IDE

Identity Development

PREVENT
RADICALISATION
THROUGH
IDENTITY
DEVELOPMENT

ONLINE COURSE

HOME IS WHERE I AM
SUPPORT MIGRANTS TO MAKE THE MOST OF THEIR ADVENTURE

START ▷

CONTENT

HELLO AND WELCOME TO THE ONLINE COURSE *HOME IS WHERE I AM*

This course will lead you through important outcomes of the Erasmus+ Project (PR)IDE.

For the best online course experience, download the whole course and open the pdf document on your PC. You will find several opportunities to fill in answers directly to this pdf. Start with Modul 1.

To navigate, use the buttons in the bottom right corner to click to the next page or extra information. You can scroll back any time using the wheel of your mouse or the arrow keys on your keyboard.

NEXT PAGE ▷   **OUR PARTNERS** ▷

External material and links are either marked in the text to click on or linked by a button with yellow arrow:

RAN MATERIAL ▷

Further reading material, sources and additional links can be found by clicking on a yellow button:

FURTHER READINGS ▽

After succesfully completing the *Home is Where I Am* – Online Course, you will find a certificate attached at the end for your own download.

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of the European Union

PREVENT
RADICALISATION
THROUGH
IDENTITY
DEVELOPMENT

MODUL 1

INTRODUCTION

a. What is (PR)IDE ?
b. Project Partners

A. WHAT IS (PR)IDE?

A. WHAT IS (PR)IDE ABOUT?

(PR)IDE is a project that helps to prevent violent radicalisation amongst young migrants. It has been developed as a European innovation partnership with practitioners and researchers from various countries.

OUR PARTNERS ▷

OUR TARGET GROUP consisted of young (16 to 28 years of age) refugees, living in various countries in Europe and coming from various countries across the globe, who were willing to reflect upon the integration process and who are not (yet) radicalised. Please be aware, that (PR)IDE is not an exit program. Please consult RAN material for this group.

RAN MATERIAL ▷

THE GOAL OF PRIDE is to make the young migrants resilient to the lures of extremist groups and to empower them to follow their own star. The methodology can be used for any at-risk person; migration is only one of several at-risk factors.
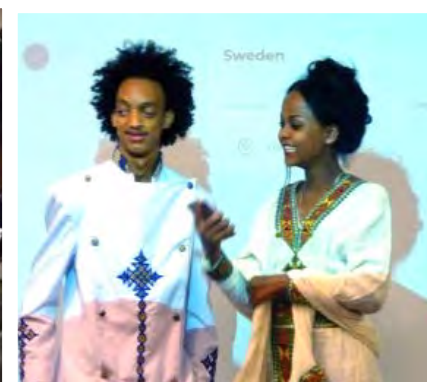
NEXT PAGE ▷

A. WHAT IS (PR)IDE?

Did the week in Berlin **INFLUENCE YOUR BEHAVIOUR?**

93% » I THINK SO «

Did you learn **ANYTHING NEW ABOUT YOURSELF** in Berlin?

86% » YEAH «

COMMUNITY

TALKING TO PARTICIPANTS OF OUR PRIDE-WEEKEND IN BERLIN 2018

87% feel as part of the IDE- COMMUNITY

& 96% would like to meet the IDE-group again

SPREAD THE WORD

Did you **TELL YOUR FRIENDS AND FAMILY** about the weekend in Berlin?

94% YES!

REACTIONS & COMMENTS

Respect

The most beautiful week in life

Unforgettable

Feel like we know each other whole life, little family

B. PROJECT PARTNERS

CLICK ON THE PROJECT PARTNER TO FIND MORE INFORMATION ABOUT THE (PR)IDE PARTNER ORGANISATIONS.

Staffangymnasiet
www.staffangymnasiet.se

ProIFALL
www.proifall.se

KulturLife gGmbH
www.kultur-life.de

OTH Regensburg
www.oth-regensburg.de

InterAktion
www.verein-interaktion.org

DRPDNM
www.nevladnik.info/si

Working With Europe
www.workingwitheurope.com

SKIP PARTNERS

B. PROJECT PARTNERS

PROJECT COORDINATOR

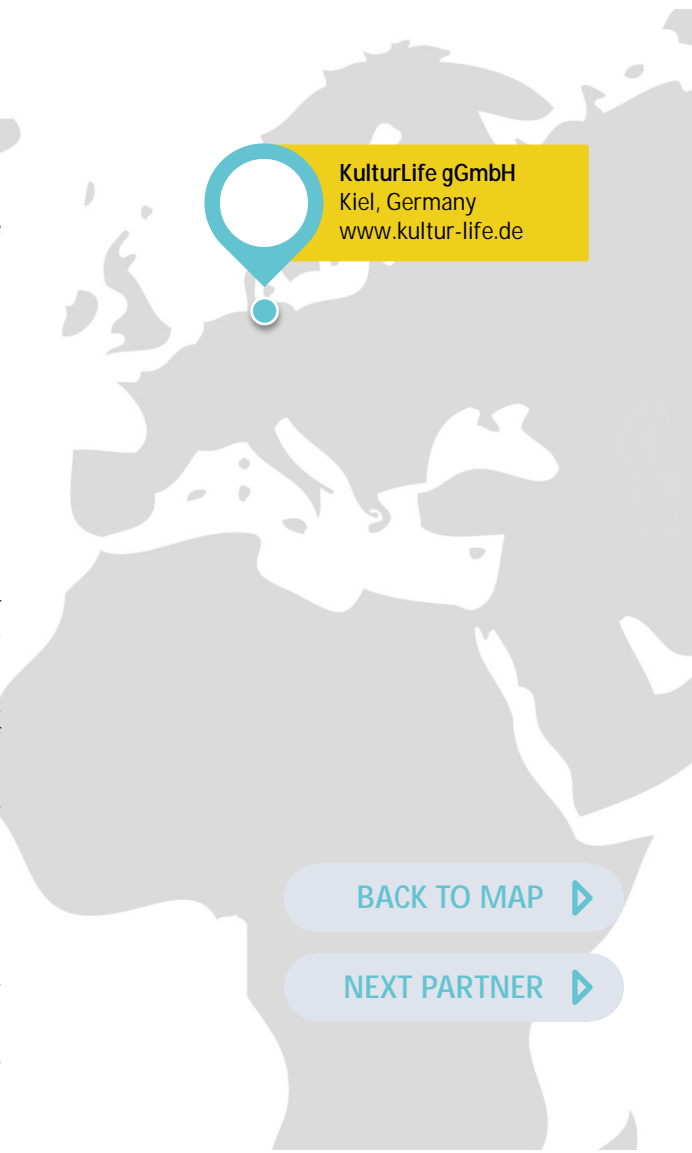## KULTURLIFE GGMBH

www.kultur-life.de

KulturLife is an NGO that specializes in different fields of intercultural communication. Our key activities range from different internships abroad, high school exchange programs to international projects under funding such as Erasmus+.

We have four different fields of activities that target young people in different environments and on different ways of life. In the sector of secondary education, we organise high school exchange programs and host family stays in a variety of countries. In the vocational sector we cooperate with vocational schools across Germany, for whom we organize Erasmus+

teacher and learner mobilities. This cooperation also allows us to promote the idea of international work experience for this youth segment.

In the non-formal sector we organise international volunteer programs. These programs are financed as ESC under Erasmus+, but also by other sponsors and by the attached KulturLife foundation itself. Due to its activity across various educational youth sectors, KulturLife regularly develops educational formats, where the gap between formal and non-formal education can be bridged, and which aim at being inclusive for young people from diverse societal, cultural and economical backgrounds.

KulturLife is an expert in Global and Transformative Learning. This combination of content and method has been developed by KulturLife and proved very useful. It was brought to perfection over twenty years of KulturLife's existence in the training and preparation of thousands of mobile young people. The recent inclusion of young refugees to the target groups of KulturLife encouraged us to explore the potential of Transformative Learning for a group of young people for whom migration is an involuntary process, in particular refugees, but also work migrants. The process of Global Learning encompasses the three elements of Transformative Learning, as it changes the learner's cognition, behavior and convictions alike.

KulturLife gGmbH
Kiel, Germany
www.kultur-life.de

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B. PROJECT PARTNERS

OTH Regensburg
Regensburg, Germany
www. oth-regensburg.de

OSTBAYERISCHE TECHNISCHE HOCHSCHULE REGENSBURG

www.oth-regensburg.de

The Regensburg University of Applied Sciences (German: Ostbayerische Technische Hochschule Regensburg, literally: Eastern Bavarian Technical University of Regensburg) is a university in Regensburg, Germany. It was founded in 1971 as a college for technology, business and social work.

Today the university is one of the largest institutions of applied sciences in Bavaria. Its eight faculties offer 24 Bachelor's degree programs, 13 Master's degree studies as well as five postgraduate courses. Emphasis is laid on Arts, Business, Design, Social Affairs and Health.

The OTH works with a very successful approach to the imparting of intercultural competence on an experience-oriented learning base, which focuses on the development of an appreciative attitude towards differences and staying curious when things are done in an unexpected way.

Therefore the OTH Regensburg is offering an award-winning two-semester additional study programme "Intercultural Competence" open to students of any study programme. It runs very successful already since 2001 with in-between 150 to 220 students and looks back to already more than 2500 graduates. Currently it is running in its 16th cycle.

The concept of the Regensburg programme follows the relational concept of culture called "Cultural Standard Concept" of Alexander Thomas, famous German full professor of Social Psychology who developed the concept and invented the programme. The "Cultural Standard Concept" is based on a definition of culture as an inner system of orientation which can be observed in behaviour and is defined therefore as a psychological phenomenon. In contrast to the often well-known universalistic concepts - like e. g. of Hall, of Trompenaars or of Hofstede or some others - the Cultural Standard Concept grasps the idea of perspectives and data towards it are empirically obtained by the so called intercultural interview in accordance with Flanagan's "Critical Incident Technique" (1954).

The term "standard" in the "Cultural Standard Concept" can be seen as a sort of reference frame of the inner orientation. It makes sense from a historical point of views. For example, from the perspective of German people, Spanish people are perceived mostly more family-orientated. A good explanation can be found, shortly-said, in the influence of Catholicism, which stands here alone without any Protestant influence and the figure Maria as the mother of Jesus might be seen as quite imprinting. Following this, it makes sense and becomes more understandable. Therefore the main focus of this approach is to create a learning setting, in which a lot of perspectives can be fanned out. "Collecting" doing things different starts becoming a new view on otherness, which even gives sense.

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B. PROJECT PARTNERS

INTERAKTION - VEREIN FÜR EIN INTERKULTURELLES ZUSAMMENLEBEN

www.verein-interaktion.org

InterAktion is a young youth organisation active in the field of human rights, youth policies, integration of the young people from migrant families and refugees, aiming to encourage intercultural dialogues between the people from different backgrounds and cultures through non-formal educational methods. The organisation promotes active citizenship and voluntarism among the young people in Styria, and contributes to the self-development and the inclusion of the marginalized groups and youth at risk.

With the refugee crisis in Europe, InterAktion is focused on building bridges between the local population and the refugees.
Moreover, InterAktion aims at reducing the number of young refugees without proper education, who are stuck in the procedures and waiting for asylum, by providing them with language training, non-formal education and organised activities with the local community aiming cultural exchange and breaking the stereotypes.

The founding of InterAktion results from a defined need for additional support of refugees during their process of integration. Moreover, InterAktion is a good example of established networks and successful cooperation between the civil society, the private and the public sector.
Members of InterAktion are working directly with the under aged refugees on local level in Trofaiach, Austria. They provide different activities for the group, from the arrival and getting to know each other, to team-building, sports activities, sexual education, human rights education, cultural happenings and events with the locals. With these activities we bring the refugees closer to the culture and the people in Austria, learn the language and integrate faster and more successfully, in order to get a chance to enroll back in the educational system or get employment opportunities after turning 18. InterAktion aims to create aware and healthy young people from those who had the misfortune to be forced to move out of their own countries.

InterAktion
Trofaiach, Austria
www.verein-interaktion.org

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B. PROJECT PARTNERS

ProIFALL
Sweden
www. Proifall.se

PROIFALL
www.proifall.se

ProIFALL is an efficient Swedish SME for Nordic, European and International Projects. ProIFALL recognises the value within volunteership in several NGOs and social enterprises. They are taking the volunteers to the next level; to be an expert in the area they are volunteering by involving them in our strategic partnership projects.
The activities of ProIFALL have focussed on the topic of empowerment for young people, not just migrants. One of their strong points is the building of resilience for young and/or disadvantaged citizens.

ProIFALL has several training packages which have been created through our international projects. These trainings are combining online courses, study visits and pragmatic knowledge.
They are creating non-formal, alternative and easy to use educational tools for youth workers, educators, volunteers and staff.

