educator. How it would feel like cooperating with him/her? 		
<ul style="list-style-type: none"> • If you have to cooperate everyday with such a bad educator, what would that cause you to do or not do? Be specific! 		
<ul style="list-style-type: none"> • If you have to cooperate everyday with the super educator, what would that make you want to do or not do? Be specific! 		
<ul style="list-style-type: none"> • What did you learn from this activity? 		
<ul style="list-style-type: none"> • What is Emotional Intelligence and why it’s important for a(n) educator/trainer? 		
<p>Theory Presentation and Discussion</p>	<p>10 minutes</p>	
<p>The trainer presents the two conclusions of the above-mentioned activity: Other people’s behavior can definitely influence our feelings and the way we feel influences our performance. Then he/she introduces the term “Emotional Intelligence” and gives its definition (material is included in the Powerpoint Presentation).</p>		
<p>Activity 6: Accepting your Emotions</p>	<p>15 minutes</p>	
<p>The participants are working in pairs and share an experience as educators/trainers with their partners in which</p>		

<p>they felt like a victim. Once the experience has been explained, the person who is sharing should explain to his/her partner how he/she felt as a result of his/her experience. He/she has to talk about his/her specific emotions in as much detail as possible. He/she should examine his/her emotions at that time and how the experience affected his/her self-esteem, confidence and interactions in his/her professional life. The partner should encourage the person who is talking to comfortably share his/her story. During this procedure, both partners should try to identify the basic emotions from the eight (8) emotions of the Plutchik's "Wheel of Emotions" and to find out ways to overcome the negative feelings. Partner A will have twelve (5) minutes to talk to Partner B, and then vice-versa. The two people can keep notes if it's needed based on what they listen.</p> <p>Then all the participants together answer the following questions:</p> <ul style="list-style-type: none"> • What did you think first when you were told to share a difficult experience with another person? • How did you feel when you shared it with someone else? • Would you consider using this exercise to evaluate and acknowledge your emotions after negative experiences? 		
<p>Theory Presentation and Discussion</p>	<p><u>5 minutes</u></p>	
<p>The trainer presents the term "self-regulation" and its importance. (material is included in the Powerpoint Presentation).</p>		
<p>Activity 7: Guess the Initial Mood</p>	<p><u>10 minutes</u></p>	
<p>Participants work in pairs. Each pair gets an "emotional card". Both partners go out and then come back with the body language that represents the emotion written on the card, effectively role playing it. The rest of the group should guess how the people playing feel by reading their body language.</p>		
<p>The trainer asks the following questions after the end of the activity:</p> <ul style="list-style-type: none"> • How easily did you guess the mood? • Do you know the "rule" of communication? 		
<p>Theory Presentation and Discussion</p>	<p><u>10 minutes</u></p>	
<p>The trainer explains the importance of this non-verbal phenomenon in increasing someone's empathy. Then he/she introduces the term "empathy", the "rule" of communication</p>		

<p>and how they are connected with the effective communication (material is included in the Powerpoint Presentation).</p>		
<p>Session 3 Topic: How to Be a Good Educator Subtopic: Communication and Presentation Skills</p>		
<p>Activity 8: Making Eye Contact</p> <p>The trainer asks the participants to imagine that they are in a networking event. Each one of the participants is holding a blank card where he/she should make a note of his/her feelings when asked. Participants are asked to follow the instructions exactly as stated. The trainer provides the following instructions:</p> <p>Stage 1:</p> <ul style="list-style-type: none"> • Ask the delegates to roam around the room as if they are in a public space while not making eye contact with anyone else. They should improvise and act the role. • Allow one minute for this part. • Stop everyone and ask the delegates to make a note of their feelings on their cards. <p>Stage 2:</p> <ul style="list-style-type: none"> • For this round, ask the delegates to seek out eye contact as they go about the room. However, as soon as they have made eye contact, they should break it and look away. • Allow two minutes for this part. • Stop everyone and ask them to record their feelings on their cards. <p>Stage 3:</p> <ul style="list-style-type: none"> • In this round, ask the delegates to seek out eye contact and as soon as they have made eye contact with anyone they should pair up with that person. They should stand side by side and do not establish eye contact with anyone else. • Allocate two minutes for this part. • Stop everyone and ask them to record their feelings on their cards. 	<p><u>10 minutes</u></p>	<p>Projector, laptop, slide changer</p> <p>Powerpoint Presentation;</p> <p>Pens and note-taking materials for participants;</p> <p>Flip chart;</p> <p>4 A3 papers with the four signs and their explanations;</p> <p>Activity sheet with the “Hero’s Journey” Presentation Canvas;</p> <p>Moderation cards;</p> <p>Tables and chairs and open space.</p>

