

# Non-Formal Learning Handbook for Volunteers and Volunteering Organisations



A publication of the ICYE International Office  
Produced in the Erasmus+ Key Action 2 project:

## **Volunteers at the Interface between Formal and Non-Formal Education**

May 2017



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# I. INTRODUCTION

The Non-Formal Learning Handbook for Volunteers and Volunteering Organisations is an outcome of the project *Volunteers at the Interface between Formal and Non-Formal Education*. The main aims of this Erasmus+ Key Action 2 project have been to create synergies between formal and non-formal education, promote the use of non-formal, participatory learning methods in formal educational settings and thereby address the learning needs of children and youth, in particular young people at risk. In doing so, the project has strived also to strengthen the contributions of the large numbers of volunteers engaged in formal education projects worldwide.

Spanning 20 months from 1<sup>st</sup> October 2015 to 31<sup>st</sup> May 2017, the project has involved ICYE National Committees in 15 countries (Austria, Bolivia, Colombia, Denmark, Finland, Ghana, Iceland, India, Italy, Mexico, Nepal, Poland, Slovakia, South Africa, UK) and 12 formal and non-formal education host organisations, where 14 EVS volunteers learnt, introduced, and experimented with a non-formal learning approach and methodology in the diverse groups they worked with (children in kindergartens, the differently abled, young people with special needs...) for an 8-month duration from 1<sup>st</sup> April – 30<sup>th</sup> November 2016.

This handbook was developed at the Final Evaluation in La Paz, Bolivia in March 2017 by the taskforce of the above-mentioned project and representatives of two host organisations. It is based on the programmes and methods developed at the multiplier training in Vienna, Austria in February 2016, and the feedback received from the teachers, educators and EVS volunteers in the project. The handbook offers a selection of 40 non-formal learning methods to enhance academic achievement, intercultural learning, physical and emotional development of children and young people. The descriptions of the methods provide a “source”, for which you will often find the name of an EVS volunteer or a host organisation — as these methods were used during the EVS and/or recommended by them. We would therefore like to thank the volunteers and host organisations not only for their invaluable feedback but also for helping us make this handbook a reality.

We also extend grateful thanks to Grenzenlos-ICYE Austria and ICYE Bolivia for hosting the international multiplier training and final evaluation respectively. Our sincere thanks goes to the European Commission, which co-funded the project and enabled members of the ICYE Federation to build bridges between the two streams of education.

We hope that the handbook can make learning an interactive and collaborative process so that education can contribute more fully in today’s ever-changing world.

**Rubaica Jaliwala**  
**ICYE International Office**

## II. USING THE HANDBOOK

The handbook is a product of the project *Volunteers at the Interface between Formal and Non-Formal Education*. It is meant to be used by staff, youth workers, trainers and facilitators of volunteering organisations to prepare, train and support volunteers for their voluntary service in formal and non-formal educational host organisations, in particular to transfer to volunteers the necessary non-formal learning tools and skills to be used in different kinds of educational institutions, contexts and settings. As such, the handbook is meant also for volunteers engaged in educational host organisations.

The handbook was thus developed with two main aims in mind:

- To strengthen the contribution of volunteers in educational host organisations by helping volunteers and volunteering organisations to familiarise themselves with non-formal learning in a clear methodological framework.
- To impact on education globally through a non-formal learning approach and methodology

The handbook offers a wide selection of 40 non-formal methods for children, youth, differently abled young people and those at risk. There are specific methods to promote intercultural learning, enhance physical development, and improve academic/learning achievement, as well as for emotional management and social interaction. A draft programme has also been provided to explain the training's flow and process. Training methods for icebreaking, energising, team building, evaluation... are not presented in the handbook as such methods are easy to find online and in other toolkits (e.g. see <http://www.icye.org/images/stories/Publicationspdf/practicalguideicl.pdf> or <https://www.salto-youth.net/tools/toolbox/search/>). The handbook is divided into different chapters as follows:

**Chapter 3:** *explains what is formal, non-formal, informal learning, the experiential learning cycle and learning styles*

**Chapter 4:** *discusses the relevance of non-formal education and learning for the volunteering sector and for formal education*

**Chapter 5:** *presents a draft programme for trainings with volunteers, describes the target groups, i.e. the beneficiaries of host organisations (kindergarten, primary, secondary), and the essentials of a training*

**Chapter 6:** *presents a method | activity chart for an overview of methods | activities, gives pointers on selecting methods according to target groups and objectives to be achieved, and describes each method | activity*

**Chapter 7:** *provides a list of publications and websites on non-formal education*

**Chapter 8:** *presents the youth workers and educators involved in developing the handbook, as well as the EVS volunteers and host organisations of “Volunteers at the Interface between Formal and Non-Formal Education”*

### III. KINDS OF LEARNING AND LEARNING PROCESSES

#### Formal, Non-Formal and Informal Learning

To work toward a broader conception of education, it is essential to have a clear understanding of the three main kinds of learning - Formal, Non-Formal and Informal learning (UNESCO 2006, page 39):

**Formal learning** constitutes continuous, full-time intentional learning for children and young people that occurs within an organised and structured context (primary and secondary school, technical colleges and university). It may lead to a formal recognition (diploma, certificate).

**Non-Formal learning** comprises learning embedded in planned, organised and sustained education activities that are outside formal education institutions. It provides alternative learning opportunities to people of all ages who have no access to formal education or need specific life skills and knowledge to overcome different obstacles. Non formal learning is intentional from the learner's point of view.

**Informal learning** is a process whereby an individual acquires values, skills and knowledge from daily experiences and activities and the educative influences and resources in their environment - from family and neighbours, from work and play, leisure, library, the mass media, and others. It is continuous and incidental for each individual, outside the organised situation of formal or non-formal education.

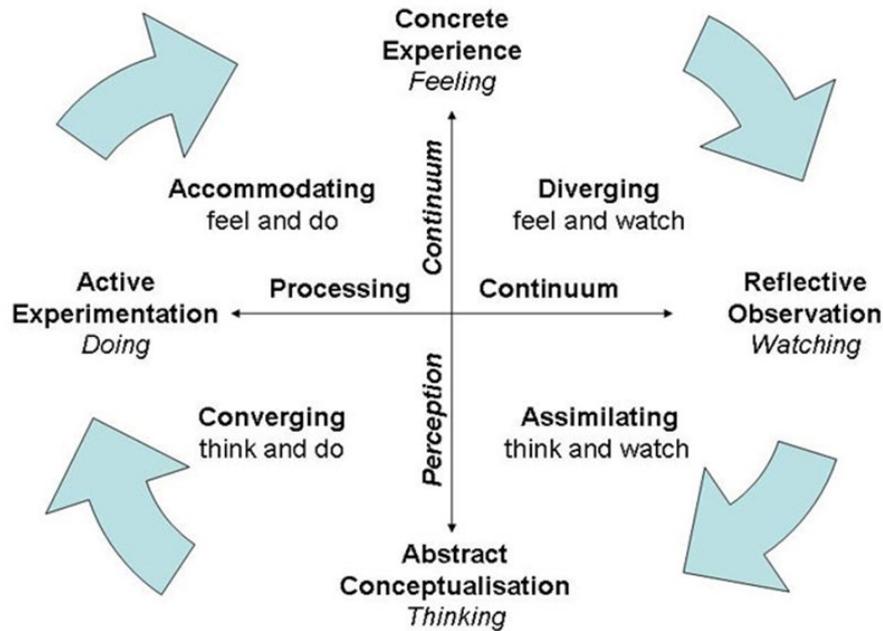
| Formal Learning  | Non-Formal Learning  | Informal Learning  |
|--|--|--|
| Provided by an educational institution                               | Not provided by a traditional educat. institution          | Not provided by an educational institution                 |
| It is structured (in terms of learning objectives, support and time) | It is structured   | Not structured   |
| Intentional (from learner perspective)                               | Intentional  | Non-intentional  |
| Leads to recognised certifications/ qualifications                   | Does not lead to recognised certifications/ qualifications | Does not lead to recognised certifications/ qualifications |

Source: Alen Maletic, Policy Office, Lifelong Learning Platform

#### Experiential learning

Non-formal learning comprises experiential learning activities that promote the development of skills and competences. Experiential learning is seen as a 4-step process. David Kolb published his experiential learning theory in 1984, presenting four learning styles or preferences based on a four-stage learning cycle. His learning theory offers an understanding of the four learning styles and experiential learning cycle that applies to us all.

### III. KINDS OF LEARNING AND LEARNING PROCESSES



Source: <http://www.nwlink.com/~donclark/hrd/styles/kolb.html>

|                |  |
|----------------|--|
| <b>Stage 1</b> | Doing and experiencing is part of everyday life but it can also be an arranged opportunity |
| <b>Stage 2</b> | Observing and reflecting on what has happened to you                                       |
| <b>Stage 3</b> | Concluding from the experience and generalising (putting them into their daily issues)     |
| <b>Stage 4</b> | Applying the newly acquired competence or planning a new experience                        |

According to the theory, what is important is not what happens to you but what you do with what happens to you. It is therefore crucial to go through all four stages - from the experience stage to thinking it over, to the critical analysis and to come to planning the use of the newly acquired competence. Most training methods and activities follow a similar process, of performing and experiencing an action or series of actions, feeling and observing yourself and others at it, reflecting on the experience, drawing conclusions and putting into practice that which has been learnt.

### III. KINDS OF LEARNING AND LEARNING PROCESSES

#### Learning Styles

Peter Honey and Alan Mumford (1992), two British psychologists, developed a Learning Styles Questionnaire that categorised people by their preferred learning styles into:

|                    |  |
|--------------------|--|
| <b>ACTIVISTS</b>   | Who involve themselves fully and without bias in new learning experiences. They are open-minded, not sceptical, they tend to act first and consider the consequences afterwards.   |
| <b>REFLECTORS</b>  | Who like to stand back and ponder experiences and observe them from many different perspectives. They collect data and prefer to think about it thoroughly before coming to any conclusions.   |
| <b>THEORISTS</b>   | Who adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step, logical way.  |
| <b>PRAGMATISTS</b> | Who are keen to try out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They tend to be impatient with ruminating and open- |

Download Honey and Mumford's Learning Styles Questionnaire: <http://www.mycit.ie/contentfiles/Careers/4.%20HoneyandMumfordLearningStylesQuestionnaire.pdf>

These learning styles are linked to the four stages of experiential learning:

- ◆ **A preference for the activist style equips you for stage 1**
- ◆ **A preference for the reflector style equips you for stage 2**
- ◆ **A preference for the theorist style equips you for stage 3**
- ◆ **A preference for the pragmatist style equips you for stage 4**

All round learners or “integrated learners” are clearly best equipped to manage all four stages.

Most people develop learning style preferences that assist with some stages and hinder others. Those style preferences very significantly affect the sort of activities that people learn from.

Once you know your preferred learning style(s), it is important to be clear about the relative strengths and weaknesses of each style. Selecting appropriate learning opportunities essentially involves finding activities where strengths will be utilised.

It is important to remember that we tend to use our preferred learning style(s) while training or managing. To work well with people, it is important to use a mix of activities in line with the four learning styles so that you can provide opportunities for everyone.

## IV. RELEVANCE OF NON-FORMAL EDUCATION FOR VOLUNTARY SERVICE AND FORMAL EDUCATION

The need to strengthen synergies between formal and non-formal education, on which the global project *Volunteers at the Interface between Formal and Non-Formal Education* centres, is based on global socio-cultural trends and the pressure of economic competitiveness that has created its own learning needs. Non-formal learning is about the liberating potential of new forms of learning that are learner-centred, motivating, experiential, and inspiring. Non-formal learning is a continuous and life long process, and this “learning throughout life” as stated in the Delors Report to UNESCO (1995) is the **key to a better future and critical for our survival in the 21<sup>st</sup> century**.

Non-Formal learning, as described in the UNESCO publication “Synergies between Formal and Non-Formal Education” (2006) consists of learning embedded in planned, organised and sustained education activities that are outside formal education institution, responding to education needs for persons of all



ages. The purpose of Non-Formal Education (NFE) is to provide alternative learning opportunities for those who do not have access to formal schooling or need specific life skills and knowledge to overcome different obstacles. “Non-formal learning is usually **carefully adjusted** to the needs and interests of the participants and structured practices fostering personal, social and professional development of people, **on a voluntary basis**. It is highly relevant, particularly when it comes to the **needs of disadvantaged groups** because it more often takes into account specific categories of persons, focuses on clearly defined purposes, and it is flexible in organisation and methods (ref. presentation by Alen Maletic, LLLP, 2016).