ProIFALL recognizes the value within volunteership in several NGOs and social enterprises. They are taking the volunteers to the next level; to be an expert in the area they are volunteering by involving them in their strategic partnership projects.
They help people to bring their ideas into the reality through project management tools and process. They promote entrepreneurial values; "think out of the box" and help entrepreneurs to develop their business and how their business can be an added value for society through corporate social responsibility (CSR). ProIFALL values knowledge and people who have the knowledge. They believe these people and knowledge, should mobilise and be easy to access. Whatever we do we want it to be; manageable, understandable and most importantly meaningful. ProIFALL wants to bring people, places, and projects together to create a sustainable future for a better Sweden, European and world.

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B. PROJECT PARTNERS

DRUSTVO ZA RAZVIJANJE PROSTOVOLJNEGA DELA NOVO MESTO

www.nevladnik.info/si

Društvo za razvijanje prostovoljnega dela Novo Mesto (Association for Developing Voluntary Work Novo mesto) is a Slovenian nongovernmental and humanitarian organisation, working in the public interest in the area of social care, youth and culture. The association has 24 years of experience in citizens, youth, migrants-empowerment as in organization of Seminars, Meetings, Conferences, Large-scale youth events, traditional research methodologies as well as action research and technology supported data collection, Training and capacity-building courses for youth workers, youth organizations and multipliers, education, youth and others.

Strategic objectives of DRPDNM are:

1. To provide a team of professionally trained workers employed for a number of years to ensure the continuity of the programmes and to expand voluntary work.

2. To increase the visibility of our Organization for key stakeholders (NGOs, public administration, economy, socially excluded groups) and to establish cooperation with them.

3. Empowerment of the key stakeholders (migrants, young people, socially excluded, refugees and NGOs).

DRPDNM main activities, relevant for this project are empowering migrants, migrant children, youth and woman in our daily center for migrants on national program for migrant's empowerment. DRPDNM works on increasing the visibility of migrant issues and promotion of intercultural dialogue. DRPDNM closely cooperates with Slovenia Migration Institute from the establishment, 24 years ago.

DRPDNM
Novo Mesto, Slovenia
www.nevladnik.info/si
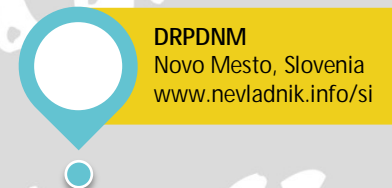
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B. PROJECT PARTNERS

Staffangymnasiet
www.staffangymnasiet.se

Staffangymnasiet is the Upper Secondary School in Söderhamn, Sweden, which provides both general and vocational education. We have a large number of immigrants and refugees at our school and about fifteen years of experience of providing education for immigrants between 16 and 20 years of age in the municipality of Söderhamn. The last few years the number of immigrants has increased a lot. We have about 800 students at our school and about 20% of them are recently arrived immigrants. Staffangymnasiet is part of a regional educational organisation called Hälsinglands Utbildningsförbund that organises upper secondary and adult education in three of the municipalities in the county of Hälsingland.

Staffangymnasiet has been a part of the Swedish national project concerning honor-based cultures led by the regional board of Länsstyrelsen Östergötland. We are skilled in honor-based culture behaviors.

Staffangymnasiet
Söderhamn, Sweden
www.staffangymnasiet.se

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B. PROJECT PARTNERS

Working With Europe
Spain
www.workingwitheurope.com

WORKING WITH EUROPE/TREBALLANT AMB EUROPA ASSOCIACIÓ

www.workingwitheurope.com

Working with Europe is a non-profit association established by a group of professionals from different countries who have been working together for many years in different forms of European collaboration. The association is based in Catalonia, but works with partners from all over Europe.

Basically it was established for the following reasons:

- European collaboration and funding activity at all levels increasingly request professional competences and experience, also as a consequence of increasing competition and more complex project and innovation challenges
- Very many organisations across Europe are dedicated to participate in European collaboration and innovation, but are not able to manage the demanding application work and to manage all aspects of the projects
- The long-term outcomes and sustainability of many European projects are not satisfactory and do not deliver value for money; this calls for increased professionally in for example the fields of quality assurance, usability, evaluation, sustainability and exploitation.

WwEU was therefore established with the mission to deliver high quality application support as well as high quality support along the projects to ensure valuable and sustainable outcomes.

The association consists of professionals permanently serving as Expert Evaluators for the European Commission and for national agencies. The associations' capacity and experience builds on up to 15 years of intensive participation in application production and project management

in more than 50 European projects, among them several rewarded innovation projects, and the association has more than 100 partners from almost all European member states.

Furthermore, professionals in the association are leading debaters in for example the global Learning Cities network and discussions of 21st century learning, social innovation and entrepreneurial education, including collaboration with the Commission's Joint Research Center on several occasions.

Alongside the collaborative European activities, the association delivers capacity building training to organisations that wish to be able to act independently on the European scene - creating applications, implementing projects and participating actively in European innovation. The capacity building training is based on a unique long-term training approach, fully integrated in the development and production of innovative European applications. The training is adjusted to the needs of the organisation and offered on non-profit basis.

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IDE
Identity Development

MODUL 2

TRANSFORMATIVE LEARNING

a. Conceptual Introduction

A. CONCEPTUAL INTRODUCTION

A. CONCEPTUAL INTRODUCTION

Our basic assumption builds upon the observation, that every type of migration includes an element of disorientation, which affects the identity of the migrant. If the disorientation reaches a certain level of intensity, it can lead to an IDENTITY CRISIS. This crisis can be exploited by extremist narratives, which answer to the need to belong, to have an appreciated identity and to adopt a mission, that gives meaning to the migrant's life. Psychology and pedagogy offer two concepts to deal with this process. Those are the concept of transformative learning and the concept of intercultural enquiry. More on both topics can be found here:

FURTHER READINGS ▷

Both concepts offer ways to deal with the disorientation and techniques to support the individual in the readjustment of his or her identity to the new environment. The first reaction to the disorientation, though, has a strong emotional impact. In order to follow the sequence of steps to deal with the problem, THE EMOTIONAL IMPACT HAS TO BE DEALT WITH FIRST.
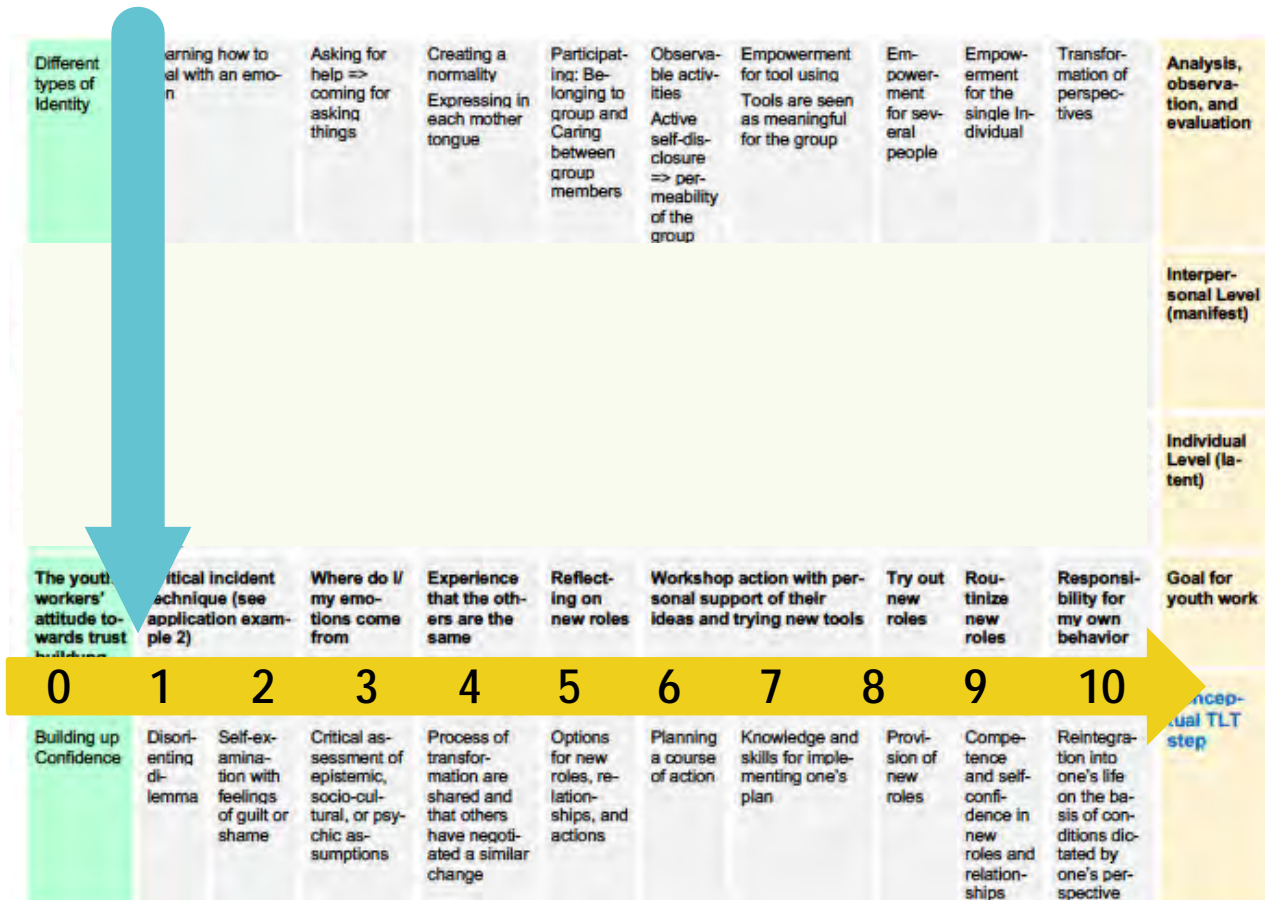
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A. CONCEPTIONAL INTRODUCTION

TRANSFORMATIVE LEARNING
VERTICAL & HORIZONTAL

Within the sequence of 10 steps, our project deals with the newly found step zero and step one. One thing that we learned, and that you are probably quite familiar with, is that working with young migrants needs a lot of patience.

Different types of Identity	Learning how to deal with an emotion	Asking for help => coming for asking things	Creating a normality / Expressing in each mother tongue	Participating: Belonging to group and Caring between group members	Observable activities / Active self-disclosure => permeability of the group	Empowerment for tool using / Tools are seen as meaningful for the group	Empowerment for several people	Empowerment for the single Individual	Transformation of perspectives	Analysis, observation, and evaluation
										Interpersonal Level (manifest)
										Individual Level (latent)
The youth workers' attitude towards trust buildung	Critical incident technique (see application example 2)		Where do I/ my emotions come from	Experience that the others are the same	Reflecting on new roles	Workshop action with personal support of their ideas and trying new tools		Try out new roles	Routinize new roles	Responsibility for my own behavior	Goal for youth work
0	1	2	3	4	5	6	7	8	9	10	Conceptual TLT step
Building up Confidence	Disorienting dilemma	Self-examination with feelings of guilt or shame	Critical assessment of epistemic, socio-cultural, or psychic assumptions	Process of transformation are shared and that others have negotiated a similar change	Options for new roles, relationships, and actions	Planning a course of action	Knowledge and skills for implementing one's plan	Provision of new roles	Competence and self-confidence in new roles and relationships	Reintegration into one's life on the basis of conditions dictated by one's perspective	

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A. CONCEPTIONAL INTRODUCTION

TRANSFORMATIVE LEARNING
VERTICAL & HORIZONTAL

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Within the sequence of 10 steps, our project deals with the newly found step zero and step one. One thing that we learned, and that you are probably quite familiar with, is that working with young migrants needs a lot of patience.

Transformative learning is a process that cannot be rushed. On the other side, the dynamic process that is being stipulated by the following practices, is of sufficient strength to allow the migrants (with your help) to work their way through to steps 2 to 10.

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IDE
Identity Development

PREVENT
RADICALISATION
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3
MODUL 3

THE IMPORTANCE OF CONFIDENCE IN THE WORK WITH MIGRANTS AND REFUGEES
a. Introduction
b. Teambuilding
c. Ice Breakers
d. Exercise

A. INTRODUCTION

THE IMPORTANCE OF CONFIDENCE IN THE WORK WITH MIGRANTS AND REFUGEES

The construct "confidence" implies – like the construct "love", too – always **the intersubjective** or "a mutual view". It is something that "happens" between at least two people. Therefore, you can look at it from both sides: from a youth worker's perspective like we did in our further readings (Intellectual Output 01, Chapter 6) as well as from the youngsters' perspective.

FURTHER READINGS ▷

In this introduction we will have two other closer looks: the importance of *confidence as the working element of youth work* itself and especially of the youth work with migrants and refugees, and the importance of confidence to what happens *inside* the youngsters.