<p>The trainer brings everyone back together and follow with a discussion by asking the following questions:</p> <ul style="list-style-type: none"> • How did it feel when you were making eye contact and you had to break it straight away? • How did it feel when you made eye contact and you could approach the person to pair up? • How close do you feel with people that you maintained an eye contact with? 		
<p>Theory Presentation and Discussion</p> <p>The trainer explains the importance of eye contact in enhancing Emotional Intelligence and effective communication (material is included in the Powerpoint Presentation).</p>	5 minutes	
<p>Activity 9: Boosting Emotional Intelligence in Teams</p> <p>The trainer prepares the four signs-North, South, East and West-in advance and post them on room walls before the beginning of the activity. Under each point the traits associated with each sign are written as follows:</p> <ul style="list-style-type: none"> • North: Acting-“Let’s do it;” Likes to act, try things, plunge in. • East: Speculating-likes to look at the big picture and the possibilities before acting. • South: Caring-likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting. • West: Paying attention to detail-likes to know the who, what, when, where and why before acting. <p>The he/she asks the group to follow the steps:</p> <ol style="list-style-type: none"> 1. You have to read the four (4) signs-North, South, East and West-and the traits associated with each sign and then to select the one that most accurately captures how you work with others on teams. Stand 2. at that point and remain there throughout the activity. Observe who has ended up in which group and reflect on that. You have 3 minutes. 3. In each group you have to select individuals for the following roles: You have 2 minutes. <ul style="list-style-type: none"> • Recorder – record responses of the group • Timekeeper – keeps the group members on task 	25 minutes	

<ul style="list-style-type: none"> • Spokesperson -- shares out on behalf of the group when time is called <p>4. Once selected, each group will have 6 minutes to respond to the following questions:</p> <ul style="list-style-type: none"> • What are the strengths of your style? (3-4 adjectives) • What are the limitations of your style? (3-4 adjectives) • What style do you find most difficult to work with and why? • What do people from other "directions" or styles need to know about you so you can work together effectively? • What's one thing you value about each of the other three styles? <p>5. Each group will share out its responses in 1 minute.</p> <p>The participants discuss on the key takeaways of the activity based on the following questions:</p> <ul style="list-style-type: none"> • What do you think are the key takeaways of this activity? • Can you now understand why a past team experience was either very negative or very positive? 		
<p>Activity 10: The “Hero’s Journey” Presentation Canvas</p> <p>The trainer gives to the participants the following case study: “You are going to deliver an one-hour introductory presentation to the trainers that are going to train the Community Leaders, in order to explain the role they have and to mention to them the different topics on which they are going to be trained. The topics are exactly the same as the ones that included in the programme of this LTTA. Use the “Hero’s Journey” Presentation Canvas in order to design this presentation.</p>	20 minutes	
<p>Theory Presentation and Discussion</p> <p>The trainer presents the best practices for developing and delivering a successful presentation (material is included in the Powerpoint Presentation).</p>	10 minutes	
<p>Workshop Closure</p> <p>The trainer wraps up the topics of the 6-hour workshop of Module 2 and then draws a large quadrant on a chart with the</p>	20 minutes	