Non-formal learning plays a significant role in volunteering, particularly long-term international volunteering where **learning achievements** of volunteers are based on experiential learning, “**learning by doing**”, and where volunteers and NFE providers **support people in “at-risk” communities**. Different aspects of learning such as education design, delivery, content, monitoring and evaluation can be taken into account and can contribute to learning and teaching innovation. With the majority of long-term international volunteers engaged in host projects for children and youth, predominantly formal educational institutions, but also a diverse range of youth centres, kindergartens,

## IV. RELEVANCE OF NON-FORMAL EDUCATION IN FOR VOLUNTARY SERVICE AND FORMAL EDUCATION

adult education centres, etc., the relevance of NFE for international volunteering and education in general is substantial. Within the classroom setting or outside lesson time – e.g. summer camps, weekend workshops, after school clubs and activities –, NFE can **increase opportunities for learners** to develop transversal or life skills and **upgrade the employability** of young people. **Transversal skills** and **interdisciplinary knowledge** allow individuals to cope with rapid social and economic changes, e.g. sense of initiative, learning to learn, resilience, critical and creative thinking, risk-taking and problem-solving, media literacy, entrepreneurial attitude and others (ref. presentation by Alen Maletic, LLLP, 2016). NFE can create stimulating learning environments, importantly environments which fulfil **individual learning needs**, in which **learning is chosen and acted upon by the learner** itself. Thus, in addition to transversal | life skills, an NFE approach and methodology can improve delivery of academic curricula and positively impact on academic achievement.

Although the boundaries between formal and non-formal learning are blurred and the superiority of each has been argued and contested by its opponents, both forms of education have their advantages and inadequacies. Whereas earlier education was about **teaching “something”**, now it is about making sure that individuals find their own way through an **increasingly uncertain world** (ref. presentation by Alen Maletic, LLLP, 2016). In this sense, NFE can be regarded as a political response to today’s educational needs, challenging the status quo that formal education continues to maintain worldwide. There is thus an urgent need to adapt learning environments to the needs of the modern world. For this, the path ahead has to be paved with the best features of both formal and non-formal education. Volunteering NGOs as providers of NFE can help create sustainable synergies between the two education fields either directly or through their volunteers. The latter can become multipliers of NFE: inspiring an experiential learning approach and methodology in formal education settings, in the long run motivating also teachers and educators toward innovation in teaching and learning for higher participative learning and educational attainment. All this necessitates a long-term approach and commitment towards which this project *Volunteers at the Interface between Formal and Non-Formal Education* and the handbook are the first steps.



## V. TRAININGS ON NON-FORMAL LEARNING

This chapter is divided into three sections: Section A explains how the different target groups, i.e. children and youth have been divided on the basis of their age for the purpose of this handbook and the selection of appropriate methods. Section B presents a checklist of essentials for any training activity and Section C present the draft programme for non-formal learning trainings with volunteers.

### A. Target Groups

The ultimate target groups, i.e. those with and for whom the methods of the handbook are to be carried out, are children and youth. In keeping with the educational context, the main target groups have been divided according to age:

Children in kindergarten | pre-school — ages 2 - 6 years

Children in primary education — ages 7 - 12 years

Young people in secondary education — ages 12 - 16 years

It goes without saying that the ages given above for children in kindergarten, primary and secondary school are not the same in all countries, regions and contexts. When selecting methods, please therefore check the age groups of the children and young people as given above and not just whether they are in kindergarten, primary or secondary school.

The handbook also provides methods for children and young people with special needs, i.e. whether they are differently abled and/or belong to at risk groups. Detailed information on this can be found in Chapter V. Selecting Methods | Activities.

### B. Training Guidelines and Essentials

For a successful training in the field of international voluntary service, please go through the following points and questions listed below. This is your checklist for all stages - from conception and planning of the training to the final evaluation and follow-up.

#### Checklist of a Successful Training

1. *Aims & Objectives* – Clarify the overall aim and objectives of the training, the concrete results you want to achieve and what you would like your participants to gain.
2. *Participants* – Who are your participants? Get as much information on them as possible. Try to involve the host organisations as well as local and other international volunteers in the training. It is beneficial to have people from different countries and contexts.
3. *Logistics* – Find a venue for the training, arrange food and transport and accommodation if necessary.
4. *Prepare materials | equipment* – Make a list of all the material (paper, flipchart, markers, pen, scissors, post-its...) and equipment (projector, screen...) by going through all the methods you will use in the training and collect/purchase them in advance.

## V. TRAININGS ON NON-FORMAL LEARNING

5. *Budget* – For a clear estimate of the total expenses to be incurred and to avoid over-expenditure, it is advisable to formulate in advance a budget for each training.

6. *Prepare presentations* – Prepare presentations of the aims and objectives, expected results of the training, on the theme of non-formal education... in advance.

7. *External support | experts* – If relevant, look for NGOs | experts related to the local context and formal and non-formal education and methodology.

8. *Draft programme* – Prepare and send a draft training programme to the participants (volunteers, hosting organisations, etc.) along with background information, the need and motivation for the training.

9. *Evaluation* – If you have a large group, prepare certificates of participation in advance. Consider the kind of evaluation you will do during and at the end of the training, which methods you will use, and the indicators you will use to evaluate.

10. *Follow-up* – In order to ensure that the learning process does not stop with the training, it is necessary to plan follow-up activities:

a) Arrange periodic meetings with the volunteers to find out whether they have implemented non-formal methods in their host organisations, what hurdles they face...

b) Contact the host organisation to follow-up on the volunteers' progress.

c) Develop a training with the support of the volunteers for new incoming international or local volunteers. This will create a greater multiplier effect, motivate volunteers and enhance their learning achievements.

d) Enable the volunteers' participation in other projects, presentations, etc. on non-formal education or synergies between formal and non-formal education.

e) The volunteers can be motivated to write articles for the ICYE Federation Newsletter or the local host organisations' newsletters.

f) Include a follow-up session in a future training (mid-term or final evaluation) to assess the impact of the training and non-formal methods used by the volunteers.

These are some examples of follow-up activities to ensure that the volunteers do not feel overwhelmed by the non-formal learning tasks in their host organisations and can enhance their learning achievements.

For a more detailed Checklist of a Successful Training, see "PLANNING A TRAINING FOR EVS VOLUNTEERS - Guidelines and Essentials" in Practical Guide for ICYE/EVS Trainings in EU & Partner Countries, pages 8 – 12. <http://www.icye.org/images/stories/Publicationspdf/practicalguideicl.pdf>

## V. PROGRAMME FOR TRAININGS WITH VOLUNTEERS

### C. Outline of a training programme

| DATE         | DAY          | DESCRIPTION OF ACTIVITIES   |
|--------------|--------------|---|
|              | <b>Day I</b> | <b>Getting Started</b>  |
| 09:00        | 10:30        | <ul style="list-style-type: none"> <li>⇒ Welcome and introductions</li> <li>⇒ Aims and Objectives of the training</li> <li>⇒ Getting acquainted</li> <li>⇒ Expectations   Fears   Contributions</li> <li>⇒ Presentation of the programme</li> <li>⇒ Social Pact (agreements for a safe, respectful, mutual learning environment)</li> </ul>   |
| <i>10:30</i> | <i>11:00</i> | <i>Coffee / tea break</i>   |
| 11:00        | 11:30        | <p><b>Presentation of the Host Organisation</b></p> <p>This should include an induction related to the work in the specific host organisation, for example, context of the socio-economic and emotional backgrounds of the children, teachers; philosophy of the projects (e.g. Waldorf, Montessori), and rules regarding the safety and protection of the children's rights.</p> <p>It should also provide information to the volunteer on the ages of the children or youth, basic learning needs, levels of learning (kindergarten, primary, secondary) or disability if any, cultural backgrounds, etc.</p> <p><b>Kinds of Learning and Learning Processes</b></p> <ul style="list-style-type: none"> <li>⇒ Presentation of definitions of formal, non-formal and informal education – brainstorming and understanding the differences between them</li> <li>⇒ Experiential learning cycle and learning styles</li> <li>⇒ Importance of merging/using non-formal education in formal education</li> </ul> <p>See Chapter 3: Kinds of Learning and Learning Processes - to prepare for this session.</p> |
| 11:30        | 12:30        |   |
| <i>12:30</i> | <i>14:00</i> | <i>Lunch break</i>  |
| <b>14:00</b> | <b>15:30</b> | <p><b>Trying out NFE methods</b></p> <p>Select set of methods according to target groups as given below:</p>  |

## VI. OUTLINE OF A TRAINING PROGRAMME

|       |       |   |  |   |
|-------|-------|---|--|---|
| 14:00 | 15:30 | <p><u>Children in kindergarten (2 - 6 years)</u></p> <p>Carry out <b>two ICL</b> methods, e.g.</p> <ol style="list-style-type: none"> <li>1. Open Your Eyes</li> <li>2. Lemons</li> <li>3. Picture Gallery</li> <li>4. See Method   Activity Chart for more options</li> </ol>  | <p><u>Children in primary school (7 - 12 years)</u></p> <p>Carry out <b>two ICL</b> methods, e.g.</p> <ol style="list-style-type: none"> <li>1. Talking Wheel</li> <li>2. World of images</li> <li>3. Lemons</li> <li>4. See Method   Activity Chart for more options</li> </ol>   | <p><u>Youth in secondary school (12 - 16 years)</u></p> <p>Carry out <b>two ICL</b> methods, e.g.</p> <ol style="list-style-type: none"> <li>1. Talking Wheel</li> <li>2. World of Images</li> <li>3. Group Drawing</li> <li>4. See Method   Activity Chart for more options</li> </ol>   |
| 15:30 | 16:00 | <i>Coffee / tea break</i>   |  |   |
| 16:00 | 17:30 | <p><u>Children in kindergarten (2 – 6 years)</u></p> <p>Carry out <b>one ICL</b> method, e.g.</p> <ol style="list-style-type: none"> <li>1. Five Prominent People</li> <li>2. Citizen’s Identity Poster</li> <li>3. True or False</li> <li>4. See Method   Activity Chart for more options</li> </ol> <p>Sum up by explaining how exclusion/inclusion takes place and the impact of privileges and dis-privilege on learners.</p> | <p><u>Children in primary school (7 – 12 years)</u></p> <p>Carry out <b>one ICL</b> method, e.g.</p> <ol style="list-style-type: none"> <li>1. True or False</li> <li>2. Country Presentations</li> <li>3. Role Play</li> <li>4. See Method   Activity Chart for more options</li> </ol> <p>Sum up by explaining how exclusion/inclusion takes place and the impact of privileges and dis-privilege on learners.</p> | <p><u>Youth in secondary school (12 – 16 years)</u></p> <p>Carry out <b>one ICL</b> method, e.g.</p> <ol style="list-style-type: none"> <li>1. Citizen’s Identity Poster</li> <li>2. 5 Prominent People</li> <li>3. True or False</li> <li>4. See Method   Activity Chart for more options</li> </ol> <p>Sum up by explaining how exclusion/inclusion takes place and the impact of privileges and dis-privilege on learners.</p> |
| 17:30 | 18:00 | End of day feedback   |  |   |
| 18:30 |       | <i>Dinner</i>   |  |   |

## VI. OUTLINE OF A TRAINING PROGRAMME

|       |       | Day 2  |  |   |
|-------|-------|--|--|---|
| 09:00 | 10:30 | <u>Children in kindergarten (2 - 6 years)</u><br>Carry out <b>up to three</b> methods (depending on time), e.g.<br>1. Face Drawing<br>2. Miming<br>3. Flashcards<br>4. See Method   Activity Chart for more options  | <u>Children in primary school (7 - 12 years)</u><br>Carry out <b>up to three</b> methods (depending on time), e.g.<br>1. Jungle Speed<br>2. Obstacle Route<br>3. Ecological Awareness<br>4. See Method   Activity Chart for more options | <u>Youth in secondary school (12 - 16 years)</u><br>Carry out <b>up to three</b> methods (depending on time), e.g.<br>1. Peer Education<br>2. Quiz<br>3. Dealing with Fear<br>4. See Method   Activity Chart for more options |
| 10:30 | 11:00 | Coffee / tea break   |  |   |
| 11:00 | 12:30 | <u>Children in kindergarten (2 - 6 years)</u><br>Carry out <b>up to three</b> methods (depending on time), e.g.<br>1. How are You?<br>2. Fruit Salad<br>3. See Method   Activity Chart for more options  | <u>Children in primary school (7 - 12 years)</u><br>Carry out <b>up to three</b> methods (depending on time), e.g.<br>1. Body Awareness and Emotions<br>2. Crosswords<br>3. See Method   Activity Chart for more options                 | <u>Youth in secondary school (12 - 16 years)</u><br>Carry out <b>up to three</b> methods (depending on time), e.g.<br>1. Making Paper Masks<br>2. How Calm Are you?<br>3. See Method   Activity Chart for more options        |
| 12:30 | 14:00 | Lunch break  |  |   |
| 14:00 | 15:30 | Present the Handbook to volunteers and explain how to use it by focusing on: <ul style="list-style-type: none"> <li>⇒ Identifying the skills and interests of the volunteers and helping them select methods to implement in their projects based on these skills and interests.</li> <li>⇒ Developing a plan to use non-formal learning methods based on the needs of the host organisations and target groups</li> <li>⇒ Discuss ongoing monitoring and support measures to ensure well-being and progress of volunteer, get feedback on the usage of the handbook and the methods.</li> </ul> |  |   |
| 15:30 | 16:00 | Coffee / tea break   |  |   |
| 16:00 | 17:30 | Interactive final evaluation and closing   |  |   |
|       |       | Departure of participants  |  |   |

## VI. METHODS | ACTIVITIES

### A. SELECTING METHODS | ACTIVITIES

The facilitators, the volunteers and the host organisation staff should bear in mind the objectives given below while selecting formal, non-formal learning methods and activities from those presented below or from Section C of this chapter.