The working element: Youth work with migrants and refugees depends upon the initial spark of building trust to get in contact. We need to consider, though, that trust building behaviour is cultural biased itself and differs between cultures – therefore, whether behaviour is experienced as trust building or not can differ. This means from a culture-comparing view: there are cultures that build up trust by telling each other more personal things about family and personal experiences, and there are others, like Germans, that will build up trust if they experience that they can rely on someone's behaviour, such as being punctual, sticking with what a person has said and doing what a person has promised to do. Both shapes of behaviour, telling personal things <u>and</u> behaving reliably, can be seen in the youth workers' attitude with listening to young people, being emotionally available and at the same time setting a frame of working.

Inside the youngsters: To understand the importance of what happens inside the youngsters when confidence is built up, three concepts can be seen as relevant: "self-disclosure", "witnessing" and "recognition" (Benjamin, 2019).

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A. INTRODUCTION

Self-disclosure is a process of communication by which one person reveals information about oneself to another. The information can be descriptive or evaluative, can include thoughts, feelings, aspirations, goals, failures, successes, fears, and dreams, as well as one's likes, dislikes, and favorites (Ignatius & Kokkonen, 2007). It is seen as a mechanism by which people manage their relationships. For our understanding in the project it is helpful to see the link of self-disclosure and the concept of the "shared third", which describes the "recognition of mutual influence" (Benjamin, 2004, p. 8). When people open up to each other "from inside something calls you" [IP04, 131-132] and people feel a need to witness and acknowledge their stories. One group leader reported this acknowledgment from the creative action sessions in Berlin: "This kind of thing, making film, rapping, also dancing, this kind of thing helped a lot" [IP03, 91/92] and "(…) they were talking about their history or their problem, but it was an different language I think, or, yeah, an different language, they say it. That's why I think it was important" [IP03, 96-98].

This "shared third" happened in the meeting at Berlin strongly between the youngsters and was reported in the evaluation interviews by all group captains. Here some direct quotes again: "But that people from Berlin, it's like it will be forever in my heart, yeah. Because of that connection we're…, I need give you my soul and my eyes, that you can see how I feel and how we see each other because of that connection" [IP04, 102-104] or "And then, yeah, then it was something that happened just between us, like, I think you can't describe it that well. It's not like, you can't plan it strategically, I think. It happened because it was the feeling. That it was okay to open up. And then, some of us began opening up and the others saw that it was safe to open up, and then the others opened up. It was beautiful, right?" [IP01, 105-109].

A. INTRODUCTION

FURTHER READINGS ▽

Benjamin, J. (2019). Anerkennung, Zeugenschaft und Moral. Gießen: Psychosozial-Verlag.

Benjamin, J. (2004). Beyond Doer and Done to: An Intersubjective view of Thirdness. Psychoanaltic Quarterly, LXXIII.

Ignatius, E. & Kokkonen, M. (2007). Factors contributing to verbal self-disclosure. Nordic Psychology. 59 (4): 362–391.

Miller, L. C., Berg, J. H. & Archer, R. (1983). Openers: Individuals Who Elicit Intimate Self-Disclosure. Journal of Personality and Social Psychology, 44 (6), 1234-1244.

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B. TEAM BUILDING

Methods for Teambuilding and Icebreaking

WHY ARE ICEBREAKERS AND TEAM BUILDING METHODS CRUCIAL WHEN WORKING WITH YOUNGSTERS?

BONDING:

They strengthen teams to know each other better and to trust each other. This leads to growing respect for and mutual help, as well as to bonding.

CONFIDENCE:

Participating in icebreaker or team building exercises in a comfortable, non-threatening and fun environment will help to strengthen confidence amongst the youngsters.

VALUE:

They help to value the people around you and to create an environment of respect. Each youngster has insight and a point of view to contribute. Make sure they have that opportunity.

COLLABORATION:

They motivate the people to work together, to learn more about themselves such as develop their strengths, and to address any weaknesses. Ideally the exercise should encourage collaboration rather than competition.

COMMUNICATION:

Once the youngsters know and trust each other they will improve their communication skills, ask clarifying questions, give instructions and/or point out an idea but also use non-verbal forms of communication. Sometimes communication can be challenging for youngsters. Expressing themselves in general or in a different language can be difficult.

On the following pages we have listed some methods which we have tested and find useful. Feel free to try them with your group ☺

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B. TEAM BUILDING

METHODS FOR TEAM BUILDING

▷ NAME TAPPING

▷ HULA HOOP PASS

▷ NO-HANDS CUP-STACKING CHALLENGE

▷ FACE2FACEBOOK

▷ 2 TRUTHS 2 LIE

▷ HONEY SHOWER

▷ NAME, GESTURE AND CHARACTERISTIC
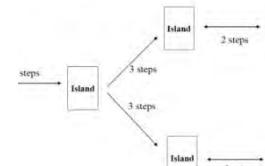
▷ MAKING MACHINES

▷ SITTING DOWN ONE BY ONE

▷ 10 THINGS IN COMMON

▷ THE HUMAN KNOT

▷ CROSSING THE RIVER

SEE ALL METHODS ▷

B. TEAM BUILDING

Methods for Teambuilding

NAME TAPPING

Name and description of the method	Name Tapping
	One participant stands in the middle of the circle. The others pass on a name. If the one in the middle can tap the person of the name before that person says another name, he can take that person's place. The one that has been tapped has to stand in the middle.
Target group (Group size)	5 - 8
Duration	5 minutes
Aim of the of the methods/experience	• Creating a relaxed atmosphere; • Learning the names of the participants; • Meeting each other in a playful way; • Meeting individuals.
Which results can be expected?	The participants will remember and learn the names of the other participants. As the method is working in small groups, everyone will be able to play the game and it's also contributing to strengthening the team building.

B. TEAM BUILDING

Methods for Teambuilding

HULA HOOP PASS

Name and description of the method	Have your students stand in a big circle holding hands. The objective of the game is to pass the Hula-Hoop all the way around the circle without unclasping hands. Students will have to figure out how to maneuverer their bodies all the way through the hoop to pass it on.
Target group (Group size)	Primary school children, high school children, students.
Materials	Hula Hoop, space
Preparation	10 mins to make a circle
Duration	30-45 mins
Aim of the of the methods/experience	This activity helps kids work on listening, coordinating, and strategizing skills.
Which results can be expected?	Learning how to listen to the instructions, follow how the rest of the time manages to pass the hula-hoop, building the team work, helping others, giving advices and commune solutions.
Which difficulties need to be considered?	Not having motivated group or unwilling to collaborate.

B. TEAM BUILDING

Methods for Teambuilding

NO-HANDS CUP-STACKING CHALLENGE

Name and description of the method	Decide how many students you want in each group and tie that number strings to a single rubber band, making one for each group. Each person in the group holds onto one of the strings attached to the rubber band, and as a group, they use this device to pick up the cups (by expanding and contracting the rubber band) and place them on top of each other in order to build a pyramid.
Target group (Group size)	No age limit, but this should be a group work, maybe maximal 5 per group.
Materials	Paper cups, rubber and thread
Preparation	10 mins to prepare tables and place material needed
Duration	30-45 mins or even longer until the pyramid is made
Aim of the of the methods/experience	This game helps practice patience, perseverance, team work and coordination.
Which results can be expected?	Pyramid should be made, which will give a sense of building something together, working for a commune goal, following instructions, the importance of reaching a commune goal, time and group management.
Which difficulties need to be considered?	Frustration or inability to bear defeat.
Hyperlinks to videos	http://mssepp.blogspot.com/2012/11/teamwork-cup-stack.html (in order to understand the game better; original source)

B. TEAM BUILDING

FACE 2 FACEBOOK

Name and description of the method	Each participant received an A4/A3 paper with a template of a Facebook account. They have to fill in the name, update their status and info (hobbies, location, work & studies, etc.). In order to add friends, they will have to walk around the room and meet the other participants, sharing info of their profile. Also, they can draw each other profile photos. Depending on the size of the group, this activity can take up from 20 to 40 minutes. The "profiles" will remain on a wall and they can use it during the project to send messages, give likes, add more friends, etc.
Target group (Group size)	Small or large group sizes
Materials	Face2facebook sheet: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1728/Face2facebook.pdf
Preparation	Face2facebook sheet to be downloaded and printed.
Duration	30 - 40 minutes
Aim of the of the methods/experience	Foster interaction between participants, stimulate individual reflection on expectations, fears & contributions to the project.
Which results can be expected?	The participants will get to know each other better. It contributes to strengthen the group team building.

B. TEAM BUILDING

Methods for Teambuilding

2 TRUTHS AND 1 LIE

Name and description of the method	Every participant gets a plain paper. Everyone writes 2 true things about himself and 1 lie on the paper. The paper is glued to the belly/T-Shirt with adhesive tape. Now everyone walks around talks to each other to guess which of the 3 sentences is true or false.
Target group (Group size)	Small or large group sizes
Materials	Plain paper, pencils
Duration	Depending on group size, approx.. 15 minutes
Aim of the of the methods/experience	• Creating a relaxed atmosphere; • Learning the names of the participants; • Meeting each other in a playful way; • Meeting individuals.
Which results can be expected?	The participants will learn more about each other and will also hear more personal and funny stories.
Which difficulties need to be considered?	Due to the language barrier maybe not everyone can express himself very well. Usually the participants help each other out.

B. TEAM BUILDING

Methods for Teambuilding

HONEY SHOWER

Name and description of the method	Everyone tapes a plain paper on his back. Everyone will write one nice, positive sentence about the other person on the other's person paper. The participants will then keep the papers and take them home with them.
Target group (Group size)	Small, medium and large sized groups
Materials	Plain paper for each, pens, tape
Preparation	Every participant should write down his name on the paper on the top.
Duration	Depending on the group size, up to 30 minutes
Aim of the of the methods/experience	Reflect on each other character and personality and think of something nice about the other.
Which results can be expected?	Positive feedback

B. TEAM BUILDING

Methods for Teambuilding

NAME, GESTURE & CHARACTERISTIC

Name and description of the method	Stand in a circle and let each participant introduce themselves one after the other, connecting their names with a characteristic starting with the same letter (e.g. Susie Sunshine) and a gesture that fits the characteristic. The next participant repeats the preceding "Name & gesture & characteristic" in succession.
Aim of the of the methods/experience	• Getting to know each other • Remember names
Which difficulties need to be considered?	Some people might be a bit shy, one should explain that the movements should be simple and easy.

B. TEAM BUILDING

Methods for Teambuilding

MAKING MACHINES

Target group (Group size)	Whole group
Preparation and how it works	Phase 1: The facilitator and the whole group stand in a circle. The facilitator counts one to four and divides the whole group into four groups. Each group decides one machine to pretend. It can be TV, Play station, Airplane or washing machine. If any group cannot decide a machine the facilitator can come with any suggestion. Each group will have 10 minutes to practice how to improvise the machine with their group's member. When they are ready they come to stage and freeze. The facilitator pretends to push a button. Then the group starts to improvise the machine. The rest of the groups guesses what machine it is. Phase 2: After the people get used to create a machine in small groups. The facilitator can give one machine as suggestion and people can create the machine all together as big group.
Duration	40 min
Aim of the of the methods/experience	The aim of the activity is to work together in a creative way and also promote discussion to come a common decision.
Which results can be expected?	- Each improvisation will give a group high self esteem and sense of belonging to group. - Having fun while creating a final product - Ability to discuss and express its own opinion in small group
Which difficulties need to be considered?	Not everybody is good at improvising in front of everybody so it should be aware that everybody in small groups should have a role in creation of the final product.
Hyperlinks to videos	https://www.youtube.com/watch?v=LSVGyaZNc10

B. TEAM BUILDING

Methods for Teambuilding

SITTING DOWN ONE BY ONE

Target group (Group size)	Whole group
Materials	None needed
Preparation and how it works	Phase 1: The whole group stands in a circle. One at a time, each person must try and sit down until everyone sits on the floor. There is no order. The people can sit whenever they want. However, if two people try and sit down at the same time, the activity should start again.
	The activity is difficult if the group has more than 15 people. Therefore, it is better to divide into small groups. When two groups succeed at sitting down all together the facilitator brings them together. At the end, they can try to do the activity with the whole group.
	Phase 2: In the same fashion, everybody stands in the circle and count from 1 to 10. Now instead of sitting down in order they count up from 1 to 10. If two people say the same number then they need to start again. This is a group activity and the group should work together.
	If the facilitator wants to make the activity easier it is better to divide the class in two or three groups again. The facilitator can make the activity a bit difficult to count from 10 – 1 or the people count while their eyes are closed.
Duration	15 min – 45 min
Aim of the of the methods/experience	The aim of the activity to let the group work together to reach a goal.
Which results can be expected?	- Feeling of success when the group reach the goal - Better to understand group and its dynamic - Understanding to give spaces to others and be patient during decision making
Which difficulties need to be considered?	If the group could not reach the goal facilitator should divide into small groups otherwise it will be difficult to accomplish with whole group. Some people like to take more space and some people needs time to make decision so as facilitator consider peoples differences.

