

comWork



Guidance and training model for trainers leading training for socio-educational professionals working with NEET'S TRAINING TOOLS



Exchanging practices to recognize and validate competences of social and educational professionals.



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ComWork-Erasmus

This project has been funded by the support of the European Commission. ERASMUS+ 2014-1-IT01-KA200-002490 CUP F85C14000310005.



This project has been funded with support from the European Commission.

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Introduction

The training tools kit was developed in the framework of the Guidance and Training Model of the COMWORK ERASMUS+ Project, Exchanging practices for recognize and validate competences of social and educational professionals.

It is under construction. All tools are being revised and some are in translation.

COMWORK is an international participatory research project that analyses needs and practices in the training of professionals, working with NEETS (Not in Education, Employment or Training).

Social and educational workers are key figures for inclusion and enhancing employability of NEETs. This Guidance and Training Model for recognition and validation of competences of social and educational professionals will help you to put in practice/implement the Learning Units that are also developed within the project.

This new phenomenon called NEETS is widely spread across Europe. Specific set of transversal competences is required in the work with NEETs in order to tackle the issue with the increasing percentage.

The Guidance is meant to give general direction to trainers in order to provide them with contextualization of the training of social and educational professionals.

1. Area of collective competences of a team and a network

COOPERATION AND INTERDEPENDENCE

TOOL 1.1 - PRISONER DILEMMA

Learning topics

Cooperation
Team work
Conflict mediation
Negotiation

Goal

Through the game of prisoner's dilemma (which is inspired by the theories of mathematician John Nash) you can work on the theme of cooperation, and on building

strategies of negotiation processes. In fact, the game proves that cooperation is more effective than competition and puts participants in a paradoxical situation in which the only way to win is to win with others and adopt the strategy win-win.

Description

Divide participants in two groups (the blues and yellows for example) and give each of them two cards (A and B for the blue group and X and Y for yellow group). Groups are placed in two separate rooms and is explained them (writing it clearly) that: *"The aim of the game is to reach the highest score possible."*

Later it will explained that the score will emerge from the combination of the two cards that will be played by groups without knowledge of the game of others.

Below the diagram there are four possible combinations that will be shown to the participants before you start the game. Bets will be repeated for 8 times. After the third and sixth spin it's possible for groups to access a negotiation identifying two spokespeople, searching for an agreement to which card their group will play. Game driver, however, cannot guarantee that groups keep their word in this statement.

The diagram shows the play that double results and those who are elevated to the square (double hyphens stay as one hyphen: for example -3 becomes -9).

The misunderstanding that often prevents the ability to achieve the purpose of the game and at the same time is a good starting point for understanding and learning, is that the phrase *"The aim of the game is to reach the highest score possible"* is usually understood as "doing point more than other group". For this reason, normally groups do not play solution AX, that leads points to both because they do not take into account the strategy Win-Win and so often they ditch each other. In the debriefing, you can make them think of how this dynamic is often present in the working groups and in social dynamics.

RESULTS TABLE

	Yellows		Blue		Progressive	Progressive
Bet n°	Choice	Result	Choice	Result	Yellow	Blue
1						
2						
3 (doubled)						
4						
5						
6 (squared)						
7						
8(squared)						

Negotiations can be made after 3rd and 6th bet.

SCORING SYSTEM

Choice		Score	
Yellow	Blue	Yellow	Blue
X	A	+3	+3
Y	A	+6	-6
X	B	-6	+6
Y	B	-3	-3

Times:

1 hour or 1,5 hour

TOOL 1.2 - THE THIEF

Learning topics

positive interdependence

Team work

Work method

Goal

To propose an experience of interdependence of objectives, resources and informations.

The exercise can be accomplished only through the cooperation of all members, because each has only part of the necessary resources (informations) necessary to the common goal ... these resources are in "interdependence" each other.

Description

Coordinator (usually trainee) has to:

☐ Distribute sheets with clues randomly, but in equal numbers to each participant.

☐ Enforcing work times and rules.

☐ Observe the working method albeit undefined:

If there is someone who prevails over the other

If there is someone who pulls out

Where it seems that there are more difficulties.

☐ Do not give any advice them, nor feedback about the work.