Define the specific objectives of the methods and activities and select them according to for example:

#### 1. Intercultural learning

**Objectives:** To enable intercultural awareness, learning and competence between the project beneficiaries and volunteers

**Suggested methods and activities according to age and abilities:**

Country presentations | making brochures of countries | picture gallery | videos | people's and religious festivals | cooking | folk art and songs | arts and crafts | geography puzzles | common word games

#### 2. Physical development

**Objectives:** To develop fine and large motor skills and acro-balance among the beneficiaries depending on their age and physical abilities

**Suggested methods and activities according to age and abilities:**

Sports | games | hop scotch | puzzles for fine motor skills | tug of war | juggling | gymnastics | acrobatics | street games

#### 3. Formal education | academics

**Objectives:** To enhance academic, learning achievements among the project beneficiaries

**Suggested methods and activities according to age and abilities:**

Language games and puzzles | maths games and puzzles | vocabulary and slang | crosswords

## A. SELECTING METHODS | ACTIVITIES

### 4. Differently abled children and youth

**Objectives:** To increase social interaction and integration among the project beneficiaries; and with the host project staff to help the volunteer to understand which skills the differently abled need to develop. In addition to the methods and objectives given here, other Methods | Activities, e.g. cooking, country presentation.. may be used (see Method | Activity Chart, pages 17 & 18).

**Suggested methods and activities according to age and abilities:**

*To help manage daily life* – clay | handicrafts | bead work | origami

*Visual impairment* — singing, music or activities requiring use of audio skills | story telling

*Trisomy 21 Down syndrome* — dancing | body movement exercises

*Physical disabilities* — recognising colours, sounds, rhythm, physical contact | awareness of one's body

*Hearing and speech impairments* — pantomime | dumb charades | theatre | mirror games

### 5. Children and youth at risk

**Objectives:** To develop life skills (problem solving, decision making, conflict resolution, inter and intra personal skills, negotiations, social interaction and communication skills (listening, body language, facial expressions, voice modulation), human values (empathy, sympathy, compassion) and human rights among the beneficiaries.

**Suggested methods and activities according to age and abilities:**

Team building games | games of coordination | Chinese whisper | leadership skill development | self-esteem enhancement | organisation skills | drama, music, arts, puppets | storytelling

### 6. Emotional management | Social interaction

**Objectives:** To enable the project beneficiaries to identify and become aware of their emotions and manage them.

**Suggested methods and activities according to age and abilities:**

Managing emotions like anger, fear, jealousy, shame, guilt, etc.

After identifying the target group and defining learning objectives, select the suggested methods | activities presented in Section C of this chapter or design new ones that suit the process and flow of the draft programme presented in Chapter V. Section C.

It is important that the volunteers and facilitators understand that they are team players who must align their methods with that of the host organisations' team.

## B. METHOD | ACTIVITY CHART

| Tools                                    |  | Target Groups |                |                  |                   |                     |                   |                  |                  |
|--|--|---------------|----------------|------------------|-------------------|---------------------|-------------------|------------------|------------------|
| Title                                    | Objectives   Types   | Kindergarten  | Primary school | Secondary school | Mental disability | Physical disability | Visually impaired | Hearing impaired | Children at risk |
| Face Drawing                             | Formal education, Physical development                             | ✓             | ✓              |                  | ✓                 | ✓                   |                   | ✓                | ✓                |
| Drawing to Learn Languages               | Formal education, Physical development                             | ✓             | ✓              |                  | ✓                 | ✓                   |                   | ✓                | ✓                |
| Making Papel Picado                      | Intercultural learning, Physical development                       |               | ✓              | ✓                | ✓                 | ✓                   |                   | ✓                | ✓                |
| Cooking                                  | Intercultural learning, Physical development                       | ✓             | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| Making Paper Masks                       | Intercultural learning, Physical development, Emotional management | ✓             | ✓              | ✓                | ✓                 | ✓                   |                   | ✓                | ✓                |
| Comparatives and Superlatives in English | Formal education   |               | ✓              | ✓                | ✓                 | ✓                   |                   | ✓                | ✓                |
| Country Presentation                     | Intercultural learning, Formal education                           | ✓             | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| Musical Instruments                      | Intercultural learning, Formal education                           | ✓             | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| Jungle Speed                             | Formal education, Physical development, Social interaction         |               | ✓              | ✓                |                   |                     |                   | ✓                | ✓                |
| Chairs                                   | Formal education, Physical development                             | ✓             | ✓              |                  | ✓                 |                     |                   |                  | ✓                |
| Obstacle Route                           | Physical development   | ✓             | ✓              | ✓                | ✓                 |                     |                   | ✓                | ✓                |
| Crossword                                | Formal education   |               | ✓              | ✓                |                   | ✓                   | ✓                 | ✓                | ✓                |
| Fruit Salad                              | Formal education, Physical development                             | ✓             | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| Memory Game in Mathematics               | Formal education   |               | ✓              | ✓                |                   | ✓                   | ✓                 | ✓                | ✓                |
| Miming                                   | Formal education, Social interaction                               | ✓             | ✓              | ✓                | ✓                 | ✓                   |                   | ✓                | ✓                |
| Learning about Countries with Puzzles    | Intercultural learning, Formal education                           | ✓             | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| Learning to Add by Playing Cards         | Formal education   | ✓             | ✓              |                  | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| Quiz                                     | Formal education   |               | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| Role Play                                | Intercultural learning, Social interaction, Emotional management   |               | ✓              | ✓                |                   | ✓                   | ✓                 | ✓                | ✓                |
| Morning Circle                           | Social interaction, Emotional management, Physical development     | ✓             | ✓              |                  | ✓                 | ✓                   | ✓                 | ✓                | ✓                |

## B. METHOD | ACTIVITY CHART

| Tools  |  | Target Groups |                |                  |                   |                     |                   |                  |                  |
|--|--|---------------|----------------|------------------|-------------------|---------------------|-------------------|------------------|------------------|
| Title  | Objectives   Types   | Kindergarten  | Primary school | Secondary school | Mental disability | Physical disability | Visually impaired | Hearing impaired | Children at risk |
| <b>Storytelling</b>                            | Social interaction, Emotional management                         | ✓             | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| <b>Flashcards</b>                              | Formal education   | ✓             | ✓              |                  | ✓                 | ✓                   |                   | ✓                | ✓                |
| <b>How Are You?</b>                            | Formal education   | ✓             | ✓              |                  | ✓                 |                     | ✓                 |                  | ✓                |
| <b>Open your eyes</b>                          | Intercultural learning, Social interaction                       | ✓             | ✓              | ✓                | ✓                 |                     |                   | ✓                | ✓                |
| <b>Peer Education</b>                          | Formal education, Social interaction                             |               | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| <b>Picture Gallery</b>                         | Intercultural learning, Formal education                         | ✓             | ✓              | ✓                | ✓                 | ✓                   |                   | ✓                | ✓                |
| <b>Education and Art for Life</b>              | Physical development, Social interaction, Emotional management   | ✓             | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| <b>Citizen's Identity Poster</b>               | Intercultural learning, Social interaction, Emotional management |               |                | ✓                |                   | ✓                   | ✓                 | ✓                |                  |
| <b>Ecological Awareness</b>                    | Social interaction, Emotional management                         |               | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| <b>True or False</b>                           | Intercultural learning, Social interaction, Emotional management |               | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| <b>Body Awareness and Emotions</b>             | Emotional management   |               | ✓              | ✓                | ✓                 | ✓                   |                   | ✓                | ✓                |
| <b>How Calm Are You?</b>                       | Emotional management   | ✓             | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| <b>Explore and Express a Range of Emotions</b> | Emotional management   | ✓             | ✓              | ✓                | ✓                 | ✓                   | ✓                 | ✓                | ✓                |
| <b>Dealing with Fear</b>                       | Emotional management   |               | ✓              | ✓                |                   |                     |                   |                  |                  |
| <b>Coping with Anger, Fear or Anxiety</b>      | Emotional management   |               | ✓              | ✓                |                   |                     |                   |                  | ✓                |
| <b>World of Images</b>                         | Intercultural learning   |               | ✓              | ✓                |                   | ✓                   |                   |                  | ✓                |
| <b>Five Prominent People</b>                   | Intercultural learning   |               |                | ✓                |                   | ✓                   |                   |                  |                  |
| <b>Lemons</b>                                  | Intercultural learning, Social interaction                       | ✓             | ✓              | ✓                |                   | ✓                   |                   |                  | ✓                |
| <b>Talking Wheel</b>                           | Intercultural learning, Social interaction                       |               | ✓              | ✓                |                   |                     |                   |                  | ✓                |
| <b>Group Drawing</b>                           | Intercultural learning, Social interaction                       |               | ✓              | ✓                |                   | ✓                   |                   |                  | ✓                |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Face Drawing</b>  |
| <b>Tool type</b>              | Formal education, physical development   |
| <b>Tool topic/s</b>           | Language teaching and vocabulary   |
| <b>Aim</b>                    | To teach kids body parts in English  |
| <b>Material needed</b>        | Pen, paper and music   |
| <b>Duration</b>               | 25 – 30 Min  |
| <b>Number of participants</b> | 10 – 20  |
| <b>Target group(s)</b>        | Kindergarten, primary school, mentally and physically disabled, hearing impaired, children at risk   |
| <b>Description</b>            | <p>Ask the learners to sit in a circle.</p> <p>All learners should have paper and colour pens.</p> <p>Ask the learners to draw the (face) of their favourite animal.</p> <p>They should then share their drawings with each other.</p> |
| <b>Debriefing questions</b>   | <p>What animal did you choose?</p> <p>What do you like about the animal?</p> <p>Does everybody know all the facial parts of your animal? What are they?</p>  |
| <b>Variations</b>             | You can repeat all the necessary vocabulary before the activity or use different languages. You can also prepare in advance a copy with a face on it.  |
| <b>Source</b>                 | Anita Nomtha Mabandla, EVS volunteer   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Drawing to Learn Languages</b>   |
| <b>Tool type</b>              | Formal education, physical development  |
| <b>Tool topic/s</b>           | Characteristics of humans, animals and objects (for description), i.e. colours and family   |
| <b>Aim</b>                    | Learning the language, vocabulary and pronunciation   |
| <b>Material needed</b>        | Colours, white paper and space to conduct the activity  |
| <b>Duration</b>               | 45 min – 1 hour   |
| <b>Number of participants</b> | 15 – 20   |
| <b>Target group(s)</b>        | Kindergarten, primary school, mentally and physically disabled, hearing impaired, children at risk  |
| <b>Description</b>            | <p>All learners should have a white paper and a pencil.</p> <p>All learners should sit in a circle.</p> <p>When all learners are ready, start by speaking in your language (i.e. Spanish, French, Xhosa, Afrikaans), they describe a situation, object, animal or a person.</p> <p>Allow them to draw what they thought you were saying.</p> <p>At the end, check the sentences/results and share with the group.</p> |
| <b>Debriefing questions</b>   | <p>What were your first thoughts?</p> <p>What language did you think it was?</p> <p>What have we learnt about language or when some is speaking in their language?</p>  |
| <b>Variations</b>             | Depending on the target group, the words can be more abstract and the drawings more or less supported.  |
| <b>Source</b>                 | Angelica Camargo Florez, EVS volunteer  |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>“Papel Picado”</b>  |
| <b>Tool type</b>              | Intercultural learning, physical development   |
| <b>Tool topic/s</b>           | Crafts and intercultural learning  |
| <b>Aim</b>                    | To teach them different art crafts with paper  |
| <b>Material needed</b>        | Tissue paper, scissors   |
| <b>Duration</b>               | 40 min   |
| <b>Number of participants</b> | 2-20 pax   |
| <b>Target group(s)</b>        | Primary and secondary school, mentally and physically disabled, hearing impaired, children at risk   |
| <b>Description</b>            | <p>“Papel picado” (punched’ or ‘perforated’ paper) is a decorative craft made out of paper cut into elaborate designs. It is considered a Mexican folk art. Papel picado garlands are traditionally used to decorate streets and offering during the “Día de los muertos (Day of the Dead) festival in Mexico. The designs are commonly cut from tissue paper using a guide and small chisels, creating as many as forty banners at a time. Common themes include birds, floral designs, and skeletons.</p> <p>First you need to explain that this activity is popular in Mexico and show pictures of it to get an idea to the children. You can a show a video on making papel picado:</p> <p><a href="https://www.youtube.com/watch?v=PsmcID2ddQo">https://www.youtube.com/watch?v=PsmcID2ddQo</a></p> <p>Give the children a piece of tissue paper, fold it and make do their own papel picado designs using the scissors.</p> <p>Papel picado should not be done with little children.</p> |
| <b>Debriefing questions</b>   | You can talk about the tradition in Mexico “Día de los muertos“. See <a href="https://en.wikipedia.org/wiki/Day_of_the_Dead">https://en.wikipedia.org/wiki/Day_of_the_Dead</a>   |
| <b>Variations</b>             | -  |
| <b>Source</b>                 | Daniela Vázquez Sánchez, EVS volunteer   |



## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Cooking</b>   |
| <b>Tool type</b>              | Intercultural learning, physical development   |
| <b>Tool topic/s</b>           | Intercultural learning, motor skills, touching all senses  |
| <b>Aim</b>                    | Presentation of typical dish, learning different cooking styles  |
| <b>Material needed</b>        | Ingredients, knives, cutting boards, bowls, pans, etc. (depending on the dish )  |
| <b>Duration</b>               | 1 hour (depending on the dish)   |
| <b>Number of participants</b> | about 5 - 10   |
| <b>Target group(s)</b>        | Kindergarten, primary and secondary school, mentally and physically disabled, visually and hearing impaired, children at risk  |
| <b>Description</b>            | <p>There are different options on how the participants can be involved:</p> <p><i>Cooking together:</i> Explaining the different ingredients, spices, etc. Going through all the steps of the recipe and then start cutting the different ingredients, putting them together, etc.</p> <p><i>Eating together:</i> The volunteer prepares the dish and brings the food to the institution.</p> <p><i>Explanation:</i> The volunteer tells the participants how you eat the dish and the history/ tradition behind it, if it is connected to any special festivity, etc.</p> |
| <b>Debriefing questions</b>   | Questions about whether they know a similar dish, what kind of food they like best, or eat on special occasions, etc.  |
| <b>Variations</b>             | Depending on the abilities and concentration time, the volunteer can prepare more him/ herself or include the participants from the beginning in the cooking process.  |
| <b>Source</b>                 | Daniela Vázquez Sánchez, EVS volunteer   |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Making Paper Masks</b>  |
| <b>Tool type</b>              | Intercultural learning, physical development, emotional management   |
| <b>Tool topic/s</b>           | Crafts and intercultural learning  |
| <b>Aim</b>                    | To be creative<br>To use art as an expression  |
| <b>Material needed</b>        | Balloons, newspaper, glue, water, paintings, brushes   |
| <b>Duration</b>               | 2 separate sessions divided by 60 minutes each   |
| <b>Number of participants</b> | 20 maximum   |
| <b>Target group(s)</b>        | Kindergarten, primary and secondary school, mentally and physically disabled, hearing impaired, children at risk   |
| <b>Description</b>            | <p>Explain that this activity has been used in many countries, e.g. in Mexico.</p> <p>First session: You need to cover a balloon with 3 - 4 layers of newspaper and glue one sheet of newspaper on the other. You need to wait 5 minutes in between each layer to let the glue dry.</p> <p>Second session: Once the paper mache is dry, the mask can be painted and decorated as each one likes.</p> |
| <b>Debriefing questions</b>   | Did you like the activity?   |
| <b>Variations</b>             | Depending on the target group, the masks can be made independently by the children or with more support from the volunteer and teacher in the classroom.   |
| <b>Source</b>                 | Daniela Vázquez Sánchez, EVS volunteer   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Comparatives and Superlatives in English</b>   |
| <b>Tool type</b>              | Formal education  |
| <b>Tool topic/s</b>           | Language teaching, vocabulary   |
| <b>Aim</b>                    | To teach comparatives and superlatives in English   |
| <b>Material needed</b>        | Pictures and objects  |
| <b>Duration</b>               | 60 min  |
| <b>Number of participants</b> | 20 - 30   |
| <b>Target group(s)</b>        | Primary and secondary school, mentally and physically disabled, hearing impaired, children at risk  |
| <b>Description</b>            | <p><b>Preparation</b></p> <p>Select different pictures and objects.</p> <p><b>Presentation</b></p> <p>Explain the meaning and difference between comparatives and superlatives in English.</p> <p>Sit in a big circle and show children the pictures and objects for which they need to shout out the correct answer.</p> <p>Encourage an open discussion in the group and let them talk.</p> |
| <b>Debriefing questions</b>   | -   |
| <b>Variations</b>             | Depending on the pre-knowledge of the children, the vocabulary can be more or less difficult.   |
| <b>Source</b>                 | Daniela Vázquez Sánchez, EVS volunteer  |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Country Presentations</b>  |
| <b>Tool type</b>              | Intercultural learning, formal education  |
| <b>Tool topic/s</b>           | Intercultural learning, geography   |
| <b>Aim</b>                    | Make participants aware of how different the countries can be and what specialities they have   |
| <b>Material needed</b>        | Visual aids (can be digital, pictures, postcards, drawings, etc.)   |
| <b>Duration</b>               | 30 min  |
| <b>Number of participants</b> | 5 – 20  |
| <b>Target group(s)</b>        | Kindergarten, primary and secondary school, mentally and physically disabled, visually and hearing impaired, children at risk   |
| <b>Description</b>            | <p><b>Preparation</b></p> <p>Look for pictures, draw pictures, research some specific numbers (number of inhabitants, etc.) and whatever you want to present (landscapes, traditions, languages, history, etc.)</p> <p><b>Presentation</b></p> <p>Go through the different topics, pictures and describe them.</p> <p>If possible, create a poster that can stay on the wall so that participants can refer to it later.</p> <p>Additional treat: When you talk about the food, it's nice to have some local snacks with you.</p> |
| <b>Debriefing questions</b>   | -   |
| <b>Variations</b>             | <p>Depending on the target group, the information can be more detailed, or just basic. The discussions can also be different depending on their ability to express themselves in your common language.</p> <p>The visual aid or verbal explanation can be adapted to the group's abilities.</p>   |
| <b>Source</b>                 | Daniela Vázquez Sánchez, EVS volunteer  |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Musical Instruments</b>   |
| <b>Tool type</b>              | Intercultural learning, formal education   |
| <b>Tool topic/s</b>           | Language teaching – vocabulary, intercultural learning, music  |
| <b>Aim</b>                    | Learn about different instruments, how to describe them, where they are used, what is their history, etc.  |
| <b>Material needed</b>        | Musical instrument, pictures, music/songs (that you can perform, or as a recording of someone, YouTube, etc.)  |
| <b>Duration</b>               | 1 hour   |
| <b>Number of participants</b> | 5 – 20   |
| <b>Target group(s)</b>        | Kindergarten, primary and secondary school, mentally and physically disabled, visually and hearing impaired, children at risk  |
| <b>Description</b>            | <p><b>Preparation</b></p> <p>Research on the instrument, looking for a suitable song, pictures, etc.</p> <p><b>Presentation</b></p> <p>The children close their eyes and listen to the sounds of the instrument. They guess what the instrument could be.</p> <p>They open their eyes and see it. If it is possible and the children are old enough, they can all try to make a sound with it as well.</p> <p>You can play a song on the instrument.</p> <p>Explain how and where it is used.</p> <p>Collect the vocabulary connected to it, how to call the different parts of the instrument, what the type of music is called, etc.</p> |
| <b>Debriefing questions</b>   | -  |
| <b>Variations</b>             | Depending on the ability, the information can be more basic or more detailed. You could also have a small concert or the participants could learn a complete song accompanied by the instrument. The smaller the group, the more individual support can be given to the participants.  |
| <b>Source</b>                 | Inspired by Erick Iván Ruiz Saldana, EVS volunteer   |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Jungle Speed</b>  |
| <b>Tool type</b>              | Formal education, physical development, social interaction   |
| <b>Tool topic/s</b>           | Language teaching – vocabulary, concentration, motor skills  |
| <b>Aim</b>                    | To learn different subjects<br>To help memorise or reinforce vocabulary learned  |
| <b>Material needed</b>        | Cards for each participant, select a subject on which to work with the children, totem (symbol)  |
| <b>Duration</b>               | 90 minutes   |
| <b>Number of participants</b> | 20 maximum<br>4 – 10 per group   |
| <b>Target group(s)</b>        | Primary and secondary school, hearing impaired, children at risk   |
| <b>Description</b>            | <p>Each player is dealt a hand of cards.</p> <p>To win, a player should be the first one to get rid of all his/her cards.</p> <p>With each turn, all of the players reveal one of their cards. If two players have identical cards, they must make a grab for the totem. The player who grabs the totem gives his/her cards to the unfortunate adversary.</p> <p>To add to the difficulty, certain cards are almost identical, which can trick a hapless player into grabbing the totem by mistake -- a grave error.</p> <p>Other cards force all players to make a grab at once, change the method of play, or otherwise add to the difficulty.</p> |
| <b>Debriefing questions</b>   | -  |
| <b>Variations</b>             | Depending on the knowledge of the participants, the cards can be more diverse, with more difficult content, etc.   |
| <b>Source</b>                 | Angelica Camargo Florez, EVS volunteer   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Tool type</b>              | <b>Chairs</b>   |
| <b>Tool type</b>              | Formal education, physical development  |
| <b>Tool topic/s</b>           | Language teaching – vocabulary, learning colours, motor skills  |
| <b>Aim</b>                    | Learning colours in English, or any other language  |
| <b>Material needed</b>        | Chairs in different colours or coloured paper and scotch to stick onto the chairs   |
| <b>Duration</b>               | 30 min  |
| <b>Number of participants</b> | 5 - 15  |
| <b>Target group(s)</b>        | Kindergarten, primary school, mentally disabled, children at risk   |
| <b>Description</b>            | <p><b>Preparation</b></p> <p>Take the tables out of the room or place them next to the wall. Put different coloured chairs or chairs with different coloured paper on them in different places in the room.</p> <p><b>Presentation</b></p> <p>Optional: Go through all the colours on or of the chairs and have the group repeat them.</p> <p>Explain the rules: Shout out a colour and the participants should run to the chair and sit on it. The one who is the first to sit on the correct chair wins.</p> <p>Play as many rounds as you want to until you feel the participants have learnt the colours.</p> <p>Optional: You can also add more colours if you see that all the current colours are memorised.</p> |
| <b>Debriefing questions</b>   |   |
| <b>Variations</b>             | <p>Depending on the ability of the children, they can sit on the chairs or stand next to them.</p> <p>You can stick pictures of fruits or of vegetables, etc. on the chairs and do the same exercise for further learning of vocabulary.</p>  |
| <b>Source</b>                 | Lenka Hudackova, EVS volunteer  |