B. TEAM BUILDING

Methods for Teambuilding

10 THINGS IN COMMON

Name and description of the method	Divide in smaller groups. Each group is going to find 10 things that each and everyone in the group has in common. Write down the common things and share with the other groups
Target group (Group size)	Groups of 3-5 people
Materials	Something to write on
Preparation	Maybe to have some examples of things
Duration	Depends on how many things you want the groups to find out – maybe 30 minutes
Aim of the of the methods/experience	To make strangers start to talk to each other and let them see the similarities instead of aiming the differences
Which results can be expected?	Many and new things to talk about
Which difficulties need to be considered?	You need a common language
Hyperlinks to videos	https://www.youtube.com/watch?v=8q7cpY5K9k8

B. TEAM BUILDING

Methods for Teambuilding
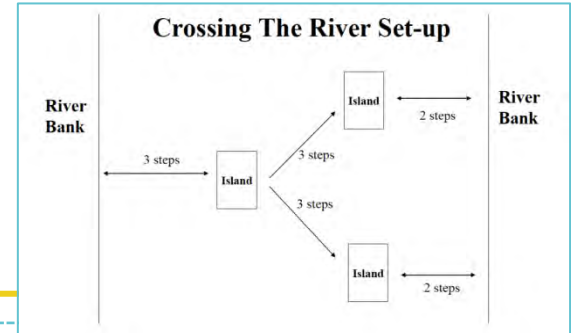
THE HUMAN KNOT

Target group (Group size)	Ideal group size is approximately 10, but it can be done with anywhere from about 7 to 16. Much higher or lower and the task doesn't really work. The more in a group, the more difficult the task, partly because of the complexity, and partly because there is physically less room to move.
Duration	10-20 minutes
Aim of the of the methods/experience	Ask participants to each place a hand in the middle of the circle and to grasp another hand.
	To emphasize learning of names and get a bit of fun going, ask participants to introduce themselves to the person they are holding hands with. Then ask participants to put their other hand in the middle, grasp a different person's hand, and introduce themselves.
	Don't let participants let go of hands - some will be tempted to think the activity might then be over - but it is only just starting.
	Explain to participants that what you'd like them to do is untangle themselves, without letting go of hands, into a circle.
	There will be a mixture of reactions, often including nervous laughter, fun amusement, excitement, trepidation, strong suspicion that it can't be done, and others who may view the task as a somewhat sadistic or inappropriate joke. Often some group members will have done the task before, but this doens't really matter, each time the task is unique.
	Participants may change their grip so as to more comfortable, but they are not to unclasp and re-clasp so as to undo the knot.
	If you want name-learning emphasized, then explain that whenever the group is talking to someone, or about someone, that the person's first name must be used. This usually requires supervision and reinforcement by the instructor, but once enforced, is excellent for learning names. It also usually helps the group to work together and find solution, because their communications and more accurate with names involved.
	Stand back and see what happens.
Which results can be expected?	Better cooperation among participants. The process gives insight into the group dynamics, who initiates, who follows, etc…
Which difficulties need to be considered?	Be aware that the activity involves close physical proximity and touch potentially in sensitive places. Some group members might have significant problems with such proximity, e.g., due to culture, or social or psychological problems. In this case introduce the Human Knot later, when everyone already feels comfortable with each other.
Hyperlinks to videos	https://www.youtube.com/watch?v=KahMCA0bR7s

B. TEAM BUILDING

Crossing The River Set-up

Methods for Teambuilding

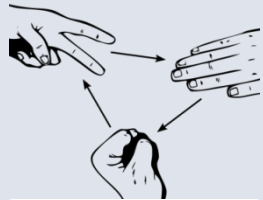## CROSSING THE RIVER

Target group (Group size)	8-16
Materials	Paper, scissors, tape
Preparation	Create three islands by taping together four 8.5 x 11 sheets of paper for each island. Create a pebble for each person by cutting sheets of paper in half length-wise to form 4.25 x11 sheets. Create one rock (an 8.5 x 11 sheet) for every six participants. Tape off an open area at least 10 medium strides (25-30 feet) long and six strides wide. Place the islands as shown in the picture bellow. Have all participants stand on the left side of the bank and hand out a copy of the instruction sheet to each person and review the situation and rules together. Then give two minutes for questions. The clock starts after the last question is answered.
Duration	20 minutes
Aim of the of the methods/experience	INSTRUCTIONS: You and your teammates are on one bank of a poisonous, deadly river. The river is so contaminated that if any part of a person's skin or clothing touches the river, they will die instantly! Each of the people on your team must cross from one bank of the deadly river to the other. You have 20 minutes. The Rules No part of a person's skin, clothing or personal articles may touch the river. The only items that can survive in the river are islands, rocks and pebbles. Islands, rocks and pebbles are safe spots (touchable). Islands in the river may not be moved. Rocks may not be moved once placed in the river. Each team member owns a pebble. Only the pebble owner, may place a pebble in the river, take a pebble from the river, or move a pebble once it is in the river, and he/she may do so using his/her hand only. All team members must step out of the river at the same time.
Which results can be expected?	1. The goal requires team planning and execution; the team has to come together for success. 2. No one can do it on his/her own; the team either succeeds or fails together. 3. The exercise breaks down barriers; it requires people to share their thoughts, share their resources, and their space. 4. The time limit creates a sense of urgency that frequently results in people defaulting to the same behaviors that do in school/workplace: those who typically takeover, do so in this exercise; people who drop out, also do the same; people who frequently serve as naysayers, often take on this same role when faced with Crossing the River.
Hyperlinks to videos	https://www.youtube.com/watch?v=EemxMnxU8DE

C. ICE BREAKERS

METHODS FOR ICEBREAKING

EVOLUTION

ROCK, PAPER, SCISSORS

WHERE IS MY DUCK?

WASHING MACHINE

COW SHED

WIZARD, DWARF, GIANT

THE ONE WORD ICEBREAKER

THE MOVIE PITCH ICEBREAKER

HEAD, SHOULDERS, KNEES AND TOES

FAST BALL LEARNING NAMES
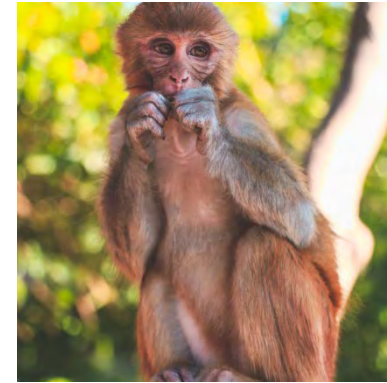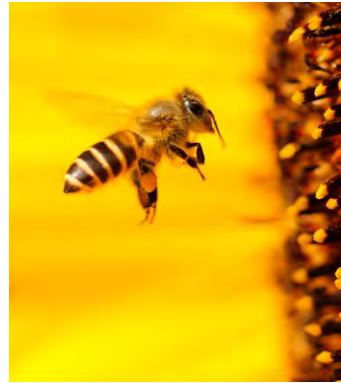

BALLOON STOMPING

SEE ALL METHODS

C. ICE BREAKERS

Methods for Icebreaking

EVOLUTION
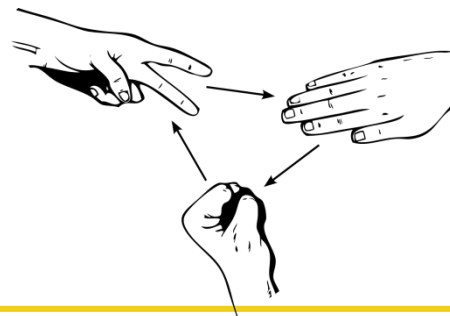

Name and description of the method	The whole group starts off making the sound and movement of a 1. Fly (= run around quickly and make a BZZZ noise). They spread randomly around the room and find a partner to play one round of 'rock, paper, and scissors'. The winner of the round evolves, and the loser stays as they are. Further evolution stages are; 2. Chicken = act like a chicken but crouching and make clucking noises. 3. Monkey = Hang the arm down and swing them around while making a sound like a monkey. 4. Man = act normal, walk tall. Every time someone wins he evolves to the next level, the one who looses should go back one level.
Target group (Group size)	From 5
Materials	Space to move, no materials required
Preparation	Explain the rules of rock, paper, and scissors beforehand.
Duration	10 - 20 minutes
Aim of the of the methods/experience	• Build a group out of individuals; • Learn how to cooperate in a team; • Experience group dynamics.
Which difficulties need to be considered?	Explaining the rules might take a little bit of time and the game might not work straight away. One might need to play it twice before everyone understands how it works.

C. ICE BREAKERS

ROCK, PAPER AND SCISSORS

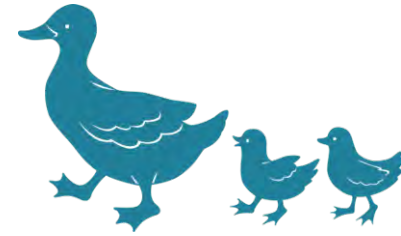|	
Name and description of the method	Everyone finds a partner to play rock, paper, and scissors with. The winner will look for a new partner to play with. The other person who lost the play round will stand in line behind the winner and support him by clapping hands and calling out his name. In the end there will be 2 persons left playing the game, the rest of the group will support them.
Target group (Group size)	Medium sized and large groups
Preparation	Phase 1:The facilitator and group stand in a circle. The facilitator explains the game (Rock–paper–scissors). Each person plays freely with each other for a while. Phase 2: The people can play with each other. If one of the person loses then that person should cheer the winners name. The game continues until last person stays in the game.
Duration	20 minutes
Aim of the of the methods/experience	• Build a group out of individuals; • Learn how to cooperate in a team; • Experience group dynamics.
Which results can be expected?	• People gets physically active • People start to be familiar with others name
Which difficulties need to be considered?	Make sure that everybody knows the game (Rock–paper–scissors). Each countries tell differently these words so it is better to say 1, 2 and 3 instead of Rock–paper–scissors
Hyperlinks to videos	https://www.wikihow.com/Play-Rock,-Paper,-Scissors

C. ICE BREAKERS

Methods for Icebreaking

WHERE IS MY DUCK?

Name and description of the method	One person stands at an imaginary line. The rest of the group stay at the back of it with some space in between. The person at the line stands with its back to the group. At his feet, facing the group, he has a small object, e.g. a small ball, duck, a sock etc. The rest of the group start running to the object and the aim is to take away the object and bring back to the end of the playing field by spreading the object among the group. The person at the line will say a sentence like "Where is my duck" and then turn around. As soon as he turns around the rest of the group has to stand still and the person who is holding the object should hide it. The person at the line has one guess who could possible be in possession of the object. If the guess is wrong he/she should turn around again, wait some seconds in order to let the rest of the group move a little bit and re-say the sentence. If his guess is right, the person holding the object should stand at the line and the game will restart. If the guess is wrong again and the group reaches the end of the playing field the game restarts.
Target group (Group size)	10 – 20 participants
Materials	A small object, some space to run, or outside
Preparation	Agree on an imaginary line and the end of the playing field
Duration	10 minutes
Aim of the of the methods/experience	• Build a group out of individuals; • Learn how to cooperate in a team; • Experience group dynamics.

C. ICE BREAKERS

Methods for Icebreaking

WASHING MACHINE

Name and description of the method	The people are standing in a circle with somebody in the middle. There are different figures (washing machine, sleeping kangaroo, toaster, monkeys, palms, toilettes, elephants, mixer). The person in the middle has to point at somebody and asks them to become one of these figures. The person who has been chosen and the people standing on either side of them, have to act out this figure. Use your imagination for each creation. If someone out of the 3 pointed participants fails to act the figure, he/she will stand in the middle.
Preparation	Agree beforehand on the movements of each figure you would like to include in the game.
Aim of the of the methods/experience	• Reduce the fear of standing in front of a group; • Master different forms of expression; • Express a fictitious character.
Which difficulties need to be considered?	It might take some time until everyone understands the rules.

C. ICE BREAKERS

Methods for Icebreaking

COW SHED

Name and description of the method	Form groups of 3 participants. One participant should be left over. In the small groups one plays the cow, the other two hold their ands above the cow to form the cow's shed. The participant who is left over can shout either "Cow", "Shed" or "Mix". The other ones need to react accordingly: 1. Cow = all the cows need to leave their shed and find a new one. 2. Shed = all the sheeds need to leave their cow and find a new cow and new shed partner. 3. Mix = everyone will need to move and find a new partner and role. The will always be one participant who was to slow to find a new partner and position. This person will then shout the next instruction (Cow, Shed or Mix).
Target group (Group size)	Medium to large sized groups
Materials	Enough space to run, possibly outside
Duration	10 – 20 minutes
Aim of the of the methods/experience	• Build a group out of individuals; • Learn how to cooperate in a team; • Experience group dynamics.
Which difficulties need to be considered?	Make sure participants leave their small group and find new partners.