<p>following four words: Know, Challenge, Change, and Feel. Each participant is asked to do the same on a regular sized sheet and fill in the quadrants by responding to these four questions:</p> <ul style="list-style-type: none"> • Know: What was studied today that confirmed something you already knew? • Challenge: What challenged you today? • Change: What is one way you plan to change your work, based on today's learning? • Feel: How do you feel about what you learned here? <p>The participants discuss their answers in small groups while the facilitator wanders around to collect the sheets (which are anonymous) to review</p>		
Total	6 hours	



exemplar

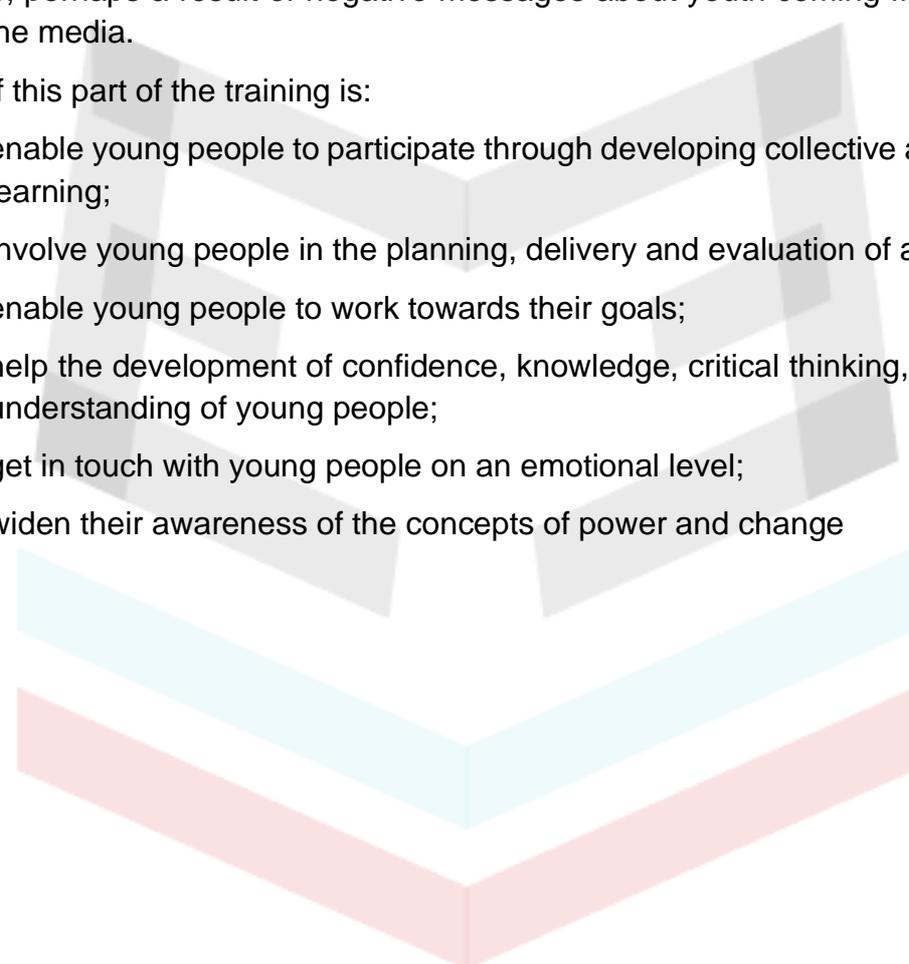
Module 3: Empowering young people

Introduction to Module 3

According to the Knight Foundation, statistics also show a gap. 'Often that energy, that desire to contribute or lead, is going unsupported and untapped, they said.' Teens and young adults don't always see a place for their voice and their work.' They feel unwelcome, perhaps a result of negative messages about youth coming from adults and even the media.