## C. METHODS | ACTIVITIES

| Title                         | Obstacle Route  |
|-------------------------------|---|
| <b>Tool type</b>              | Physical development  |
| <b>Tool topic/s</b>           | Developing children's motor skills  |
| <b>Aim</b>                    | To develop learners' motor skills<br>To identify various shapes, numbers and letters, waiting and queuing   |
| <b>Material needed</b>        | Chairs, tables, chalk, ropes, plastic bottles, everything that can be used to create an obstacle  |
| <b>Duration</b>               | 20 Minutes – 30 Minutes   |
| <b>Number of participants</b> | 1 – 10 ( depending on the age)  |
| <b>Target group(s)</b>        | Kindergarten, primary and secondary school, mental disability, hearing impaired, children at risk   |
| <b>Description</b>            | Clear the floor and place chairs, tables, ropes, plastic bottles, draw shapes on the floor with a chalk and create an obstacle route that the children have to pass through.<br>Write numbers and letters before each obstacle so the children can identify and say out loud the number or letter before passing through the route. |
| <b>Debriefing questions</b>   | -   |
| <b>Variations</b>             | Depending on the abilities, the obstacles can be easier or more difficult.  |
| <b>Source</b>                 | Irene Neimann Rasmussen, EVS volunteer  |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Crossword</b>   |
| <b>Tool type</b>              | Formal education   |
| <b>Tool topic/s</b>           | Language – vocabulary  |
| <b>Aim</b>                    | To practise reading, spelling, comprehension and understanding of new words  |
| <b>Material needed</b>        | Chalk and blackboard or flipchart paper and markers, key words related to a topic (select a topic)   |
| <b>Duration</b>               | 30 – 40 Mins.  |
| <b>Number of participants</b> | 15 – 30 Learners   |
| <b>Target group(s)</b>        | Primary and secondary school, physically disabled, hearing and visually impaired, children at risk   |
| <b>Description</b>            | <p><b>Preparation</b></p> <p>Pick the text for next week and identify the keywords, i.e. the new words they have to learn the meanings and spellings of.</p> <p><b>Presentation</b></p> <p>Put the words horizontally, vertically and diagonally into a quadratic square filled with smaller quadratic squares 15X15 or whichever fits.</p> <p>Let some of the words intersect with each other.</p> <p>After having filled in all of the words, fill in random letters on the blackboard and make the children identify the words in the puzzle.</p> <p>Call the learners one by one to come and point out a word.</p> |
| <b>Debriefing questions</b>   | -  |
| <b>Variations</b>             | You can either write on the blackboard or hand out easy to read forms. They can just look for the words, or write them themselves.   |
| <b>Source</b>                 | Irene Neimann Rasmussen, EVS volunteer   |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Fruit Salad</b>   |
| <b>Tool type</b>              | Formal education, physical development   |
| <b>Tool topic/s</b>           | Language teaching – vocabulary, grammar, motor skills  |
| <b>Aim</b>                    | Learning about different types or category of words  |
| <b>Material needed</b>        | Cardboards with different words written on them (words in different categories: adjectives, verbs, substantives, etc.)   |
| <b>Duration</b>               | 45 - 30 min  |
| <b>Number of participants</b> | 12 – 15  |
| <b>Target group(s)</b>        | Kindergarten, primary and secondary school, mentally and physically disabled, visually and hearing impaired, children at risk  |
| <b>Description</b>            | <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>◆ Prepare cardboards with different words on them.</li> <li>◆ Put away the tables and form a circle with chairs or without chairs (all children standing or sitting in a circle).</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>◆ Ask one child to volunteer to stand in the middle of the circle and "catch" the others.</li> <li>◆ Distribute cardboards to each child. Each cardboard will have one word from mixed categories of words (e.g. nouns, adjectives and conjunctions in the first round).</li> <li>◆ Explain that the child in the middle has to call out a category. All children with this word-category (e.g. all children who have a noun on their cardboards) have to get up and change places. The catcher tries to find a seat and the one who is left in the middle of the circle becomes the new catcher.</li> <li>◆ Before starting, explain what the categories are: "noun", "verb", etc. Start with a round and ask each child to identify which category their word belongs to.</li> <li>◆ Do this exercise for 3-4 rounds. You can change words and categories after a couple of rounds.</li> </ul> |
| <b>Debriefing questions</b>   | -  |
| <b>Variations</b>             | <p>If working with children, you can use pictures instead of words and group them by categories such as animals, fruits, etc.</p> <p>For the hearing impaired, you can show the topic instead of calling it out.</p>   |
| <b>Source</b>                 | Irene Neumann Rasmussen, EVS volunteer   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Memory Game in Mathematics</b>   |
| <b>Tool type</b>              | Formal education  |
| <b>Tool topic/s</b>           | Mathematics, addition, subtraction, division and multiplication   |
| <b>Aim</b>                    | To practise addition, subtraction, division and multiplications   |
| <b>Material needed</b>        | Chalk and blackboard, flipchart paper and markers, cardboards, solid tape   |
| <b>Duration</b>               | 30 – 45 Mins.   |
| <b>Number of participants</b> | 15 – 30 Learners  |
| <b>Target group(s)</b>        | Primary and secondary school, physically disabled, visually and hearing impaired, children at risk  |
| <b>Description/How/Steps</b>  | <p>Prepare calculations according to the age and level of children.</p> <p>Write one calculation on one cardboard and the results on another cardboard, place them on the blackboard either mixed or in two groups according to whether it is a calculation or a result and depending on the level and age of the children.</p> <p>This can also be done on the blackboard without the cardboards and would give possibility of endless variations of calculations. However, it may be more fun for the children to have something they could grab and turn.</p> <p>Divide the class in two and do it as a competition. Now the learners take a turn turning two cardboards around trying to match the calculation with the right answer. Give the learners time to do the math after each cardboard is turned.</p> <p>If one group turns the right two cardboards, they receive one point. Otherwise the next team has its turn.</p> |
| <b>Debriefing questions</b>   | -   |
| <b>Variations</b>             | <p>Depending on the target group, the numbers can be higher and the calculations easier or more difficult.</p> <p>For people with mental disability you could simply play UNO or memory to separate the two activities into simpler ones.</p>   |
| <b>Source</b>                 | Irene Neimann Rasmussen, EVS volunteer  |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Miming</b>  |
| <b>Tool type</b>              | Formal education, social interaction   |
| <b>Tool topic/s</b>           | Language teaching – vocabulary, imagination, communication   |
| <b>Aim</b>                    | To learn different subjects while playing and having fun   |
| <b>Material needed</b>        | The cards with the description of the miming   |
| <b>Duration</b>               | 40 min   |
| <b>Number of participants</b> | 20-30 pax<br>Minimum 4 students divided into two groups  |
| <b>Target group(s)</b>        | Kindergarten, primary and secondary school, mentally and physically disabled, hearing impaired, children at risk   |
| <b>Description</b>            | One student chooses a card and has 2 minutes to explain the subject to his/her group without speaking.<br>The group has to call out the word within 2 minutes. If the group calls out the right word within 2 minutes, his/her team gets the point. If they do not succeed, the second group gets a point. If somebody cheats, his/her team loses a point. |
| <b>Debriefing questions</b>   | -  |
| <b>Variations</b>             | You can select the subjects depending on the target group.   |
| <b>Source</b>                 | Miroslava Dorčáková, EVS volunteer   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Learning about Countries with Puzzles</b>  |
| <b>Tool type</b>              | Intercultural learning, formal education  |
| <b>Tool topic/s</b>           | Geography, intercultural learning   |
| <b>Aim</b>                    | Geography, teach basic information on countries   |
| <b>Material needed</b>        | For each participant: puzzles (pictures on cardboard, painted, printed out, etc.), paper and pens   |
| <b>Duration</b>               | 45 min - 1 hour   |
| <b>Number of participants</b> | 10 or less students   |
| <b>Target group(s)</b>        | Kindergarten, primary and secondary school, mentally and physically disabled, visually and hearing impaired, children at risk   |
| <b>Description</b>            | <p><b>Preparation</b></p> <p>Make the puzzle, draw, stick, etc. four different categories for each country. This could be, for example, a flag, shape of the country, languages spoken and name of the country written in English.</p> <p>Each child has a sheet of paper, pencil, eraser and ruler. They draw or are handed a table with each category. The children sit in a circle and each one is given a set of puzzles.</p> <p><b>Presentation</b></p> <p>Explain the four different categories and that they are each linked to one country.</p> <p>Each child puts the puzzle together and writes the information that is shown in the chart.</p> <p>Once one child has completed one puzzle, the children can exchange their puzzles by passing them to the student sitting beside him/her or get different puzzle pieces.</p> |
| <b>Debriefing questions</b>   | -   |
| <b>Variations</b>             | Depending on the abilities, you can just use the puzzle and the pictures, and not the chart and no writing.   |
| <b>Source</b>                 | Dr Shashi Rao, Ananya Trust   |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Learning to Add by Playing Cards</b>  |
| <b>Tool type</b>              | Formal education   |
| <b>Tool topic/s</b>           | Mathematics, concentration - recognising numbers, concepts of addition and math symbols, i.e. “-“, “+” and “=”   |
| <b>Aim</b>                    | To teach simple addition to beginners ( who already know their numbers)  |
| <b>Material needed</b>        | Deck of cards ( only numbers 1-10), paper/notebooks, pencil, eraser and ruler  |
| <b>Duration</b>               | 45 min - 1 hour  |
| <b>Number of participants</b> | 10 or less   |
| <b>Target group(s)</b>        | Kindergarten, primary school, mentally and physically disabled, visually and hearing impaired, children at risk  |
| <b>Description</b>            | <p>The children sit in a circle and the volunteer places the cards in the middle of the group (circle).</p> <p>Each child picks 2 cards and places them in front.</p> <p>They count the numbers in the card and write the operation in their notebook/paper.</p> |
| <b>Debriefing questions</b>   | In the last five minutes, the volunteer can ask the children to come to the board, pick the 2 cards, write the addition problem on the board and solve it.   |
| <b>Variations</b>             | Depending on the knowledge, you can use different numbers and mathematical calculations. Depending on the ability, you can use bigger, or smaller letters, make them feel the cards if they cannot see, etc.   |
| <b>Source</b>                 | Dr Shashi Rao, Ananya Trust  |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Quiz</b>   |
| <b>Tool type</b>              | Formal education  |
| <b>Tool topic/s</b>           | Any subject   |
| <b>Aim</b>                    | To develop the knowledge of the students  |
| <b>Material needed</b>        | List with questions, general knowledge book depending on your subject   |
| <b>Duration</b>               | 45-60 min   |
| <b>Number of participants</b> | 20 maximum<br>4 – 5 per group   |
| <b>Target group(s)</b>        | Primary and secondary school, mentally and physically disabled, visually and hearing impaired, children at risk   |
| <b>Description</b>            | <p><b>Preparation</b><br/>Prepare about 20 questions.</p> <p><b>Presentation</b><br/>Questions are asked to all the groups at the same time and the first group that answers the question get a point.<br/>The group scoring more points wins the quiz.</p> |
| <b>Debriefing questions</b>   | -   |
| <b>Variations</b>             | It can be used for all subjects and levels of difficulty.   |
| <b>Source</b>                 | Vaishnavi Secondary School  |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Role Play</b>   |
| <b>Tool type</b>              | Social interaction, emotional management, intercultural learning   |
| <b>Tool topic/s</b>           | Social interaction, emotional management, depending on the topic it can also be for intercultural learning   |
| <b>Aim</b>                    | To create understanding of how to handle different situations, resolve conflicts   |
| <b>Material needed</b>        | Depending on the topic   |
| <b>Duration</b>               | 60 – 90 minutes  |
| <b>Number of participants</b> | About 7  |
| <b>Target group(s)</b>        | Primary and secondary, physically disabled, visually and hearing impaired, children at risk  |
| <b>Description</b>            | <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>◆ Think of two topics or situations that you want to work on. It could be conflict situations, e.g. bullying in school or something currently an issue in school.</li> <li>◆ Depending on the topics, think of a setting (on the school grounds, in the classroom) and the materials you will need. You can simply use the material (tables, chairs...) that are at your disposal.</li> <li>◆ Prepare an introduction to the topics, i.e. a scenario that students are being bullied and you want to explore ways of dealing with the situations. Take into account the number of actors needed, time, space, etc.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>◆ Divide the students in two groups; both will do a role play.</li> <li>◆ Discuss a scenario with each group of students. Who are the people, what they are doing there, what is the problem, etc.</li> <li>◆ The two groups discuss the scenario and consider ways of dealing with the situation or resolving the conflict. They agree on one and practice it for the role place.</li> <li>◆ Each group presents their role play and the other watches.</li> </ul> |
| <b>Debriefing questions</b>   | <ul style="list-style-type: none"> <li>◆ After each role play, ask the following questions:</li> <li>◆ What happened in the role play?</li> <li>◆ Has there been any problem/difficulty?</li> <li>◆ How was it overcome?</li> <li>◆ What would you do differently?</li> <li>◆ Have you ever been in a situation like this?</li> </ul>  |
| <b>Variations</b>             | The topics can be more abstract, the information can be more detailed in case the participants are able to work with a more complex topic and situation.   |
| <b>Source</b>                 | Sigma Child School   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Morning Circle</b>   |
| <b>Tool type</b>              | Social interaction, emotional management, physical development  |
| <b>Tool topic/s</b>           | Peer learning, respect, the presence of the body, importance of rhythm  |
| <b>Aim</b>                    | To greet the morning sun and each other and calmly walk hand in hand into the day   |
| <b>Material needed</b>        | Written stories, imagination, a quiet space, candles  |
| <b>Duration</b>               | 15 -20 Minutes  |
| <b>Number of participants</b> | 12 – 24   |