☐ In plenary the focus of comparison will be the dynamics experienced and observed (eg. difficulty to think in group, considering its own information, who speaks more, how to chose tracks to follow , ...)

Group has to find: WHO IS THE THIEF, WHAT IS STEALED AND WHY

- ☐ Delivery of tickets covered to each one, individual reading and memorizing of information (ticket stocks of 5-6 each, so everyone has a portion of the story) (5 minutes)
- ☐ Cover the tickets (no one can look at, nor can be seen)
- ☐ Implementation of the task (20 min.)

Rules (to read to all the participants, ensuring that everyone understood)

- ☐ Everyone will receive sheets with important information for the solution of the task.
- ☐ You have 5 min. available for storing
- ☐ Coordinator will give subsequent times
- ☐ Everyone must read and store only his information
- ☐ In the work of storage no one can take notes
- ☐ The work of each is important for that of the group
- ☐ You have 20 minutes to solve the task.

Solution:

Thief is mr. COOL, kleptomaniac. He stole the painting, hour was between 21:45 and 22:00, when it was seen for last time and then it wasn't in its place.

Overall times: 45 minutes, debriefing included.

THE THIEF	Mr. Some needs money to not fail
Mr. Some is well known for his sensibility for artworks	Mr. and Mrs. Gentle organized a great party to celebrate the Summer beginning
Miss Beauty left the party with mr. Cunningness	Someone listened Mr. Niggard say to spare no expense for a painting of great value
Mr. Niggard is known by all to be very rich	Mr. and Mrs. Some left together the party
Mrs. Some is very used to lose things	Mr and Mrs. Near founded four dogs in their courtyard after the party

Miss Welloff left party almost the same hour of mr. Some	Mr. Cool left party 20 minutes after than mrs. Some
Miss Welloff took the dog at the party	Every painting of Artisimisso are very small
Mr. Spot showed to be very interested to diamond ring of mrs. Some	Mr. and mrs. Gentle were owners of an Artisimisso painting
Mr. Keenness left party at 10 o'clock	Mr. Spot danced all the night with mrs. Beauty

Mrs. Some was for a large part of the night in a dark corner with mr. Cool	Miss. Welloff didn't find what she had during the party
--	---

Mr. Cool is a kleptomaniac	Miss Welloff and mr. Niggard left the party together
Italian paintings of 16 th century have an high value	Artisimisso is an italian artist of 16 th century
Miss Keenness, as she was about to leave the party, saw something shine in a corner of the hall	Mrs. Some left party at 21:30
Miss Beauty watched the painting when went away at 21:45	Miss Keenness for a long time admired Artisimisso's painting
Mrs. Some watched for a long time Artisimisso's painting when left the party	Mrs. Some didn't find her diamond ring at the end of the party

Mr. Some carries always a briefcase with him	Mr. and mrs. Near own three dogs
Mr. Cunningness is a jewelry thief	Miss Keenness noticed that Artisimisso's painting, which she long admired, wasn't at its place when left the party

TOOL 1.3 - FLOODING

Learning topics

Team negotiation skill

Work method

Task orientation and group leaning

Goal

Let the participants experience a dynamic of negotiation in a context where there is a clear task and time given, starting from different parameters and subjective values. Moreover, this situation allows us to test a method of group work and observe the styles of work in the group.

Description

Use the sheet for the choice of objects before at the individual level (to do in 5 minutes) and then dividing the group in two parts and giving the group 15 to 20 minutes

(according to the size) to choose as group 4 items in order of importance, obviously having to find a way to negotiate individual choices. Finally, each group chooses a spokesperson. The two arranged in the classroom with their supporters near, (which may suggest, support or even replace him, but can not talk to the members of the other group or the other spokesperson) must negotiate four choices common in order of importance in 15 minutes.

What often happens in this game is that if you have not done well trading during the first phase limited to record only majorities and minorities, in the second phase we have people in the group who do not support the spokesman or even feel closer to the other group because have not made their choices of their group not having had the opportunity to hear and be heard and share. On the other hand if you use a method of discussion too "open" you may not be in time (in this case the game is interrupted). Such dynamics allow the conductor to solicit a reflection group orientation and task orientation in a 'team and the necessary or balance between these two dimensions.

Times:

1 hour, debriefing included.