The goal of this part of the training is:

1. enable young people to participate through developing collective action and learning;
2. involve young people in the planning, delivery and evaluation of activities;
3. enable young people to work towards their goals;
4. help the development of confidence, knowledge, critical thinking, skills and understanding of young people;
5. get in touch with young people on an emotional level;
6. widen their awareness of the concepts of power and change



exemplar

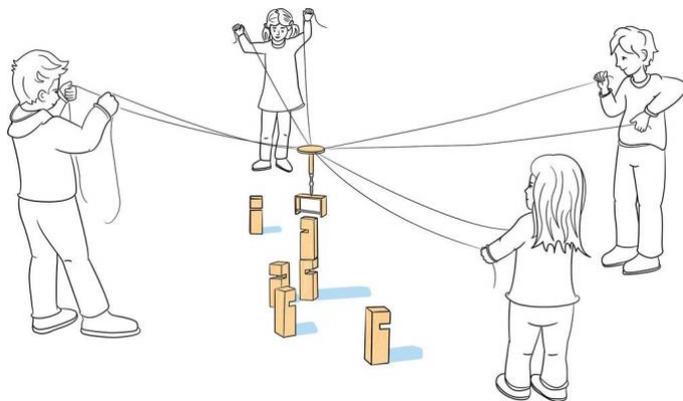
Lesson Plan Module 3

Description of Sessions and the Learning Activities	Timing (minutes)	Materials/ Equipment Required
<p>Session 1</p> <p>Topic: Empowering young people</p>		
<p>Activity 1: Tree of life</p> <p>The “Tree of Life” is an exercise based on the idea of using the tree as a metaphor to tell stories about one's life. Participants are invited to think of a tree, its roots, trunk, branches, leaves, etc, and imagine that each part of the Tree represents something about their life (Ncube, 2006)</p> <p>A tree stands solid on the ground. The roots are connected with the soil which natures it. This part is well protected and not easily spotted and takes up a big part of the tree. The trunk lets the energy and nutrients go where ever it is needed and wanted. The trunk is the symbol of strength. Whereas the crown shows the lifelines, shows the humming of bees and singing of birds. The treetop is the part where the results and the fruits can be harvested. The tree of life can stand for me as a person.</p> <p>The approach of this tool is to:</p> <p>Find a intercultural connection with the people which goes beyond the usual way of talking and verbalising the matters concerning the people from different cultural background</p> <p>Use the metaphor of the tree to explore the roots of a person and to discover what holds him/her, what carries Him/her.</p> <p>Roots: the roots of the tree are a prompt for participants to think about and write on their tree where they come from (village, town, country), their family history (origins, family name, ancestry, extended family), names of people who have taught them the most in life, their favourite place at home, a treasured song or dance.</p> <p>Ground: the ground is the place for participants to write where they live now and activities they are engaged with in their daily life.</p> <p>Trunk: the trunk of the tree is an opportunity for participants to write their skills and abilities (i.e. skills of caring, loving, kindness) and what they are good at.</p>	<p>65 minutes</p> <p>(or ca. 90 min if you use magazines, scissors and glue)</p>	<p>Material:</p> <p>large piece of paper, crayons, (maybe old magazines, scissors and glue).</p>