| <b>Target group(s)</b>        | Kindergarten, primary school, mentally and physically disabled, visually and hearing impaired, children at risk   |
| <b>Description/Steps</b>      | <ul style="list-style-type: none"> <li>◆ Children enter the room quietly.</li> <li>◆ Get the children to stretch and do movements.</li> <li>◆ Sit them all down in a circle.</li> <li>◆ Light the candle and put it in the middle.</li> <li>◆ Each sing a song and say their name at the end of the “that” song.</li> </ul>                             |
| <b>Debriefing questions</b>   | <ul style="list-style-type: none"> <li>◆ What did you learn about the others around you in the circle?</li> <li>◆ How does what you bring to the morning circle affect those around you?</li> <li>◆ How does such repetition build confidence? Does the structuring of expectations for each day beginning in the same way build confidence?</li> </ul> |
| <b>Variations</b>             | <p>The topics discussed and the movements connected can be adapted to the different abilities.</p> <p>For visually impaired children, replace the candle with incense sticks.</p>   |
| <b>Source</b>                 | Steiner Methods, Waldorf Kindergarten   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Storytelling</b>   |
| <b>Tool type</b>              | Social interaction, emotional management  |
| <b>Tool topic/s</b>           | Values, for example, honesty, respect, hygiene  |
| <b>Aim</b>                    | To encourage reflection on their values   |
| <b>Material needed</b>        | Story written down, in case you want to support the words with visuals (paper to cut out figures, draw a cartoon...)  |
| <b>Duration</b>               | 45 min (10 min story, 15 min reflection, 15 min analysis)   |
| <b>Number of participants</b> | Any depending on the age group, about 5 - 20  |
| <b>Target group(s)</b>        | Kindergarten, primary and secondary school, mentally and physically disabled, visually and hearing impaired, children at risk   |
| <b>Description</b>            | <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Select the value you want to work on.</li> <li>2. Write a story yourself or work with the children to get an existing story or do research through books or online.</li> <li>3. If you want visual support:, draw cartoons...</li> </ol> <p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>4. Telling the story to the group.</li> <li>5. Reflection and analysis.</li> </ol> |
| <b>Debriefing questions</b>   | <ul style="list-style-type: none"> <li>◆ What was the main point of the story?</li> <li>◆ What have you learned from it?</li> <li>◆ Have you ever experienced this in your life?</li> <li>◆ How did you deal with it? How should we deal with it?</li> <li>◆ How would you do things differently?</li> </ul>  |
| <b>Variations</b>             | Depending on the method of presentation, the topic and the length and difficulty of the story.  |
| <b>Source</b>                 | Dr Shashi Rao, Ananya Trust   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Flashcards</b>   |
| <b>Tool type</b>              | Formal Education  |
| <b>Tool topic/s</b>           | Vocabulary  |
| <b>Aim</b>                    | To increase vocabulary  |
| <b>Material needed</b>        | Flashcards, pens, pictures related to vocabulary  |
| <b>Duration</b>               | 30-40 min (depending on group size)   |
| <b>Number of participants</b> | 5-30  |
| <b>Target group</b>           | Kindergarten, primary school, mentally and physical disabled, hearing impaired, children at risk  |
| <b>Description</b>            | <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>◆ Prepare flash cards with photos and words.</li> <li>◆ Number of cards depending on group size and age group.</li> <li>◆ Make sure that every child has one pair.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>◆ Show pictures of vocabulary.</li> <li>◆ Ask for the word in their language.</li> <li>◆ Say and show the word written in the language you are teaching (e.g. English).</li> <li>◆ Go through all pictures and words.</li> <li>◆ Give them time to match the cards alone</li> <li>◆ Put the correct pairs on the wall</li> <li>◆ Go through all the words again. Keep the pictures and words on the wall for a week, so the children can check and see again.</li> </ul> |
| <b>Debriefing questions</b>   | What did you learn? Questions related to topic, like transportation: what kind of transportation do you know, which do you take, etc.?  |
| <b>Variations</b>             | Depending on the words and vocabulary you are using, the activity can be adapted to different age groups.   |
| <b>Source</b>                 | Dr Shashi Rao, Ananya Trust   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>How Are You?</b>   |
| <b>Tool type</b>              | Formal Education  |
| <b>Tool topic/s</b>           | Language learning   |
| <b>Aim</b>                    | To memorise specific phrases  |
| <b>Material needed</b>        | None  |
| <b>Duration</b>               | 10 min  |
| <b>Number of participants</b> | 5-30 (class room)   |
| <b>Target group</b>           | Kindergarten, primary school, mentally disabled, visually impaired, children at risk  |
| <b>Description</b>            | <p>Everyone one sits in a circle, on chairs or on the floor. One person is in the middle.</p> <p>There is one question with three answers possible. For instance: How are you? Answer: Bad, fine, very fine</p> <p>The person in the middle addresses one sitting in the circle.</p> <ul style="list-style-type: none"> <li>◆ Answer: fine: no movement</li> <li>◆ Answer: very fine, change to the chair on the left</li> <li>◆ Answer: bad, every one changes places</li> </ul> <p>The person in the middle has to find a sitting spot and someone else is in the middle.</p> <p>The questions can be adapted to the topics one is working on right now</p> |
| <b>Debriefing questions</b>   | -   |
| <b>Variations</b>             | Depending on the target group, you can use different languages and questions.   |
| <b>Source</b>                 | Daniela Fellingner, Sara Mandozzi   |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Open Your Eyes</b>  |
| <b>Tool type</b>              | intercultural learning, social interaction   |
| <b>Tool topic/s</b>           | Intercultural learning, teaching values  |
| <b>Aim</b>                    | To sensitise learners that they often only see one small part of the whole picture   |
| <b>Material needed</b>        | A copy of the same photo for everyone participating. One sheet of paper with a hole in it - to only expose a specific part.  |
| <b>Duration</b>               | 30min  |
| <b>Number of participants</b> | 5-30 (class room size)   |
| <b>Target group</b>           | Kindergarten, primary and secondary school, mentally disabled, hearing impaired, children at risk  |
| <b>Description</b>            | <p><b>Preparation</b></p> <p>Cut a different hole in all the papers and stick it on the complete photo, so that only one part is revealed.</p> <p>Hand out the photos to everyone.</p> <ol style="list-style-type: none"> <li>1. Ask them to write down what they can see.</li> <li>2. Write down: What do you think is going on in the complete photo?</li> <li>3. Take off the frame and let everyone see the full picture.</li> </ol> |
| <b>Debriefing questions</b>   | <ul style="list-style-type: none"> <li>◆ Was it surprising for you?</li> <li>◆ What are the differences in your interpretation and the complete photo? How different is your interpretation from the true picture?</li> <li>◆ What did you learn about the exercise?</li> </ul>  |
| <b>Variations</b>             | Depending on the age, the picture can be more diverse, referring to a more difficult topic or easier to see.   |
| <b>Source</b>                 | Intercultural Learning T-Kit (p. 40, Can I see what you see, Can you see what I see)<br>Council of Europe and European Commission  |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Peer Education</b>  |
| <b>Tool type</b>              | Social interaction, formal education   |
| <b>Tool topic/s</b>           | Peer learning, responsibility for the subject chosen   |
| <b>Aim</b>                    | To realise what pupils know and to see each other as resources   |
| <b>Material needed</b>        | Two sheets of paper per person, one with the heading “what I’ve got to offer” and the other “what I’d like to learn”.  |
| <b>Duration</b>               | 1 hour   |
| <b>Number of participants</b> | 5-30 (class size)  |
| <b>Target group</b>           | Primary and secondary school, mentally and physically disabled, visually and hearing impaired, children at risk  |
| <b>Description</b>            | <p>Children are discussing and exchanging ideas, the volunteer facilitates the discussion. This can be used for one subject or arranged as an open space.</p> <p>First the children write down their learning desires and expertise (about 5 min).</p> <p>The volunteer collects the ideas and arranges them to see if there is a common interest and what can be offered (10 min).</p> <p>Groups are divided according to their learning interest.</p> <p>Remark: In case there is a learning desire and none of the pupils have expertise, the volunteer can think about preparing a session on this topic.</p> <p>The groups work together and the children explain the topic (20 min).</p> <p>All groups reunite and present what they have learned and discuss open questions, if any (10 min).</p> |
| <b>Debriefing questions</b>   | <p>What are the new things you have learned?</p> <p>What are the sources you have gained your knowledge from?</p>  |
| <b>Variations</b>             | As all target groups have different knowledge and resources, the activity can be used for different subjects and topics in any target group.   |
| <b>Source</b>                 | Social Inclusion T-Kit (8.6 peer education – school of freedom)  |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Picture Gallery</b>  |
| <b>Tool type</b>              | Formal education, intercultural learning  |
| <b>Tool topic/s</b>           | Geography, countries  |
| <b>Aim</b>                    | To improve their knowledge and to get to learn more about the different countries.  |
| <b>Material needed</b>        | Pictures of the Countries, chart papers, colour pen, to create the gallery atmosphere you can use: lamps, colour papers, etc.   |
| <b>Duration</b>               | 50-60 minutes ( 20 min. information,20 preparing the chart, 15-20 min. Final discussion)  |
| <b>Number of participants</b> | 10-20   |
| <b>Target group</b>           | Kindergarten, primary and secondary school, mentally and physically disabled, hearing impaired, children at risk  |
| <b>Description</b>            | <p><b>Preparation</b></p> <p>1. Select the countries. You can develop one country for a day so in the end of the week you will have a gallery of many countries.</p> <p>2. Prepare material needed for the week.</p> <p><b>Presentation</b></p> <p>Place it on the gallery wall and walk through and present the countries to anyone i.e. to the parents, teachers, other school students, etc.</p> |
| <b>Debriefing questions</b>   | What did you learn? Questions related to topic like: What is the language, flag, culture, etc.?   |
| <b>Variations</b>             | Depending on the target group you can use different information on the country and use more pictures instead of words.  |
| <b>Source</b>                 | Dr Shashi Rao, Ananya Trust   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Education and Art for Life</b>   |
| <b>Tool type</b>              | Physical development, social interaction, emotional management  |
| <b>Tool topic/s</b>           | Motor activity and self-esteem  |
| <b>Aim</b>                    | Promote acceptance and control of own body, increase self-esteem  |
| <b>Material needed</b>        | Circus materials i.e. clubs, balls, trapeze   |
| <b>Duration</b>               | +1 hour   |
| <b>Number of participants</b> | 15 and 20 children – two groups, one aged 6 to 8 and the other aged 9 to 14   |
| <b>Target group</b>           | Kindergarten, primary and secondary school, mentally and physically disabled, visually and hearing impaired, children at risk |
| <b>Description</b>            | Form circles and warm up.<br>Choose and select materials (clubs, balls, trapeze...)<br>Practice for an hour.                  |
| <b>Debriefing questions</b>   | What was difficult?<br>What did you achieve?  |
| <b>Variations</b>             | The activities can be adapted to their abilities, i.e. depending on the motor skills of the target group.                     |
| <b>Source</b>                 | Edson Vincente Quezada Rodríguez, Educar es fiesta  |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Citizen's Identity Poster</b>  |
| <b>Tool type</b>              | Intercultural learning, social interaction, emotional management  |
| <b>Tool topic/s</b>           | Citizenship, intercultural awareness  |
| <b>Aim</b>                    | <ul style="list-style-type: none"> <li>◆ To make children and young people think about their societies and the direction of their development</li> <li>◆ To build self-confidence and self-reliance, develop creative thinking, interpersonal relationship and increase intercultural awareness</li> </ul>  |
| <b>Material needed</b>        | Magazines, pictures, scissors, glue   |
| <b>Duration</b>               | Up to one lesson  |
| <b>Number of participants</b> | 10 - 20   |
| <b>Target group</b>           | Secondary school, physically disabled, visually and hearing impaired  |
| <b>Description</b>            | <ul style="list-style-type: none"> <li>◆ The students are divided into groups.</li> <li>◆ They prepare collage-posters presenting their countries, e.g. in 10-years' time.</li> <li>◆ The students receive some questions about culture which should be covered in the poster, for example:               <ul style="list-style-type: none"> <li>◆ Who will be living in your country?</li> <li>◆ How would you describe the people?</li> <li>◆ How would you describe cities?</li> <li>◆ What would be the relationship between inhabitants of the local community/ town/city?</li> <li>◆ What would education look like?</li> </ul> </li> <li>◆ The volunteer and the teacher help the students to formulate their answers. The groups present the results of their work.</li> </ul> <p>It can be used in English classes: Provide vocabulary useful in the exercise.</p> |
| <b>Debriefing questions</b>   | <p>What made you think this way?</p> <p>What did you keep from the present day? What did you change? Why?</p> <p>Are there any minorities? How are they presented and why in this way? If no, why not?</p> <p>Is it an optimistic or pessimistic vision? How can the optimistic (or good changes proposed) be reached? How can the pessimistic vision (or bad changes proposed) be avoided? What can be your role in implementing the actions?</p>  |
| <b>Variations</b>             | Depending on the age and knowledge of the participants the activity can be adapted, or needs more preparation in the discussion of what is citizenship, minorities, etc.  |
| <b>Source</b>                 | Maria Kinnunen, Nozuko Masiba, Sylwia Jedra   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Ecological Awareness</b>   |
| <b>Tool type</b>              | Social interaction, emotional management  |
| <b>Tool topic/s</b>           | Environment   |
| <b>Aim</b>                    | Raising ecological awareness  |
| <b>Material needed</b>        | Option 1: Boxes, paper<br>Option 2: Questionnaires  |
| <b>Duration</b>               | 45 minutes  |
| <b>Number of participants</b> | 10 - 20   |
| <b>Target group</b>           | Primary school (option 1), secondary school (option 2), mentally and physically disabled (option 1 or 2 depending on disability), visually impaired (option 2) hearing impaired (option 1), children at risk (option 1 or 2)  |