C. ICE BREAKERS

Methods for Icebreaking

WIZARD, DWARF, GIANT

Name and description of the method	Participants are divided into two equal numbered groups. They get together in their groups and decide what character they would like to be: Wizard, Dwarf or Giant. Each of the characters has a key movement. The groups should not hear what the other group is choosing. The rules could be: wizard beats giant, giant beats dwarf, dwarf beats wizard. Both groups line up in front of each other at a centre line and show their movement at the same time. The movement that beats the other starts running and chasing the members of the other group. If the ones that are being chased don't reach the end of the marked playing field and are caught, they join the team that caught them. The other ones are saved. The game continues until all the players from one group join the other.
Target group (Group size)	Medium to large sized group
Materials	Enough space to run, possibly outside
Preparation	Decide the key movements of each character and the rules which character beats the other character. Mark the playing field and the centre line.
Duration	10 – 20 minutes
Aim of the of the methods/experience	• Experience group dynamics; • Team decision-making capacity; • Improvement of physical condition.
Which difficulties need to be considered?	It might take some time until everyone understands the rules.

C. ICE BREAKERS

Methods for Icebreaking

THE ONE WORD ICE-BREAKER

Name and description of the method	Keep things simple by having everyone describe their current mood in one word. You can have people explain their one-word mood, you want to add more depth to your icebreaker activities, but you can also just go with the flow and enjoy how cryptic some of the answers can be.
Target group (Group size)	Mostly young people, but can be for all ages
Materials	Space and maybe chairs to sit.
Preparation	No preparation needed

C. ICE BREAKERS

Methods for Icebreaking

THE MOVIE PITCH ICEBREAKER

Name and description of the method	This icebreaker is a great game to relax and to talk about thinks you like, like a favorite movie. Everyone should have a short pitch prepared within 5 minutes; few people can be jury and decide upon which movie sounded the most interesting and willing to be seen by others.
Target group (Group size)	This ice breaker could be played among all ages.
Materials	Provide enough space, paper and pens.
Preparation	This ice breaker doesn't need any preparation.
Duration	45-60mins
Aim of the of the methods/experience	It's much easier to open when we talk about things we like. Subject of the pitch talk is certain film and person can be very relaxed when they are not sharing personal information but rather things that they find interesting.
Which results can be expected?	This game brings a lot of fun, also it is good practice for pitch talk and get more skilled and persuasive while talking.
Which difficulties need to be considered?	This game can have any subject, if the group is not keen on watching films, moderator can invent other subject like, food, sports, travels…

C. ICE BREAKERS

Methods for Icebreaking

HEAD, SHOULDERS, KNEES AND TOES

Target group (Group size)	Whole group
Materials	No needed
Preparation and how it works	The facilitator and the group stand in a circle. The facilitator explains to the group that each time the facilitator says a different number and different body part participants will come together and link the body parts. For example, the facilitator gives a direction with 3 shoulders and 2 feet, thus in one group 3 shoulders and 2 feet should come together. Each time the facilitator can make the task difficult or complicated. Some examples: - 3 shoulders, 5 fingers - 4 hands, 4 heads - 3 bellies, 10 feet The people, who are not part of a group, leave the game and the activity continues until few people are left. The activity can be repeated several times.
Duration	5 min – 15 min
Aim of the of the methods/experience	To let the group cheer up and be ready for other activities.
Which results can be expected?	People gets physically active
Which difficulties need to be considered?	Be aware of that it can be some disable people in the group.

C. ICE BREAKERS

Methods for Icebreaking

FAST BALL LEARNING NAMES

Target group (Group size)	Up to 30
Materials	A small ball, stress-ball, tennis-ball or similar
Preparation	Participants form a circle, not too close, not too far from one another. Trainer is also in the circle and explains that he/she will throw a ball to someone - pick someone out & ask their name, then say "Hi Ali, my name is Peter...here you go!" Ali says "Thank you Peter", picks someone and says "Hi X, my name is Ali...here you go!" [throw]....they say "Thankyou, Ali] and on we go. The challenge from here is simply to get the ball thrown around to everyone in the circle, and finally back to the trainer. In the second round the trainer encourages to do the circle with the names again, using the same order. The rule is that everyone needs to get the ball in the same order. In the third round the trainer encourages the group to make it faster, managing the time. 4th round: even faster! It goes on for a few rounds until the group finds a way of everyone getting the ball in just a few seconds.
Duration	10-20 minutes
Aim of the of the methods/experience	To encourage cooperation and communication among participants. To learn the names of everyone in the group. To observe the group dynamics.
Which results can be expected?	This game is also a part of the team building process and helps developing a sense of interconnectedness.

C. ICE BREAKERS

Methods for Icebreaking

BALLOON STOMPING

Target group (Group size)	Up to 30, depending on the available space
Materials	Balloons (2 per person), strings
Preparation	Give everyone two balloons and two pieces of string and have them blow up the balloons and tie them to their ankles. Then announce that they are to try to stomp out other participant´s balloons while keeping their own safe. Last person with a blown up balloon wins! This can also be done in teams as part of the team building process.
Duration	10 minutes
Aim of the of the methods/experience	A fun warm-up activity, creates relaxing atmosphere
Hyperlinks to videos	https://www.youtube.com/watch?v=fc0DtzYXTws
Target group (Group size)	Up to 30, depending on the available space
Materials	Balloons (2 per person), strings

D. EXERCISE

01.
Summarize the cultural differences that exist when talking about trust and building trust.

02.
Reflect on your own culture. How is trust built in your culture? What are the characteristics of a trusting person?

03.
From our list of Team Building Games and Icebreaker select at least 1 game, which each is best suited to address one of the three trust categories of young people: Self-disclosure, witnessing and recognition.

04.
What could be the difficulties of Team Building in a mixed group with no common language? Name them and pick the methods which could be used for non-verbal activities.

NEXT PAGE ▶

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IDE
Identity Development

PREVENT
RADICALISATION
THROUGH
IDENTITY
DEVELOPMENT

MODUL 4

CREATE AND MAINTAIN A NETWORK
a. Introduction
b. Trust Building
c. Exercise

NEXT PAGE ▷

A. INTRODUCTION

HOW TO CREATE A AND MAINTAIN A NETWORK

One effect of especially the Berlin meeting, which is reported by the group captains, is that all project members are since then in vivid contact with each other via social media. We could name it "network", but the term seems too "technical". The group captains named it like this: "And it was just, ... I feel like Berlin was a family building for ourselves, kind of. Because I had a little IDE family now" [IP01, 63/64][1]. All group captains talked of "becoming a big family". The network has a strongly emotional component: "At third day, then we become like family and then we trust each other." [IP02, 147/148] and "I think that was really a main point for the relationship we built, the network we built, that we trusted each other so much" [IP01, 94/95].

So, in (PR)IDE project the creating and maintaining a network is linked to the "sense of being a responsible agent" (Benjamin, p. 10) in "a co-created reality" (ibid., p. 9). This builds as well a secure base to reach out even more far: "I love to have a mix of friends from everywhere, not just from my country (....). I wanna have a lot of friends, to know other culture, other tradition, other religion." [IP04, 162-164].

[1] *With four out of five group captains, interviews were taken about their experiences of the project. The persons were encoded with IP = Interviewperson; running number 01-04 and the line number in the transcripts.*

A. INTRODUCTION

HOW TO CREATE A AND MAINTAIN A NETWORK

One effect of especially the Berlin meeting, which is reported by the group captains, is that all project members are since then in vivid contact with each other via social media. We could name it "network", but the term seems too "technical". The group captains named it like this: "And it was just, ... I feel like Berlin was a family building for ourselves, kind of. Because I had a little IDE family now" [IP01, 63/64][1]. All group captains talked of "becoming a big family". The network has a strongly emotional component: "At third day, then we become like family and then we trust each other." [IP02, 147/148] and "I think that was really a main point for the relationship we built, the network we built, that we trusted each other so much" [IP01, 94/95].

So, in (PR)IDE project the creating and maintaining a network is linked to the "sense of being a responsible agent" (Benjamin, p. 10) in "a co-created reality" (ibid., p. 9). This builds as well a secure base to reach out even more far: "I love to have a mix of friends from everywhere, not just from my country (....). I wanna have a lot of friends, to know other culture, other tradition, other religion." [IP04, 162-164].

[1] *With four out of five group captains, interviews were taken about their experiences of the project. The persons were encoded with IP = Interviewperson; running number 01-04 and the line number in the transcripts.*

B. TRUST BUILDING

Methods for Trust Building

IN GENERAL CONSIDER THE FOLLOWING FOR TRUST BUILDING:

IDE
Identity Development

PREVENT RADICALISATION
THROUGH IDENTITY DEVELOPMENT

Co-funded by the
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TRUSTBUILDING METHODS

#onegroupmanyidentities

1) Welcome participants into the training space or session in a way that is familiar to them.

2) Spend sufficient time on introductions and getting to know one another.

3) Ask the group to establish expectations and rules for the training session or program.

4) Remind participants that this is a safe space, and that everyone in the room matters.

5) Incorporate icebreakers at the beginning of a session and throughout the day that help participants identify similarities, develop trust, and promote teambuilding and collaboration.

6) Balance participation and possible domination of more confident participants by encouraging quieter participants to speak and share.

7) Demonstrate respect for everyone's viewpoints, and encourage participants to show the same respect.

8) Use an item, such as different colored candies, to demonstrate the idea that even though people may be different colors on the outside, everyone is the same on the inside.
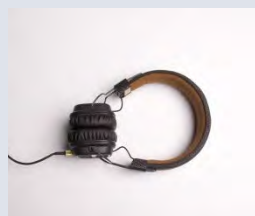
(Refugee Training and Orientation: A Guide for Service Providers. Available at: http://www.culturalorientation.net/library/publications/refugee-training-and-orientation-a-guide-for-service-providers)

NEXT PAGE ▷

B. TRUST BUILDING

METHODS FOR TRUSTBUILDING

COOKING CLASS

ATTUNE

THE SHARING CIRCLE

TRUST FALL

SAFETY CIRCLE

TRAIN

SEE ALL METHODS

B. TRUST BUILDING

Methods for Trust Building

COOKING CLASS

Name and description of the method	Cooking classes
Target group (Group size)	Young people between 17-20
Materials	Depends on a recipe, it can be very simple, anything you find in a store
Preparation	Mainly preparation doesn't take much time, it usually takes 15-30 min
Duration	1h 30 mins
Aim of the of the methods/experience	To connect the group, find a commune ground, share habits, tradition, learn about healthy habits, learn new skills, produce relaxed atmosphere
Which results can be expected?	New knowledge, skills, self-confidence, established group that spends time even out of the NGO, participation in food markets

B. TRUST BUILDING

Methods for Trust Building

ATTUNE

Name and description of the method	Attune is method where each teacher takes a position of a mentor listening and taking care of verbal and nonverbal cues. This means that you have individual conversation with a student, lead him/her through hard times, melt-downs and decision making, this also means creating a commune project and giving guidelines.
Target group (Group size)	Individuals of all ages
Materials	This is creative method anything could be used
Preparation	Preparation goes according to individual needs
Duration	This method can last a month or a year, it depends on individual needs
Aim of the of the methods/experience	Trying to understand, support and mentor an individual, develop his strongest points, trying to teach them the mechanisms to cope with melt-downs and strengthen the will power.
Which results can be expected?	Skilled individuals, individuals with strong will power, independent and self-confident to exist out of the group or individual support

B. TRUST BUILDING

Methods for Trust Building

THE SHARING CIRCLE

Target group (Group size)	Up to 10
Preparation	Start each meeting with a sharing circle. Sit in a circle and ask participants simple questions like: • What was the best thing that happened yesterday/last week/this morning • What was the funniest thing that happened yesterday/last week/this morning • What was the saddest thing that happened yesterday/last week/this morning The trainer/facilitator should be the first one to answer them. Week by week it will be easier for participants to share their experiences.
Duration	30 minutes
Aim of the of the methods/experience	A simple activity, which helps participants to speak about their daily experience, helps to build trust among participants.
Which results can be expected?	To learn from each other and develop strong relationships built on trust and acceptance. It also helps with developing confidence and self-esteem, an increased sense of belonging develops.
Which difficulties need to be considered?	It might take a few sessions for everyone to feel comfortable.