<p>Branches: the branches of the tree are where participants write their hopes, dreams and wishes for the directions of their life.</p> <p>Leaves: the leaves of the tree represent significant people in their lives, who may be alive or may have passed on.</p> <p>Fruits: the fruits of the tree represent gifts participants have been given, not necessarily material gifts; gifts of being cared for, of being loved, acts of kindness.</p> <p>Who could give the youth strength?</p> <p>Where does he/she feel familiar with?</p> <p>Explore what is happening at the moment. The trunks stand for the thought of what is nurturing the person.</p> <p>What is relevant to her/his life at the moment?</p> <p>What do I like and against what do I protect myself?</p> <p>Picture with the crown what the person would love to harvest during life and how to the bosom. The treetop stand for the future and where he/she wants to be.</p> <p>Definition</p> <p>The tree of life will be drawn on a large sheet of paper. Please draw the roots, the trunk and the crown. After doing this, add the thoughts you have towards it...</p> <p>The aim of the analyses is:</p> <p>To explore what do I like to become it is necessary to know what makes me the person I am. The Tree of life lets the youth play in the creative way with topics of themselves. It is possible to write down and draw what is important, what crosses the mind in describing me. Or the participants could even cut out pictures out of magazines, which are related to their life and stick them on the tree. It helps to picture the person in an unusual way and opens ways of being creative in the way to think of the inner self and what to become. It helps to share different perspectives.</p> <p>Activity 2: Give away words</p> <p>The aim of this activity to think about the strength from the other group members and give them feedback.</p> <p>Each participant sticks a tape on another person's tape with a piece of paper on his back.</p> <p>Then everyone writes a positive message to someone else on the slip of paper that they carry on their backs. The</p>	<p>20 minutes</p>	<p>per participant 1 sheet of paper, pencil, tape</p>
--	-------------------	---

<p>messages should always be positive because it also strengthens the group.</p> <p>However, not every participant has to write something down to everyone else, but only to those who you want to share</p> <p>The messages are pseudo-anonymous: you do not have to come out, but often it is still clear from whom a message comes.</p>		
<p>Session 2</p> <p>Topic: Empowering young people</p>		
<p>Activity 3: Froebel tower</p> <p>Friedrich Froebel believed that humans are essentially productive and creative – and fulfilment comes through developing these in harmony with God and the world. As a result, Froebel sought to encourage the creation of educational environments that involved practical work and the direct use of materials.</p> <p>A good team atmosphere can be produced by strengthening the group dynamics. It describes in which way people in a group interact with one another. If the group dynamics are positive, the group works well together. If the group dynamics are poor, the effectiveness of the work is reduced.</p> <p>The aim of this activity is to playfully strengthen the team spirit.</p> <p>All participants stand together in a circle. The wooden blocks are lying in the middle of the circle and each person is holding one or more cords. The cords must be stretched to let the hanger float above the blocks in the middle of the circle. Now the team tries to control the hanger and moves it with an active group communication to one of the wooden blocks. Next, all participants try to pick this wooden block, put it upright and then stack block after block to a tower.</p> <p>There are plenty of variations and difficulty levels for playing this game. For example:</p> <ul style="list-style-type: none"> • Try to not speak during the game • The players are holding the strings with only one hand • One or more players are blindfolded • Make to groups and play the bet <p>Important</p> <p>After the game it is necessary to talk with the participants about their feelings during the game. You can also talk about</p>	<p>45 minutes</p>	<p>6 pieces hardwood blocks, 1 hanger with metal bar, 1 plate with 12 holes, 12 strings of 4 meters each</p>

the different communication types and make link with EXEMPLAR developed materials for self-studying.



Activity 4: Who are you?

Promoting Equality, Tolerance and Inclusion

Find out what you have in common with the person next to you?

Chance to get to know about each other in the group common likes and unique differences.

Everyone is worthy of our attention regardless of their race, religion ability, gender, culture or sexual orientation.

In groups of 2 find out what you have in common with the person who you are working with. Fill in the middle circle with a least six things you have in common. Then in the outer circle fill in at least eight things that are unique about you.

You now know a little about each other. What one word would describe the person you have been working with and why?

45 minutes

Picture of 2 circles for each paired group, pens

Session 3

Topic: Empowering young people

Activity 5: Role playing

Role Playing is one of the methods of active learning whose didactic principle consists in inducing a model situation similar to a real situation for which the client is being prepared.