| <b>Description</b>            | <p><i>Option 1. Countries which introduce recycling</i></p> <p>Children make boxes to separate garbage (according to local recycling policies) and learn by practice.</p> <p>Teaching how things can be reused, e.g. bringing garbage to school and reflecting on what you can do with it.</p> <p><i>Option 2. For different countries</i></p> <p>Questionnaire on shopping habits.</p> <p>Reflection on how much you buy, what you buy, what you really need, how the products are packed, how they are transported.</p> |
| <b>Debriefing questions</b>   | <p>What happens with garbage locally and globally?</p> <p>Do you think littering is a problem? Is it a problem to you? What emotions does it bring to you? Why?</p> <p>What could you do? How could you influence others?</p>   |
| <b>Variations</b>             | Apart from the two options, the activity can be adapted to different abilities, e.g. by using more or less visual support materials   |
| <b>Source</b>                 | Maria Kinnunen, Nozuko Masiba, Sylwia Jedra   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>True or False</b>  |
| <b>Tool type</b>              | Intercultural learning, social interaction, emotional management  |
| <b>Tool topic/s</b>           | Culture, stereotypes  |
| <b>Aim</b>                    | Developing intercultural awareness (increasing knowledge about cultures, interest in cultures and awareness of stereotypes), building self-confidence   |
| <b>Material needed</b>        | 'True', 'False', 'I'm not sure' print outs hung in different corners, tables moved to the sides of the classroom  |
| <b>Duration</b>               | 30 minutes  |
| <b>Number of participants</b> | 10 - 20   |
| <b>Target group</b>           | Primary and secondary school, mentally and physically disabled, visually and hearing impaired, children at risk   |
| <b>Description</b>            | <p>The volunteer prepares a collection of 5-10 statements about his/her country (or a region/continent).</p> <p>The statements are read out and the students have to take position: 'True', 'False', 'I'm not sure' by moving to a right corner of the room.</p> <p>Optional: The students are in pairs or small groups.</p> <p>The students are asked to explain their choice. The volunteer reveals the correct answer.</p> |
| <b>Debriefing questions</b>   | <p>How did you feel?</p> <p>What was surprising?</p> <p>How did you make decisions? Where did your knowledge come from?</p>   |
| <b>Variations</b>             | Depending on the difficulty of the question and the visual aid you are using, you can adapt this activity to different age groups and abilities   |
| <b>Source</b>                 | Maria Kinnunen, Nozuko Masiba, Sylwia Jedra   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Body Awareness and Emotions</b>  |
| <b>Tool type</b>              | Emotional management  |
| <b>Tool topic/s</b>           | Bodily reactions to emotions, such as happiness, excitement, anger, fear, sadness, stress, etc.   |
| <b>Aim</b>                    | Create body awareness and link it to emotions   |
| <b>Material needed</b>        | One set of cards with body parts, and another set with feelings associated with them  |
| <b>Duration</b>               | 30 – 40 min (depending on the group size)   |
| <b>Number of participants</b> | 5 – 15  |
| <b>Target Group</b>           | Primary and secondary, mentally and physically disabled, hearing impaired, children at risk,  |
| <b>Description</b>            | <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>◆ Prepare flash cards with words of body parts, e.g. stomach, head, heart, eyes...</li> <li>◆ One set of cards with emotions e.g. butterflies in my stomach, clouds in my head, heaviness in my heart, stars in my eyes etc.</li> <li>◆ Number of cards depending on group size and age group</li> <li>◆ Make sure that every child has one pair of cards</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>◆ Show pictures of the body part.</li> <li>◆ Ask for the emotion associated with it.</li> <li>◆ Ask them to express what happens to the body part when they feel an emotion, e.g. what happens when you are frightened? Which part of the body do you feel the sensation? Is it a good or a bad feeling?</li> <li>◆ Go through all flash cards of body parts and feelings</li> <li>◆ Give them time to match the cards alone or in pairs.</li> <li>◆ Put the correct pairs on the wall.</li> </ul> <p>Go through all the cards again. Keep the pictures and words on the wall for a week, so the children can check and see them again.</p> |
| <b>Debriefing questions</b>   | <ul style="list-style-type: none"> <li>◆ What did you learn?</li> <li>◆ Questions related to feelings: What do you feel when? How does your body react when you have a feeling?</li> <li>◆ These are just some of the ways our bodies are constantly providing useful messages -- all we need to do is listen.</li> </ul>   |
| <b>Variations</b>             | Smiley emoticons can be used instead of words if reading or language may be a problem. The range of emotions to be discussed will depend on the target groups' emotional maturity.  |
| <b>Source</b>                 | <a href="https://www.edutopia.org/blog/sel-for-elementary-school-randy-taran">https://www.edutopia.org/blog/sel-for-elementary-school-randy-taran</a><br>The Whole-Brain Child by Siegel, D. J. and Payne Bryson, T.  |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>How Calm Are You?</b>   |
| <b>Tool type</b>              | Emotional management   |
| <b>Tool topic/s</b>           | Calming down   |
| <b>Aim</b>                    | To help calm down or reduce anxiety and hyper activity<br>Since the body and the mind are inextricably linked, when we change our physical state, we can also change our emotional state   |
| <b>Material needed</b>        | None   |
| <b>Duration</b>               | 10 min   |
| <b>Number of participants</b> | 5 – 25   |
| <b>Target Group</b>           | Kindergarten, primary and secondary school, mental and physical disability, visually and hearing impaired, children at risk  |
| <b>Description</b>            | <ul style="list-style-type: none"> <li>◆ Everyone one sits in a circle, on chairs or on the floor. Calming can take place in two ways:</li> <li>◆ <i>Through relaxation</i> – Taking five slow, deep breaths is a powerful way to calm down when stress arises.</li> <li>◆ <i>Through movement</i> – When you start feeling anxious, tense or overwhelmed, a quick way to regain a feeling of balance is through movement. Have students rapidly jump in place to release emotion and re-integrate. Action leads to calmness.</li> <li>◆ Use directed movement exercise to change students' physical state, thus changing their emotional state</li> </ul> |
| <b>Debriefing questions</b>   | At the end of the session, check in with the group about how his or her body is feeling. What is the state of the mind, body or feeling now?   |
| <b>Variations</b>             | Time devoted to the activity can be adjusted in response to the group's (e.g. a group with physical or learning disability) level of concentration and anxiety.  |
| <b>Source</b>                 | <a href="https://www.edutopia.org/blog/sel-for-elementary-school-randy-taran">https://www.edutopia.org/blog/sel-for-elementary-school-randy-taran</a>  |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Explore and Express a Range of Emotions</b>  |
| <b>Tool type</b>              | Emotional management  |
| <b>Tool topic/s</b>           | Associating emotion with music  |
| <b>Aim</b>                    | Activity to develop a deeper awareness of the range of human emotional expression   |
| <b>Material needed</b>        | Different kinds of music  |
| <b>Duration</b>               | 30 min  |
| <b>Number of participants</b> | 5 – 15  |
| <b>Target Group</b>           | Kindergarten, primary and secondary school, mental and physical disability, visually and hearing impaired, children at risk   |
| <b>Description</b>            | <p>Have different kinds of music ready, (loud, soothing, boisterous, etc.). Play one kind of music, let the group move around the room to the rhythm of the music, stop the music and ask the group to identify how they feel or what emotion they associate with the music.</p> <p>Alternately, divide the group into two. Make a game of expressing and naming emotions by having one group act or dance out different emotions to music, while the rest of the class guesses what emotion it is.</p> |
| <b>Debriefing questions</b>   | <p>What did you learn about the exercise?</p> <p>Happiness has many colours: Joy, awe, glee, quiet contentment, nonstop giggling, etc.<br/>Anger also has different shades: Frustration, rage, disappointment, hurt, confusion, etc.</p> <p>Creating awareness at a young age of what emotions are and do to ourselves is a real advantage, and a milestone on the road to happiness.</p>   |
| <b>Variations</b>             | Very young children may need help with identifying their emotions and verbalising them.   |
| <b>Source</b>                 | <a href="https://www.edutopia.org/blog/sel-for-elementary-school-randy-taran">https://www.edutopia.org/blog/sel-for-elementary-school-randy-taran</a>   |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Dealing with Fear</b>   |
| <b>Tool type</b>              | Emotional management   |
| <b>Tool topic/s</b>           | Using drawing to ease anxiety  |
| <b>Aim</b>                    | To ease anxiety and fear   |
| <b>Material needed</b>        | Chart papers, colour pencils or crayons  |
| <b>Duration</b>               | 20 – 30 minutes  |
| <b>Number of participants</b> | 5 – 10   |
| <b>Target Group</b>           | Primary and secondary school   |
| <b>Description</b>            | <p>Focus on easing anxiety.</p> <p>Have each young person/child draw a picture of the source of fear, e.g. a scary dog, and then add long eyelashes, pink polka dots, freckles, and other silly things to make it seem less intimidating.</p> <p>Once the masterpiece is finished, they give it a title (such as "Don the Dopey Dog") and have a good laugh. The next time they are frightened, tell them to remember the drawing and suggest a reassuring mantra, e.g. ("Don the Dopey Dog won't hurt me").</p> |
| <b>Debriefing questions</b>   | How do you feel now? Next time you are afraid, look at the picture and repeat the mantra.  |
| <b>Variations</b>             | Instead of drawing the volunteer can use other means (e.g. acting, mime, dressing up) to get the group to focus on emotions.   |
| <b>Source</b>                 | <p>Edson Vincente Quezada Rodríguez, Educar es Fiesta</p> <p><a href="http://www.parents.com/toddlers-preschoolers/development/behavioral/activities-for-emotional-development/">http://www.parents.com/toddlers-preschoolers/development/behavioral/activities-for-emotional-development/</a></p>   |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Coping with Anger, Fear, Anxiety</b>  |
| <b>Tool type</b>              | Emotional management   |
| <b>Tool topic/s</b>           | Using role play to ease anger, and real or imagined anxieties and fears  |
| <b>Aim</b>                    | To ease anxiety and fear   |
| <b>Material needed</b>        | Paper and pencils/pens   |
| <b>Duration</b>               | 15 – 20 min  |
| <b>Number of participants</b> | 8 – 10   |
| <b>Target Group</b>           | Primary and secondary school, children at risk   |
| <b>Description</b>            | <ul style="list-style-type: none"> <li>◆ Focus on easing the anxiety.</li> <li>◆ Forum theatre about an imaginary or real situation around fears, anxieties anger.</li> <li>◆ The group spends 10 minutes to prepare themselves to act on a pre-given imaginary or real situation.</li> <li>◆ 10 minutes to solicit and discuss feedback and solutions from participants.</li> <li>◆ Then children/youth are asked if someone wants to re-act certain roles differently or offer different solutions.</li> </ul> |
| <b>Debriefing questions</b>   | <p>How do you feel now?</p> <p>Next time you are afraid can you try to find a way out of the situation or source of anxiety?</p> <p>Are there other ways to handle similar situations?</p>   |
| <b>Variations</b>             | The volunteer can change the pace and intensity of the plays to respond to the environment.  |
| <b>Source</b>                 | Edson Vincente Quezada Rodríguez, Educar es Fiesta   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>World of Images</b>  |
| <b>Tool type</b>              | Intercultural learning  |
| <b>Tool topic/s</b>           | Perception and misconception  |
| <b>Aim</b>                    | To make one aware of one's prejudices<br>To help recognise how easily people judge "others" on the basis of their appearance  |
| <b>Material needed</b>        | Different coloured post-its, 8 - 10 black and white photographs of people   |
| <b>Duration</b>               | 45 min (depending on group size)  |
| <b>Number of participants</b> | 10 – 30   |
| <b>Target group</b>           | Primary and secondary school, physically disabled, children at risk   |
| <b>Description</b>            | <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>◆ Print 8 – 10 photographs of different persons. The photographs should be chosen randomly; they can be photos of friends and family, public figures, etc.). Choose pictures of people from different countries, regions and backgrounds.</li> <li>◆ Place the photographs in different parts / corners of the seminar room (on the floor, on a soft board, flipchart stands or the wall...), and around each photograph, place a few blocks of post-its and pens.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>◆ Instruct the group to look at the photos of different people and write one or two words describing the persons in each photo.</li> <li>◆ The group should work silently placing brief descriptions to the photos.</li> <li>◆ The participants can counter the descriptions of others by placing other descriptions beside them. Thus, a silent discussion will take place among participants for each photograph.</li> <li>◆ Once the group has written descriptions for all the photographs, present the people in the photographs, thereby confronting the group with the descriptions it had made and also the stereotypes they used to describe what they saw on the photographs.</li> </ul> |
| <b>Debriefing questions</b>   | <ul style="list-style-type: none"> <li>◆ What did you learn?</li> <li>◆ On what do we base our initial impressions of people?</li> <li>◆ What are the first things we notice about a person from his/her photograph?</li> <li>◆ How are photographs used in the mass and social media? How much do they tell you about a person?</li> </ul>   |
| <b>Variations</b>             | You can have 2 photographs of the same person but in different settings.  |
| <b>Source</b>                 | Michel Banz, Educational Advisor, Amnesty International, Denmark  |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Five Prominent People</b>  |
| <b>Tool type</b>              | Intercultural learning  |
| <b>Tool topic/s</b>           | Privileges, Power, culture  |
| <b>Aim</b>                    | <p>To become aware of the limited information we have about certain communities and people in comparison to others.</p> <p>To reflect on why we have little or no information on certain people and where the information we have comes from.</p> <p>To realise who has the most chances to make it in society and those who do not.</p> <p>To make people aware that our educational system provide little to no knowledge on certain cultures in society?</p>   |
| <b>Material needed</b>        | Quiz sheets   |
| <b>Duration</b>               | 45 min  |
| <b>Number of participants</b> | 2 – 20  |
| <b>Target group</b>           | Secondary school, physically disabled   |
| <b>Description</b>            | <p><b>Presentation</b></p> <p>Explain to the participants that they will be doing a quiz.</p> <p>Distribute work sheets and pens</p> <p>Request participants to fill in the blocks for each category with 5 names of famous people, either dead or alive. They should write down the names that come to them spontaneously.</p> <p>They have 90 seconds per category.</p> <p>The sheets will not be collected and are only for their own reflection.</p> <p>Start with 9 different categories – 5 prominent people for each category. After every 90 seconds, call out the next category.</p> |