B. TRUST BUILDING

Methods for Trust Building

TRUST FALL

Target group (Group size)	at least 10
Materials	Raised platform, can be a table (elevation around 1-2 metres)
Preparation	One participant stands on a raised platform, the rest of participants should form 2 vertical lines facing each other on ground level. A stable landing area should be provided by the rest of the group using their arms to protect the faller. Selected person falls backwards (or jumps relying on the support of the group to catch them.
Duration	20 minutes
Aim of the of the methods/experience	To develop trust among participants
Which results can be expected?	Teamwork, support and trust, comfort zone
Which difficulties need to be considered?	Be aware that the activity involves close physical proximity and touch potentially in sensitive places. Some group members might have significant problems with such proximity, e.g., due to culture, or social or psychological problems.
Hyperlinks to videos	https://www.youtube.com/watch?v=aN4xGgrNmAk https://www.youtube.com/watch?v=9sFJrs_1Se0

B. TRUST BUILDING

Methods for Trust Building

SAFETY CIRCLE

Target group (Group size)	Whole group
Preparation and how it works	People stand in circle. The facilitator chooses one person and asks for closing her or his eyes. Circle becomes a safety area and each person in circle should take care of the person whose eyes are closed. Facilitator sends a person to another person who stands in the circle. The person who the facilitator sends - cannot open her or his eyes until the end of activity - should not go faster or so slow. - Should go direct without any slalom. The size of circle can change according to environment. Facilitator lets all learners to try to be closed eye and to be in the circle.
Duration	20 min – 30 min
Aim of the of the methods/experience	Trust to group
Which results can be expected?	- People will be able to lead and be led. - People will be able to learn to trust the group - People will use other senses than just eyes
Which difficulties need to be considered?	People can crash to each other or may not be able to close their eyes easily.

B. TRUST BUILDING

Methods for Trust Building

TRAIN

Target group (Group size)	Whole group
Materials	No needed
Preparation and how it works	The facilitator brings all people in a train queue. The facilitator explains that each learner is a type recorder. They need to record all sounds during the activity. The facilitator stands at the beginning and leads the whole group. The people hold each other and their eyes are closed. They just focus on what they hear and imagine. The train goes through the workshop place. At the end they open their eyes and sit on the floor. The facilitator says that you have been recording all sounds and now it is time to hear what people have recorded. When the facilitator touches on the shoulder of a person the person starts to replicate the sounds that he or she recorded. The facilitator touches every body's shoulder one by one.
Duration	30 min
Aim of the of the methods/experience	Trust to group and use other senses
Which results can be expected?	- People will be able to learn to trust the group and move according to group - People will use other senses than just eyes
Which difficulties need to be considered?	Be sure that there is one leader is watching the whole group during the train phase.

BACK TO METHOD OVERVIEW ▷   NEXT PAGE ▷

C. EXERCISE

01.
Which social media are working well for which target group to maintain a network?

02.
Discuss with your youth group which would be a good Hashtag (#) for your own activities. Share your thoughts in our Facebook group.

https://www.facebook.com/groups/IDEprojectcommunity/

03.
From our list of Team Building When building trust in a group, what do you need to consider? Make a list.

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IDE
Identity Development

PREVENT
RADICALISATION
THROUGH
IDENTITY
DEVELOPMENT

MODUL 5

PRACTICAL WORK: EXAMPLES FOR WORKSHOPS

a. Examples for Workshops
b. How to Create a Youth Exchange (KA1)
c. The Importance of Different Team Members
d. Exercise

NEXT PAGE ▶

A. EXAMPLES FOR WORKSHOPS

In the practical planning of a workshop using the IDE concept different steps should be considered and pursued.

FIRST OF ALL, you should take enough time and leave a buffer in order not to neglect the organizational aspects as well as the content aspects of the workshop. In the following recommendations we refer to our experience of a one-week workshop with a group size of about 40 - 50 people.

START WITH THE ORGANIZATIONAL PLANNING AS EARLY AS POSSIBLE, we recommend approx. 12 – 6 months before. Our IDE workshop took place in Berlin, where it was necessary to book rooms in a youth hostel well in advance. The workshop venue should have a sufficiently large conference room as well as space outside for outdoor activities. Since the booking of the trip will take place at a later date and you usually only get to know the gender and the exact number of participants at short notice, it is a good idea to discuss this with the youth hostel. Some youth hostels do not allow a gender mix for room allocation. This should also be taken into account. In addition to gender also the age, eating habits and allergies of the participants should be checked and communicated to the youth hostel accordingly.

On the other hand, you must inform the participants whether they need to take bed linen and towels with them or whether they will be provided by the accommodation.

WHEN PREPARING THE ACTIVITIES you should make a note of the needed material and write down a packing list. Also ask in the accommodation what technical equipment and if a moderation kit can be provided or booked.

SUMMARY OF ORGANIZATIONAL PLANNING:

1. Booking of accommodation in advance

2. Find out about equipment and room capacities and general terms of accommodation

3. Consider gender, age, eating habits and allergies of the participants

4. Packing list / Technical equipment / Moderation kit

NEXT PAGE ▶

A. EXAMPLES FOR WORKSHOPS

In addition to organizational planning, the content aspect of the workshop must also be carefully planned.

Since young people from different countries and cultures come together in an Erasmus-funded youth exchange project, a major focus in the first few days should be on getting to know each other. In advance, however, it is essential that the respective project partners prepare their group for the workshop and for the respective country where the workshop will take place. USE THE FIRST ONE TO TWO DAYS FOR GAMES AND A PLAYFUL INTRODUCTION TO THE PROJECT THEME.

'Getting to know each other' activities should not only serve to remember the names of the other participants, but also to learn more about each other, to explore common interests and to build trust between each other. Confidence is an essential aspect for the further work on the project topic and helps the participants to get better involved in the group work and to get involved in feelings and talking about feelings.

ALWAYS REMEMBER TO HAVE ENERGIZERS READY FOR IN BETWEEN. These can also be well moderated by the young people. Plan enough breaks and not too long units, because otherwise the concentration disappears fast.

EACH DAY SHOULD END WITH A REFLECTION ROUND. We recommend not to do this in the plenum, but to leave the groups in their respective groups and with their group leader, so that one can exchange better in one's own language and reflect the day better.

PLAN AN ACTIVITY FOR EACH EVENING WHICH THE YOUNG PEOPLE CAN PREPARE AND HELP TO ORGANIZE. For example, an intercultural evening where the groups present typical food, clothing, music and dance from their home cultures. The groups can decide for themselves how they want to present it. If you also want to provide a free evening, offer alternatives for those who may not want to explore the city or its surroundings, e.g. games, film evenings, etc.

On the following days one should get deeper into the project theme and let the young people work in mixed groups. Keep in mind to explain your tasks and methods well as well as to keep them simple in case participant's don't speak the foreign language very well.

THE SO-CALLED WORLD CAFÉ IS A GOOD METHOD.

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A. EXAMPLES FOR WORKSHOPS

THIS IS HOW THE WORLD CAFÉ COULD BE DESIGNED:

- Tables where 5-6 participants can have a seat.
- Put on some paintable tablecloths.
- Each table is assigned a theme (e.g. cultural identity, feelings, migration, network, mutual support and assistance, next steps).
- Think about each theme and how you want to represent it on the table. At the Migration table, for example, a globe could be set up. When it comes to feelings, dough can be used to express one's own feelings; when it comes to identity, questions can be asked (what does identity mean, is there a personal, social, national identity?); when it comes to mutual support, games can be played that can only be solved if the group works together.
- The results can be written on the tablecloth.
- It is important that there is always a fixed contact person per table who moderates the group work and introduces the topic.
- The groups change tables clockwise after about 15 minutes.
- At the end, the permanent contact person at the table should present the group works and what conclusions the respective groups reached.

It is also a good idea to offer various workshops that provide the participants with tools to express their feelings without having to talk about them explicitly. If you can't provide the methods by yourself, see if you can invite external instructors.
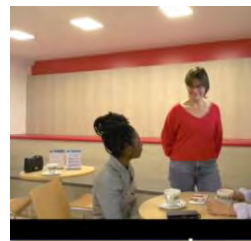
Possible workshops could be:

Find these & more workshop ideas here:
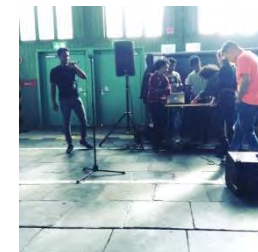
BEST PRACTICE EXAMPLES ▷

Paint t-shirts

Create short movies

Black out Poetry

Write lyrics & produce a song

On the last evening of the week a so called 'OSCAR NIGHT' could be organized, where the groups present their produced results from the workshops. The group can then decide which group will receive the Oscar.
For the rest of the evening, give the young people the opportunity to have a small party.

Since the USE OF SOCIAL MEDIA has become more and more important for young people, you can consider creating an Instagram account where they can upload their own pictures and make up a hashtag together.
If you would like to follow (PR)IDE Instagram Account click here:

www.instagram.com/ide_erasmus

NEXT PAGE ▷

A.EXAMPLES FOR WORKSHOPS

SUMMARY OF A POSSIBLE AGENDA:

- Whenever possible, let the young people participate in the implementation and organization of the activities.

- Plan enough breaks and energizers.

ENERGIZER ▷

- Getting to know each other games for the first days to strengthen the group feeling and to build up trust

TRUST BUILDING ▷

- Design a World Café and various workshops

- Plan evening activities (Intercultural Evening, Film Evening, Free Evening, Oscar Night, Games Evening, Walking Tour through the city)

- Create an Instagram account for the documentation of the week, if applicable.

DAY 1

Registration, Packing out

Getting to know the building and house rules

DINNER

Getting to know each other

DAY 2

BREAKFAST

Getting to know each other

LUNCH

Getting to know each other

Learn more about the project (PR)DIE

DINNER

Reflection time

Intercultural night

DAY 3

BREAKFAST

World Café

LUNCH

Working in Workshops I

Working in Workshops I

DINNER

Reflection time

Free night

DAY 4

BREAKFAST

Walking tour through Berlin

LUNCH (somewhere in Berlin)

Working in Workshops II

Working in Workshops II

DINNER

Reflection time

Oscar and goodbye night

DAY 5

BREAKFAST

Final Evaluation, Certificates

Packing, Check out

LUNCH

Departure

NEXT PAGE ▷

B.HOW AND WHY TO CREATE A YOUTH EXCHANGE

WHY WORKING TRANSNATIONALLY ON IDENTITY?

The core topic of our project (PR)IDE is identity in all its shapes and forms. We repeatedly stressed the fluid and context-related nature of identity. The migrant, just as everybody else who finds himself in a fundamentally different environment, will notice that the transformed environment will - over a shorter or longer period of time - lead to a transformed identity. This is quite often an unconscious process, which happens in perfect harmony with the perception and appreciation of self. If a relevant group offers a different approach to identity, though, this can also turn into a conflict-laden process, which again may lead to an estrangement between the migrant and the hosting society (More about this process in IO1).

FURTHER READINGS ▷

In his new environment, the migrant perceives this as a highly individualised or group related process, a description of the different values etc. of himself and his fellow migrants as opposed to the hosting society - e.g. a clash between Syrian

migrants and German hosts, Eritreans and Suedes, Nigerians and Spaniards etc. Identity is then defined as completely contingent upon nationality. When such a process is enriched by a European dimension, as it was in (PR)IDE, the individuals from Syria, Germany, Sweden, Nigeria etc. come forward and show the underlying, purely individual identity of each participant, that can only to a small extent be explained by nationality. The migrant sees similarities and discrepancies between his personal experience and that of a fellow migrant who lives in another European country, and the participant learns to overcome the national stereotypes. Suddenly, all

women may notice that they have a lot in common, regardless of where they live or where they come from.

The European dimension is crucial to breaking up the predominantly national identity concept and highlights the many shades and nuances of identity as the space between the individual and the environment. The introduction of this dimension adds a new layer to identity, which is that of a local identity, an identity that is developed between the self and his immediate neighbourhood, which can be a province, a city or even just a couple of streets.

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B.HOW AND WHY TO CREATE A YOUTH EXCHANGE

We found that our big get-together, THE HIGHLIGHT OF (PR)IDE, IN BERLIN, served this purpose to perfection. The groups that came from a wide range of countries of origin, and likewise live in different European countries, began to compare their experiences in a very touching way. Suddenly, the migrants in Sweden began to defend Swedish values, and the migrants from Austria explained the Austrian way of life to the migrants in Germany. In the end, the participants learned that they already, to some extent, adopted a new identity, that combined elements and values from their origin with values and attitudes from their hosting country, which thereby developed from a housing country to a new home. This newly discovered feeling of pride in the new hosting society served as a natural barrier to isolating tendencies as migrants from one country in opposition to the local society. It maybe understandable to distinguish between Syrians and Austrians on a mostly nationally defined concept, and to perceive these identities as antagonistic, but this concept collapses under the impact of the shared identity of people living together in Beethovenstreet in city A compared to Mozartstreet in city B.