Through this method the young people tries out how to behave in a difficult (e.g. conflict) situation, he learns how to deal with it in a better way; they tries out and master new behaviour patterns. This method improves communication

45 minutes

Material and technical equipment which helps create the impression of realness of the simulated situation.

skills, facilitates self-knowledge and understanding of the others, increases empathy skills, and develops imagination and creativity. It provides the young people a safe environment in which they can try out behaviour which would help them deal with particular life situations more efficiently. It facilitates suppression of unwanted behaviour patterns and reduction of fear of dreaded situations.

Goals of the method:

1. To learn, in a safe environment, to deal with difficult situations (taken from the client's real life) in a more efficient way.
2. To master such techniques and behaviour patterns which would bring better results in given situations than those used so far.
3. To reduce fear and anxiety of difficult or conflict situations which the client has to face.

The Role Playing method is based on simulation of a real situation. In a given situation, clients are assigned different roles which should be performed as realistically as possible. To ensure an efficient implementation of this method, it is essential that the coach should be carefully prepared, have a set goal and motivate and instruct the participant or participants in an appropriate way.

An example of the procedure:

1. Theme specification – defining the theme of the simulation, specifying the situation and the problems, describing the roles of the participants.
2. Role distribution – determining the number of participants that will take part in the simulation and the number of observers if there are any. It is convenient to involve, in an appropriate way, even less self-assertive and less active participants.
3. Thinking about the role or individual rehearsal of the role – it is essential to provide the participants with sufficient time to think about the situation and their role. The participants have to obtain all the necessary information from the coach to be able to handle it. The roles should represent realistic, common situations so that the participants would not find it difficult to identify with them. The participants are also provided with a place where they could rehearse parts of their roles individually.
4. Demonstration of the simulated situation, role playing-

<p>performance of the assigned simulated situation. It is also possible to interrupt the simulation and ask the observers, e.g. what other solutions they propose. Role chance – sometimes it is convenient to exchange the roles and re-play the situation so that the participants can look at it from a contrary or different point of view. It improves empathy skills and makes the experience more compact.</p> <ol style="list-style-type: none"> 5. The end of the simulated situation – to end the simulated situation it is recommended to make it clear that the simulation is finished. It can be done by making a particular gesture or pronouncing a particular word or giving a sound signal which clearly demonstrates that the participant is completely liberated from the role they have been performing. 6. Verbal expression of feelings and emotions – it is very important to allow every participant space for expressing their feelings, emotions and observations which have been induced by the recently finished simulation. 7. Discussion, linking theory and practice, final recommendations and summarization – the final discussion is usually moderated by the coach. He should make the participants of the simulation familiar with the theoretical knowledge related to the situation. His task is to link the experience with the theory relevant to the given situation. In this phase conclusions concerning the simulated type of situations are drawn, and at the same time new information is acquired and improvements are proposed. The coach should help the participants find more efficient ways or patterns of behaviour which can be used in a given situation. 8. Repeating the simulation with new behaviour patterns – the participants of the simulation can re-play the situation putting into effect the knowledge and the new information and behaviour patterns which they have acquired. Subsequently, they evaluate their progress. The goal of this process is to apply the newly acquired knowledge and more efficient behaviour patterns to their everyday real life. <p>Useful tips:</p> <ul style="list-style-type: none"> ▪ Role playing can be recorded on a video camera. A video recording gives the client the possibility of feedback. The clients can go through their behaviour 		
---	--	--