## C. METHODS / ACTIVITIES

|                             |   |   |   |   |   |   |
|-----------------------------|---|---|---|---|---|---|
|                             | Quiz Sheet:   |   |   |   |   |   |
|                             | <b>Famous persons</b>   | 1 | 2 | 3 | 4 | 5 |
|                             | Famous Europeans  |   |   |   |   |   |
|                             | Famous men  |   |   |   |   |   |
|                             | Famous women  |   |   |   |   |   |
|                             | Famous Jewish people  |   |   |   |   |   |
|                             | Famous Muslims  |   |   |   |   |   |
|                             | Famous Christians   |   |   |   |   |   |
|                             | Famous Asians   |   |   |   |   |   |
|                             | Famous Africans   |   |   |   |   |   |
|                             | Famous Latin Americans  |   |   |   |   |   |
|                             | Famous people who are mentally or physically disabled   |   |   |   |   |   |
|                             | Famous self-declared homosexuals  |   |   |   |   |   |
| <b>Debriefing questions</b> | <p>What surprised you the most about the quiz questions?</p> <p>Could you find answers easily under pressure of a quiz situation?</p> <p>Are the people in questions one and two mostly men? If yes, why?</p> <p>Why was it difficult to find names for some categories and easy for other categories?</p> <p>Who has more chances of becoming famous in society and who does not?</p> <p>Do you believe that famous people have a larger social responsibility?</p> <p>Is there a category for which you would have liked to know more names? If yes, why?</p> <p>Do you think our educational systems provide enough information on different cultures to help us broaden our perspectives?</p> |   |   |   |   |   |
| <b>Variations</b>           | You can change the list of famous persons depending on the country and context where the method is being used.  |   |   |   |   |   |
| <b>Source</b>               | Eine Welt der Vielfalt Berlin e.V. <a href="http://www.ewdv-diversity.de/">http://www.ewdv-diversity.de/</a>  |   |   |   |   |   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Lemons</b>   |
| <b>Tool type</b>              | Intercultural learning, social interaction  |
| <b>Tool topic/s</b>           | Stereotypes and prejudices  |
| <b>Aim</b>                    | To value individual differences and special characteristics.<br>To talk about stereotyping, and differences and equality of opportunities<br>To sensitise for heterogeneity within (supposed homogeneous) groups<br>To learn more about the power politics inherent in stereotyping   |
| <b>Material needed</b>        | Lemons, one per participant   |
| <b>Duration</b>               | 45 min (depending on group size)  |
| <b>Number of participants</b> | 5 – 20 - for a large group divide participants into groups of 5 to 6 and conduct the entire activity in groups  |
| <b>Target group</b>           | Kindergarten, primary and secondary school, physically disabled, children at risk   |
| <b>Description</b>            | <p>Give each group member a lemon.</p> <p>Ask everyone to look closely at their fruit, examine it for distinctive marks and feel the skin.</p> <p>Encourage each person to personalise his or her lemon by giving it a name.</p> <p>Allow five minutes to do this and then collect all the lemons into the carrier bag.</p> <p>Shake the bag to mix the fruits.</p> <p>Spread all the lemons out on the floor in front of the group.</p> <p>In turn, ask each young person to come forward and collect his or her lemon.</p> <p>If there is an argument over whose it is, try to adjudicate, but if they still can't agree, place the lemon to one side as unidentified. If this happens, you should be left with two at the end to reunite, but will find that most people (amazingly!) can successfully claim their fruit.</p> <p>Now everyone presents their lemons, answering the following questions:</p> <p>How sure are they that they claimed the right fruit? How can they tell?</p> <p>Was it easy or difficult to find your lemon?</p> <p>How was it possible for you to find your own lemon?</p> <p>What specific characteristics did you notice?</p> |

## C. METHODS | ACTIVITIES

|                                    |   |
|------------------------------------|---|
| <p><b>Debriefing questions</b></p> | <p>Examine the stereotypes:</p> <ol style="list-style-type: none"> <li>1. Are all lemons the same colour? Are they all the same shape? Facilitate a discussion. Reflect this into the stereotypes that exist between people of different cultures, races and gender. What does this mean to the group? Encourage them to look at the parallels between this exercise and differentiating between people.</li> <li>2. Your evaluation of this process and the issues that emerge will help you develop further sessions around differences and equality of opportunities.</li> <li>3. Did you notice anything through this exercise? Did something surprise you?</li> <li>4. What theme becomes apparent here?</li> <li>5. What does this/the lemons have to do with you daily or work life?</li> <li>6. Did you ever have a first impression of a person or group of people and after getting to know the person/group better you felt the person is a fake or less than you had expected? Or have you ever had the impression that you misjudged someone?</li> </ol>                             |
| <p><b>Variations</b></p>           | <p>You can use other fruits.</p> <p>You can also extend the debriefing to the theme of awareness:</p> <ol style="list-style-type: none"> <li>1. How do we possibly have such a clear image of lemons in our heads when the lemons we come across in</li> <li>2. Everyday life proves to have clearly different and contradictory characteristics?</li> <li>3. What process of awareness or perception can be identified here?</li> <li>4. Do we need categories or generalisations? When do they help us?</li> <li>5. What dangers/problems are hidden behind generalisations?</li> </ol> <p>The discussion could highlight aspects and mechanisms such as selective perception, selective processing/working with information and black-white thinking, and could be deepened based on the needs of the group. Emphasise how quickly it is possible to construct individual characteristics of a homogenous group. But also make it clear what different consequences this, on the basis of difference and institutionalising of characteristics, can have for exclusion and discrimination.</p> |
| <p><b>Source</b></p>               | <p>Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit. <a href="http://www.anti-bias-werkstatt.de/?q=de">http://www.anti-bias-werkstatt.de/?q=de</a></p> <p>Salto Youth Resource Centre. <a href="http://www.salto-youth.net">www.salto-youth.net</a></p>   |

## C. METHODS | ACTIVITIES

|                               |   |
|-------------------------------|---|
| <b>Title</b>                  | <b>Talking Wheel</b>  |
| <b>Tool type</b>              | Intercultural learning, social interaction  |
| <b>Tool topic/s</b>           | Learning to listen, getting to know about others' views and opinions.   |
| <b>Aim</b>                    | <p>Learning to listen</p> <p>Getting acquainted with different social and cultural identities and beliefs</p> <p>Getting to know one another</p> <p>Becoming aware of your own prejudices</p> <p>Confronted with opinions that are different from your own</p> <p>A chance to reflect on your own position and opinion</p>  |
| <b>Material needed</b>        | List of questions to talk about, stop watch   |
| <b>Duration</b>               | 45 min (depending on group size)  |
| <b>Number of participants</b> | 6 – 20, even number of participants are needed  |
| <b>Target group</b>           | Primary and secondary school, children at risk  |
| <b>Description</b>            | <p>Introduce the exercise to the participants as one about finding out about each other and different values.</p> <p>Ask the participants to form two circles, an inner circle and an outer circle.</p> <p>Explain to the participants that you will read out questions or statements on which they have to talk to their partner for one minute.</p> <p>When the one-minute is over, the other partner will have the chance to talk on the same subject for one minute. One circle talks at the same time. If the inner circle talks first, then with the next question, it will be the outer circle that will begin first. After every question, the outer circle will move one step to the right, resulting in a change of partners. The exercise comes to an end when all the questions have been read out and each participant spoke for one minute or when the first two partners stand before each other again, i.e. the round is complete.</p> <p>The participants should be told that they are not speak, question, interrupt when their partner is talking. They will have their turn immediately after. The participants should also be told that they could decide not to answer a particular question.</p> |

## C. METHODS | ACTIVITIES

|                                    |   |
|------------------------------------|---|
| <p><b>Description</b></p>          | <p>These are some questions that can be used. You can select some and add others depending on the participants, age group, etc.:</p> <ol style="list-style-type: none"> <li>1. What is your name? First and last. What does it mean? Do you like it? Why? Why not?</li> <li>2. Talk about your positive characteristics. What do you like about yourself?</li> <li>3. What qualities do you dislike in other people?</li> <li>4. Describe a situation in which a person's words hurt you deeply.</li> <li>5. Mention a prejudice you have? Why do you have it? Where does it come from? When do you think you learnt this prejudice?</li> <li>6. Tell your partner about an ethnic, cultural or religious group (other than your own) which you admire, respect or like. Why?</li> <li>7. Tell your partner about an ethnic, cultural or religious group (other than your own) which you dislike. Why?</li> <li>8. Describe a situation in which you witnessed discrimination. How did you react?</li> <li>9. Name one achievement that you are proud of?</li> <li>10. Name two things that you do for fun?</li> <li>11. How many languages do you speak and how much do you understand?</li> <li>12. A man who dresses as a woman because he feels like a woman should be accepted in a woman's group.</li> <li>13. Describe a lovely experience you had last week.</li> </ol> |
| <p><b>Debriefing questions</b></p> | <p>Debriefing should focus on the information that was conveyed, the feelings and experience of discussing such information, and the personal qualities and methods used during the short monologues.</p> <ul style="list-style-type: none"> <li>◆ How was it? How did it feel? (General questions on feelings)</li> <li>◆ How did it feel to exchange personal information each time with a new partner?</li> <li>◆ What did your partners do to give you the feeling that they were listening attentively?</li> <li>◆ Was anything said that was new or surprised you?</li> <li>◆ Were some questions more difficult than others? Which ones? Why? What questions were you happy to answer?</li> <li>◆ On what questions was it easy to talk?</li> <li>◆ Was one-minute sufficient time to speak? When was it too long and when was it too short? Why?</li> <li>◆ Did you learn anything new about yourself?</li> <li>◆ How was it to listen for an entire minute without interrupting? Did you wish to interrupt?</li> <li>◆ How was it to speak without interruption from your partner?</li> <li>◆ Did you notice the similarities or things you have in common?</li> <li>◆ How often do we think about our prejudices? Do we know that we have them?</li> <li>◆ What was the purpose of this exercise?</li> </ul>  |
| <p><b>Variations</b></p>           | <p>If you have an uneven number of participants, you could play some music and participants are to walk freely around the room. When the music stops, each one is to find a partner. With each question, each participant has to find a new partner to talk with.</p>   |
| <p><b>Source</b></p>               | <p>Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit.<br/> <a href="http://www.anti-bias-werkstatt.de/?q=de">http://www.anti-bias-werkstatt.de/?q=de</a></p>   |

## C. METHODS | ACTIVITIES

|                               |  |
|-------------------------------|--|
| <b>Title</b>                  | <b>Group Drawing</b>   |
| <b>Tool type</b>              | Intercultural learning, social interaction   |
| <b>Tool topic/s</b>           | Problem solving, communication, awareness of others' perceptions   |
| <b>Aim</b>                    | To observe, understand and try out alternate ways of behaving which could save a situation and avoid or resolve conflict.  |
| <b>Material needed</b>        | Paper for drawing, coloured pencils, crayons   |
| <b>Duration</b>               | 45 mins  |
| <b>Number of participants</b> | 3 – 27   |
| <b>Target group</b>           | Primary and secondary school, physically disabled, children at risk  |
| <b>Description</b>            | <p>Divide your group into teams of three. Each person on the team has a one of the following roles:</p> <p><i>Drawer:</i> The drawer attempts to recreate a pre-drawn design they cannot see. They take directions from the talker. They stand with their back to the talker and viewer and may not talk.</p> <p><i>Talker:</i> The talker describes the design to the drawer, without seeing the design. They may question the viewer. They may not use hand gestures.</p> <p><i>Viewer:</i> The viewer sees the design. However, they are not allowed to talk and must communicate nonverbally to the talker. Additionally, they must not draw the design in the air or actually show the design with their gestures.</p> <p>The activity ends when the viewers say they are satisfied with the drawings. You may wish to award a prize to the best drawing.</p> |
| <b>Debriefing questions</b>   | <p>How did it go?</p> <p>Was it easy to do a group drawing?</p> <p>What hurdles did you face and how did you overcome them?</p> <p>What would you do differently the next time?</p>  |
| <b>Variations</b>             | <p>Divide your group into teams of three. Two of them are drawers and sit with their backs to each other. Drawer 1 begins to draw this house. The talker describes the house to Drawer 2 as it is being drawn by Drawer 1.</p> <p>Drawer 1 attempts to recreate the house drawn by Drawer 2.</p>   |
| <b>Source</b>                 | Adapted from <a href="https://icebreakerideas.com/problem-solving-activities/#Blind_Formations">https://icebreakerideas.com/problem-solving-activities/#Blind_Formations</a>   |

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