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B. HOW AND WHY TO CREATE A YOUTH EXCHANGE

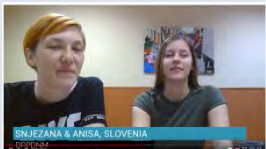## ONE GROUP - MANY IDENTITIES

JETTE & HELEN
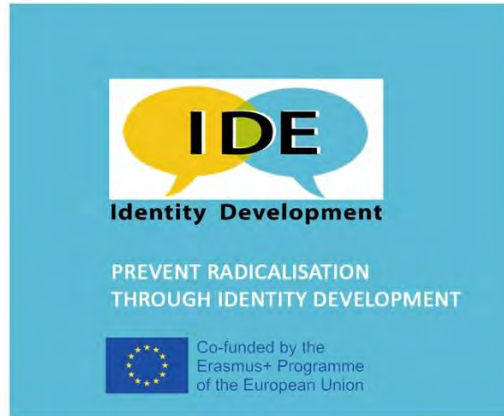GERMANY
KULTURLIFE

HAKIM & NECO
SWEDEN
PROIFALL

LOTTA, SHIRINGUL
& CAROL, SWEDEN
STAFFANGYMNASIET

SNJEZANA &
ANISA, SLOWENIA
DRPDNM

ULRIKE & HANS
GERMANY
OTH

In this video the "Erasmus+ Project IDE - Identity Development" project partners and participants answer the following questions about their experience during our 5 days venue in Berlin in October 2018:

WHAT WAS YOUR HIGHLIGHT?

WHAT DID YOU LEARN FOR YOUR WORK?

WHAT WOULD YOU DO DIFFERENT IN THE NEXT INTERNATIONAL WORKSHOP?

WHAT ARE YOU PROUD OF?

NEXT PAGE ▶

B.HOW AND WHY TO CREATE A YOUTH EXCHANGE

HOW TO SECURE FUNDING FOR SUCH AN ENCOUNTER?

Unfortunately, hardly any migrant will be able to pay for his participation in such a program, so in order to let them have this opportunity, you need to secure funding. There may be a number of local or national sources for funding, that you will know best about. We want to present to you the opportunities offered by the Erasmus+ programme, which also funded our project.

All the relevant information can be found in the yearly programme guide, that is published online by the European commission every year:
https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en

" Youth Exchanges allow groups of young people from at least two different countries to meet and live together for up to 21 days. During a Youth Exchange, participants, supported by group leaders, jointly carry out a work programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) designed and prepared by them before the Exchange. Youth Exchanges allow young people to: develop competences; become aware of socially relevant topics/thematic areas; discover new cultures, habits and life-styles, mainly through peer-learning; strengthen values like solidarity, democracy, friendship, etc. The learning process in Youth Exchanges is triggered by methods of non-formal education. The rather short duration makes the involvement of young people with fewer opportunities appropriate; as such a Youth Exchange offers an international mobility experience in the safety of a group with the possibility of having an adequate number of group leaders to take care of the participants. A Youth Exchange can also be a good setting for discussing and learning about inclusion and diversity issues. Youth Exchanges are based on a transnational cooperation between two or more participating organisations from different countries within and outside the European Union." (page 77 Erasmus+ Program Guide).

For more detailed information, we have found the national agencies, who are in charge of the entire application and funding process, quite helpful. You will find the contact details of your national agency here:
https://ec.europa.eu/programmes/erasmus-plus/contact/national-agencies_en

TIP: There are three dates across the year, when you can hand in the application, and they often are in February, April and October - you'll find the exact dates in the programme guide.

You can find detailed information about the application process and the program here:
https://ec.europa.eu/programmes/erasmus-plus/opportunities/young-people-and-youth-workers_en

NEXT PAGE ▶
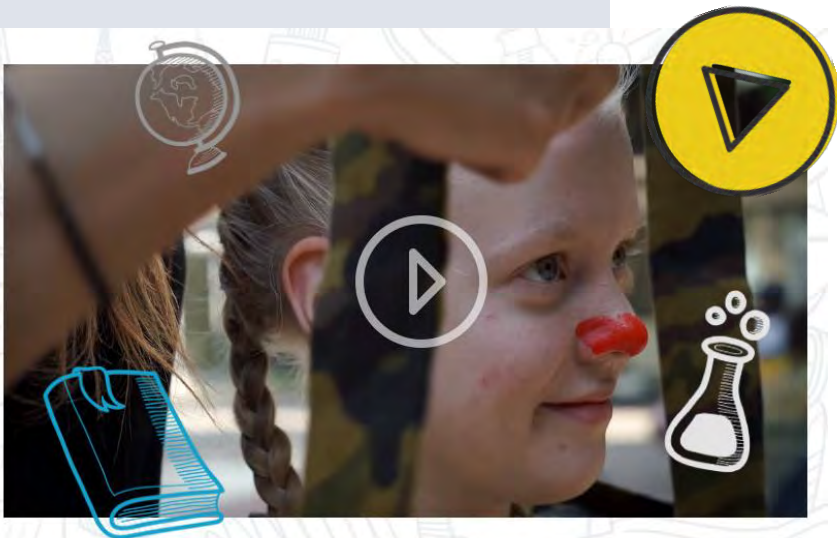
B. HOW AND WHY TO CREATE A YOUTH EXCHANGE

HOW TO STRUCTURE AN ERASMUS+ PROJECT FOR (PR)IDE – WHAT WE LEARNED IN THE PROCESS

Tip: Create a project which consists of two or more encounters.

We found it helpful to organise at least two encounters, because the participants need time to get to know and trust each other. Each encounter should be preceded by local meetings with your group. You will probably find that the migrants have never participated in such workshops before. They are therefore likely to be rather shy in the beginning, and probably not used to speaking about their emotions.

It needs an enormous amount of trust for the participants to overcome this initial shyness. It will be a huge help, if you have managed to generate a feeling of familiarity and trust within your national group, because this support will make it a lot easier for them to speak up, when they meet the other groups.

You can find practical advices which exercises you can use to create a trustful atmosphere in Modul 3.

As our project is all about the emotions, that are triggered by intercultural encounters, it is of tremendous relevance for the success of your project to lay the foundations. You may find that not only are the migrants not used to speak about their emotions; they are quite likely to lack appropriate ways to express them. In our IO3 you will find some games and other methods to overcome this challenge.

FURTHER READINGS ▷

We want to hear from you!
Only a small number of migrants across Europe had the opportunity to participate in our project. We hope, that by presenting you with all the assembled information, reports and ideas we have encouraged you to continue our work and widen the group of migrants, who will have made this beautiful experience. If you decide to try out (PR)IDE on your own, please tell us about it! Use the #onegroupmanyidentities to make your project visible.
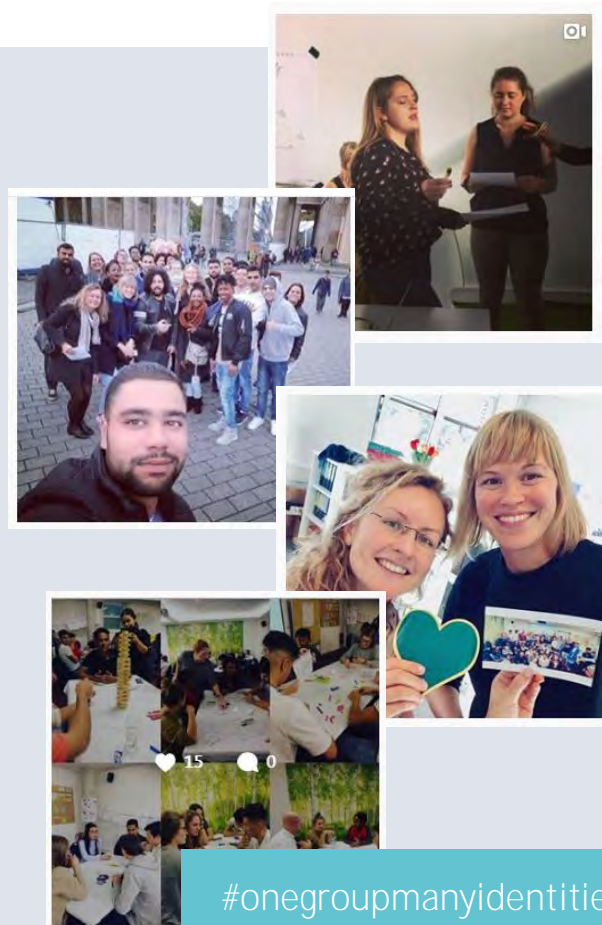
#onegroupmanyidentities

B.HOW AND WHY TO CREATE A YOUTH EXCHANGE

Massive Open Online Course
Erasmus+ funding opportunities for Youth
Discover What Youth Exchange is

0:03 / 3:04

This video is part of the Massive Open Online Course (MOOC) about Erasmus+ Funding Opportunities for Youth. Access all MOOC materials at https://www.youtube.com/playlist?list=PLKzH KzqsYagcBDZIX6pMdiNpkDFPCmX9J

This MOOC is coordinated by SALTO-YOUTH Participation Resource Centre in cooperation with the National Agencies of Erasmus+ Youth in Action from Belgium (FR), France, Hungary, Iceland, Ireland, Poland, Spain, Sweden and United Kingdom.

C. THE IMPORTANCE OF DIFFERENT TEAM MEMBERS

INTERVIEW WITH DRS. J.C.M. VAN ECK

PLEASE EXPLAIN YOUR ROLE IN THE (PR)IDE PROJECT

"In the context of contributing to the intellectual Output, I joined several events organized as part of the Erasmus+-project (PR)IDE. The most important and intensive activity was the Learning Activity in Berlin where five groups out of four countries came together to share their approach in guiding youngsters of youth projects.

Being asked to join the one responsible for the intellectual Output, my role was an informal one and I filled it in as a participating observer."

WHAT COULD YOU OBSERVE DURING THE ACTIVTIES OF THE PROJECT ESPECIALLY REGARDING THE CULTUREAL BACKGROUND AND NEEDS OF THE YOUNGSTERS?

"It was striking that quite some time youngsters came to me to ask advice about things that worried them or just wanted to share. They wanted to share for example choices they were facing what to do with their future. The question rose why they did. Besides of course interpersonal relations, the reason could be found in their cultural background.

A lot of the youngsters are coming from the Middle East, Africa and Central Asia. One of the characteristics of their culture is respect to older people and the hierarchical structure. "The values of the extended family and the hierarchical structure of authority and kinship relations are still in existence. In many situations they play a positive role in an individual's life by supporting, to a great extent, traditional social relationships. They are considered to be an important part of the community's safety network", as KalthamAl-Ghanim[1] is concluding.

Since a lot of the participants fled their country alone, leaving their -extended- family in their home country, it seems to be clear that a number of them are missing a gender based figure, high in hierarchy, and therefor older, with whom they can talk about support and advice.

WHAT IS YOUR ADVICE FOR FUTURE PROJECT TEAMS WHO PLAN TO DO AN INTERNATIONAL EXCHANGE WITH A MIXED GROUP OF YOUNGSTERS?

"For projects like (PR)IDE let an older person with an informal role join the meetings. Depending of the cultural background - patriarchal or matriarchal - a choice of gender of that person should be made, or, both genders should join. "Older" means, clearly observable older then the teachers and youth workers.

[1] THE HIERARCHY OF AUTHORITY BASED ON KINSHIP, AGE, AND GENDER IN THE EXTENDED FAMILY IN THE ARAB GULF STATES, by Kaltham Al-Ghanim, in: International Journal of the Jurisprudence of the Family [Vol. 3 2012), page 329-356

D. EXERCISE
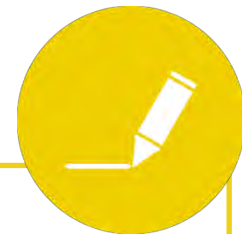
01.

If you would like to plan your own Erasmus+ youth exchange, where do you find online helpful information, application deadlines and other useful links?

02.

Plan your own Erasmus+ youth exchange: Think of the subject of your project, what do you want achieve and how, which partner will contribute best to your project, from which country would they ideally come from?

03.

Set up an agenda for a five days Erasmus+ youth exchange. You can choose from the method which you got to know in the previous chapters.

04.

Think about the advantages of doing a youth activities internationally and what could be the challenges? Write down 3 advantages and possible challenges.

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IDE
Identity Development

PREVENT
RADICALISATION
THROUGH
IDENTITY
DEVELOPMENT

MODUL 6

EVALUATION (WHY IS IT IMPORTANT TO EVALUATE THE WORK):
a. Theory and Scientific Background
b. Evaluation Methods
c. Exercise

A. THEORY AND SCIENTIFIC BACKGROUND

WHY IS IT IMPORTANT TO EVALUATE THE WORK

Working with groups always has its own dynamics. Every single part which happens inside of a single group member belongs to the group process. A lot of emotions will be evoked by watching each other and listening to others, which can be not always shared at once, but it is essential to listen to those as well and give all space. This makes each single group member seen in the group and needs to be taken in the group process to build up a feeling of belonging together, a so-called "We".

Why is a "we" so important?