<p>repeatedly; they can see their achievements and also what could still be improved.</p> <ul style="list-style-type: none"> ▪ Using this method can meet with difficulties when put into practice. The participants often fear that they will not be able to deal with the role and, therefore, their social status will suffer. Some participants can perceive the performed situation as extremely stressful and thus their behaviour may diverge from the defined role. Sometimes, the room where the simulation takes place and the presence of the coach and observers do not create a setting that would be sufficiently authentic for the participant to be able to identify themselves with their role. If the clients are not given enough space for expressing their negative feelings, they could take them back home and feel in a bad mood after the simulation. An experienced coach keeps these risks in mind and knows how to minimize them. ▪ What has proved to be successful is playing instructive, educational and even entertaining videos from the Internet which show similar situations or e.g. demonstrations of different types of behaviour in a given situation. Videos can also be used as a humorous introduction or conclusion of the method to make atmosphere less serious. <p>Activity 6: Solution Generator</p> <p>This tool helps to generate various solutions for identified problem and prepare brief plan of its implementation. It uses both individual and group work.</p> <p>The Solution generator is an entertaining technique, which is used mostly in group coaching. This technique helps to improve the abilities to find solutions of the problem and to plan implementation of the best solution.</p> <p>Concise and accurate description:</p> <p>Goals of the technique:</p> <ol style="list-style-type: none"> 1. To learn how to better solve problems. 2. To find innovative solutions for identified problem. 3. To think how the limitations can influence on problem solution. <p>Activity:</p> <ol style="list-style-type: none"> 1. Split participants into groups of 3-5 people. Each group will try to find solution for the same problem. 	<p><u>45 minutes</u></p>	
--	--------------------------	--

<ol style="list-style-type: none"> 2. Ask each person to write down at least 5 solutions of the problem you are trying to solve. Each idea should be written down on separate post-it note. 3. Each participant presents solution in a group and have 1 minutes to tell a few words about each idea. 4. Ask participants if there are any similar ideas in their group. 5. Ask them to choose 4 ideas they perceive as most interesting and efficient. 6. Give each group attached form (solution generator). 7. Ask them to fill in the boxes: problem and solutions. Make it challenging and ask to write down just one short sentence which explains solution. 8. Ask groups to find out at least 8 things related with the idea which are necessary to implement it: who need to be involved, what kind of support is needed, are there any ideas how to promote it. 9. At the end ask each group to present all ideas. 10. Start discussion: are there any similar solutions, any unique? 11. Choose together 4 ideas. If you have problem how to do it and it's not obvious: give each participant 5 points that he/she can split between ideas: giving one point to 5 different solution, or 5 to one about which he/she thinks it is absolutely amazing. 12. Mix groups. 13. Give each group new form and ask them to write down a problem and 4 chosen solutions. 14. Ask group to find out at least 8 things related with the idea which are necessary to implement it: who need to be involved, what kind of support is needed, are there any ideas how to promote it. 15. Discuss ideas and descriptions. Prepare to each idea separate poster with short plan how it can be implemented. 		
Total	6 hours	



Tips and tricks for the trainer

Empowering young people may take some time until you see the first results and changes in them.

You should:

- Tell them often that they are doing great, that they have improved;
- Indicate specific things they are doing better;
- Create learning experiences which can be accomplish and create a sense of personal victory; Do all these in an authentic manner, being warm and honest to the youth.



exemplar

Module 4: Success stories, case studies

Introduction to Module 4

The goal of this part of the training is to:

1. Present examples of successful integration of the young migrants in different countries;
2. Present the situation of migrant integration in different EU countries;
3. Motivate participants to their work by sharing positive stories;
4. Present different possibilities for successful integration;
5. Provide inspiration and motivation to others who are struggling to achieve a similar goal;
6. Empower deeper practical discussion among participants and help them to share their experience and stories with others

Lesson Plan Module 4

Description of Sessions and the Learning Activities	Timing (minutes)	Materials/ Equipment Required
Session 1		
Module 4: Success stories, case studies		
Introduction into Module 4 What are the benefits of Success Stories?	30 minutes	Internet connection, laptop, screen or beamer, attached presentation Success Stories and Case Studies
Video 1, discussions empowered by questions: What stood out to you about this video? Did you learn anything new? Did anything surprise you?	45 minutes	



exemplar

Young Migrant Integration Leaders

INNEO



JUGEND- &
KULTURPROJEKT EV.



HUBKARELIA

The Rural
Hub

SUSTAINABLE EDUCATION
SEAL
CYPRUS
ACTIVE LEARNING



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project Number: 2018-1-DE02-KA204-005035