Often, when we listen to a story on TV or read about it in the newspaper, it will happen that we find ourselves disconnected to any feeling inside towards those stories. They simply don't touch us and therefore, they don't bring a change impulse. For this, following the transformative learning theory of Mezirow as described in IO1 (see IO1, chapter 4), we need a disorienting event, something that matters to us. In group work if the "we" and confidence (see 1.) is build up, this is the working element for containing strong emotions in the group. One group captain experienced it like this: "And it was shocking for me, because I really didn't experience that strong feeling for it, I mean, I am really privileged, because I am a white woman living in Europe. But it was really hard for me to see those super pain in their eyes when they told about it" [IP01, 80-83].

This "we" outside goes in resonance with the "we" inside and opens the chance to recognise myself through the eyes and voices of others, which touches deeply: "I'm happy, because of now, I know more things and really I..., it, like helped me a lot. I had some, like history that was maybe similar to some peoples' and then, of course, it helped me a lot. Moreover, I know now more people, like, I think so, that there is more people like me. They have also..., if I have problem, they have also problem. So, I think it was good for me." [IP02, 116-120]

To evaluate and reflect on those emerged feelings is needed to lead those experiences into a transformative process and accompany the youngsters on their way. The youth workers, being a model for holding those strong feelings, play a crucial role for learning to mentalise, which means to calibrate outside happenings with inner states and therefore, the adjustment of reality. It will make youngster able to perceive who is a "doing-good" person and who wants to manipulate for a hidden agenda and reach out for help, not staying alone with problems. In the end the evaluation and reflection will support the youngsters becoming able to create the "shared third" themselves: "That, that I am stay in front for that whiteboard and talking about my situation. That's was very good. And I..., I could speak for myself" [IP02, 62/63] and "Yeah. That's was good for me. And happy inside and I could get a good experience in the future how I can do this better and how to get to listen..., the people to listen to me, how to can get them. And I think it's was so big happening to me" [IP02, 67-69].

EVALUATION METHODS

[1] With four out of five group captains, interviews were taken about their experiences of the project. The persons were encoded with IP = Interviewperson; running number 01-04 and the line number in the transcripts.
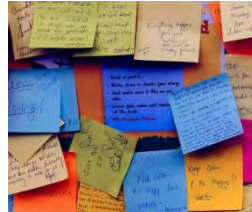
B. EVALUATION

METHODS FOR ICEBREAKING

▶ 5-FINGER-FEEDBACK

▶ TREE GROUPS

▶ EXIT TICKETS

▶ METNIMETER

▶ 4 QUESTIONS CIRCLE

▶ 3-2-1

▶ FEED ON MY BACK

▶ WASHING LINE

▶ PLICKERS

▶ MY CARD TO DESCRIBE

SEE ALL METHODS ▶

B.METHODS

5-FINGER FEEDBACK

|	
Name and description of the method	One can either print a hand on a paper to visualize the method and let participants write down feedback or let them speak out their feedback orally by using their own hand as a method. Each finger of the hand is assigned a phrase, which the participant has to answer. For example: 1. Thumb = This was great! 2. Forefinger = This could have been better… 3. Middle finger = I didn't like… 4. Ring finger = I have learned… 5. Small finger = We could have done more regarding…
Materials	Depending if you choose to use this method orally or in written, print out the hand with the according phrases you want your participants
Aim of the of the methods/experience	Express your opinion to a group; Judge your own activities and those of others in a constructive and critical way

B. METHODS

Methods Evaluation

TREE GROUPS
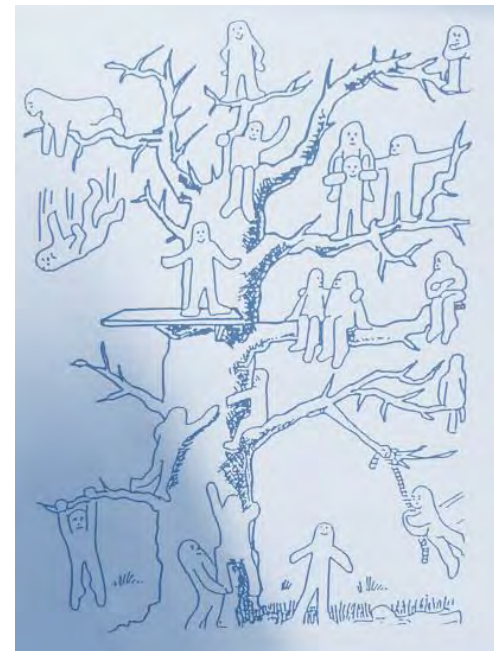
Name and description of the method	With the help of the tree drawing, the participants look back on the days events or the seminar and discuss how they feel about it. The participants need to choose a position of a drawing on the picturethat represents their present feelings. Then they explain to each other which drawing they have choosen and why.
Target group (Group size)	Small groups (e.g. 4 – 8 participants)
Materials	Copies of the tree drawing
Duration	30 minutes
Aim of the of the methods/experience	Daily, intermediate or final evaluation

B. METHODS

EXIT TICKETS

Name and description of the method	Exit tickets
Target group (Group size)	8 to many
Materials	Post-it and pens/pencils
Preparation	Prepare questions
Duration	About 10 minutes
Aim of the of the methods/experience	To get feed-back
Which results can be expected?	Good and bad about an event, a decision, a question or to find out what a group learnt or heard
Hyperlinks to videos	https://www.youtube.com/watch?v=m-RX-fVtSOM

B. METHODS

Word Cloud
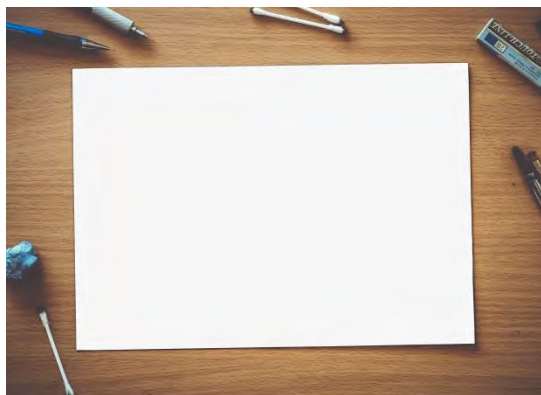

Methods Evaluation
MENTIMETER

Name and description of the method	Mentimeter – a digital tool for evaluation
	Open the program, ask the questions and let the participants answer with their digital devisers
Target group (Group size)	From 8
Materials	Internet and digital devisers
Preparation	Preparing questions and download the software from mentimeter.com
Duration	About 10 min
Aim of the of the methods/experience	Quick way of getting response about almost anything
Which results can be expected?	Easy to get people to participate and the result is visible to everyone at once
Which difficulties need to be considered?	Bad Internet

B. METHODS

Methods Evaluation
4 QUESTION CIRCLE

Name and description of the method	This method is made by writing four circles with four fields: Reaction, Feelings, Learning and Results. You ask participants to fill the circles with a single word or the entire sentence.
Target group (Group size)	Applies to all target groups
Materials	Paper and pens
Preparation	10 mins
Duration	15-45 mins depends on a group
Aim of the of the methods/experience	Direct feedback, self-expression
Which results can be expected?	This method is a great way to get an instant feedback from the participants, it is also good to meet their reactions and that they are willing to express them. This is also a good way to learn which teaching methods were accepted and if the group has meet the expectations; actually you automatically can get feedback of the results.
Which difficulties need to be considered?	If the participants didn't follow through the workshops and are not sure if they have learnt something.

B. METHODS

Methods Evaluation

3-2-1

3-2-1

Name and description of the method	Have students write or talk about 3 things they learned, 2 things they still want to learn, and 1 question they have. These values are interchangeable and can be used in different combinations, or with different questions altogether.
Target group (Group size)	Applies to all ages
Materials	Paper and pens
Preparation	5 mins
Duration	15-45 mins, depends how big the group is
Aim of the of the methods/experience	Critical feedback, improving and making plans for the future workshops.
Which results can be expected?	This is great activity to check what did your participants picked the most from the workshop, what parts do they find the most interesting and also develops further discussion. This way participants can take with them certain questions and maybe use this evaluation method in different areas.
Which difficulties need to be considered?	Not being attentive during the workshop and not being able to give feedback later.

B. METHODS

Methods Evaluation

FEED ON MY BACK

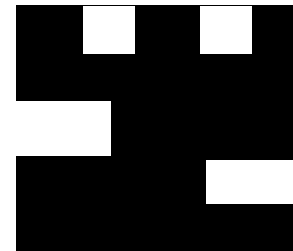|	
Target group (Group size)	10-30 people
Materials	Pen Tape Paper
Preparation/How to do it	Each person requires a pen and paper and one piece of tape so they are able to stick the paper on their back. Participants can work together and help each other to stick their papers on their backs. Explain to the group they are going to give feedback and positive comments to every member of the group. All participants should stand up and make they way to each member of the group writing something on their paper. For example; it can be some reflection on their time together, special message, sharing a memory. The evaluation is anonymous and participants don't need to reveal themselves or indicate their message. While the participants are writing play some music and encourage movement in the group.
Duration	20-30 minutes (depending on group size)
Aim of the of the methods/experience	The aim is to allow participants to reflect and evaluation all members of the group.
Which results can be expected?	It provides all members with a positive and memorable paper they can keep.
Which difficulties need to be considered?	In some cases it can feel that individuals are being forced to write something positive on everyone which might not be the most genuine experience for all. It should be done once relationships in the group have been established and the group dynamics are positive and strong. It should be ensured participants are writing positive and supportive evaluations.
Hyperlinks to videos	Start at 5.24 https://youtu.be/Tq1oYPAhq94?t=324

B. METHODS

Methods Evaluation
WASHING LINE

Target group (Group size)	10-15 people
Materials	String
Preparation/How to do it	Put up a piece of string (tied to trees or on the floor). Identify one end of the line as 0/10 and the other 10/10 (the middle is obviously 5/10). Ask participants to move along the line in response to scoring activities. Either note their response or take a photo. You can ask other questions, such as: "Did you work as a team during the activity?" "Did people listen to your ideas?"
Duration	20 (depending on group size)
Aim of the of the methods/experience	The aim is to allow participants to reflect on the work, their contributions, other team members. It is a varied evaluation and is dependent on the questions asked by the facilitator.
Which results can be expected?	It provides facilitators with a visual tool for the evalution. It allows all members to be involved and contribute to the evaluation. It allows members to see others opinions and views based on where they stand on the washing line.
Which difficulties need to be considered?	This method is not anonymous - all members can see where the others stand. This might affect where some people stand as they might follow the rest of the group. Members might not want to be super positive or super negative and might just stand in the middle to avoid confrontation.

B. METHODS

Methods Evaluation
PLICKERS

Target group (Group size)	Works best with up to 40
Materials	Plickers App, Plicker card with a QR code, computer, projector
Preparation	Prepare the questions for the evaluation, print out the cards. Trainer/facilitator/teacher prepares questions for the assessment. Participants receive their own Plicker card with a QR code that corresponds to a multiple choice answer. https://get.plickers.com/
Duration	Depending on the number of questions, shouldn´t be longer than 30 minutes
Aim of the of the methods/experience	It allows teachers/trainers/facilitators to collect on-the-spot formative assessment data without the need to have participants use devices or paper and pencil. It allows everyone to publicly answer a question using a personal QR code sheet, that can only be read by a scanner, so all participants can answer simultaneously.
Which results can be expected?	Qualitative feedback
Hyperlinks to videos	https://www.youtube.com/watch?v=Qpx56rjCVjQ https://www.youtube.com/watch?v=KE3Sgw4fiQ4

B. METHODS

Methods Evaluation

MY CARD TO DESCRIBE

|	
Target group (Group size)	Works best with up to 20
Materials	Dixit cards or any other metaphoric cards
Preparation	Spread the cards out before the group and have them pick a card that best represents an experience or a feeling that they had during the activity or at the end of the day. Give them enough time to have a good look at them. Each participant choses a card and tells a story behind it.
Duration	Up to 1 hour.
Aim of the of the methods/experience	To help participants express their opinions, making comparisons, or describe feelings.
Which results can be expected?	This method stimulates creativity and communication, it encourages expression, and stimulates imagination through a variety of interpretations.
Which difficulties need to be considered?	For some participants it still might be hard to speak about feelings or share their opinion with everyone. Use this method once trust among everyone has been developed.

D. EXERCISE

01.
Why is evaluation so important after a youth activity? Reflect about the importance of evaluation and discuss them with your colleagues.

02.
Choose two evaluation methods and test them with your youngsters.

03.
What are your own experience with evaluation tools, share your best practice on our Facebook group.
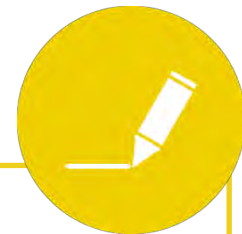
https://www.facebook.com/groups/IDEprojectcommunity/

NEXT PAGE ▶

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