THE FLOOD

You come back from a holiday abroad and find that, in the area where you live, it's raining continuously in the last three days. At your arrival you hear the speaker of a police car traveling the road to warn residents to evacuate, because there is danger for an imminent river overflowing.

You ask to a police officer to let you get in the house for a moment, the time to take some things you care particularly. The cop gives you a maximum of 5 minutes . You come home and realize to take away only 4 things, with the assurance that everything will be destroyed or irreparably damaged by the flood.

Which of these objects you will take? Sign them in priority order.

- 1) A transistor radio
- 2) Two very old bottles of wine preserved for a special occasion
- 3) Records and accounts of the your Association
- 4) Your favorite book you care a lot
- 5) The laptop you lent a friend
- 6) Your personal diary you keep from last year
- 7) Your favorite sweater
- 8) The album with photographs of your family
- 9) The cup that you've won in a sports competition
- 10) The address book

- 11) A bracelet that was passed from generation to generation in your family
- 12) The letters of your first girlfriend/boyfriend
- 13) Special stamp collections of your father, with some valuable stamps philatelic
- 14) A stuffed animal that accompanies you since you were little
- 15) A basket with some plants very difficult to grow, which are putting the first buds
- 16) A rare long playing with favorite songs of your mother, which is the "soundtrack" of your childhood
- 17) A precious carpet, worth a lot of money, given you by a relative of yours
- 18) Your portrait gifted you by the author
- 19) A bag with a change of underwear and toilet products
- 20) An expensive guitar that makes music you play particularly beautiful

TOOL 1.4 - THE CHAIR GAME

Learning topics

Cooperation and competition

How other people can be a resource for our goals

Goal

Experiencing how often thought patterns lead us to implement competitive attitudes not seeing the opportunity of cooperation. Made at the beginning of a training, it helps to team building and is useful also as "warming game"

Description

Once sure that the chairs are solid, the conductor has a row of chairs next to a wall of the room and asks for some or all participants to raise the shoes stand on their chairs. Subsequently, the handler gives the mandate of the game: to get to the other side of the room with their chair without putting your feet on the ground.

In many cases what happens is that the participants choose individual strategies, improbable and tiring trying to move the chair with gaps or putting your hands on the ground and so on. But someone can find out (if no one finds it, the conductor will suggest the end solution) that by agreeing with a companion can climb in two in a chair and move forward the free chair, then go back in two on the chair moved and move the other forward, until to get both across the room fairly easily.

The frustration that often accompanies to choose an individual and competitive strategy becomes a good anchor for awareness and learning and allows a reflection on what our thought patterns influence our behaviour

Times:

20 minutes, debriefing included.

TOOL 1.5 – GEOMETRIC FIGURES GAME

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TOOL 1.6 – BALL GAME

...

TOOL 1.7 - GAME OF THE TOWN COUNCIL

Formative Themes:

- Cooperation and competition
- Job of group and planning
- Simulation job of network on the territory

Objective:

Through a game of simulation the objective is

- to facilitate I exchange him/it ideas and information inside the group,
- to make to experiment formality of planning and development of a shared idea,
- to simulate the job of net on a territory,
- to favour the cooperation,
- to favour the construction of operational and territorial strategies,
- to favour the comparison among the various groups.

Description:

The game simulates the various realities that compose a possible territorial net, the cards game they describe the single structures, pointing out their composition and they establish resources and ties of which the participants must obligatorily hold.

The rules of base are the followings.

Every card with the relative characteristics must be known only from the components of the group that represent her/it.

The components of the group must keep in mind in the realization of their proposal of the resources and the suitable ties in the card.

Every group must act as if it really represented that structure and it operated on that territory If possible various realities should use different spaces to realize their activities, meeting himself/herself/itself if they hold him/it useful.

And possible for the different realities (if they desire him/it) to use strategies of collaboration for the realization of the projects.

The conductor once introduced the game, divides the participants in small groups that correspond to every descriptive card that you/they simulate

Then the Town Council begins the game introducing a "proclamation" of project to the various realities and pointing out characteristics, resources, formality of evaluation and times of realization of it.

During the carrying out of the game the conductor, observes moving itself among the various groups their formalities of job, trying to identify the various dynamics that you/they are formed and the methodologies used for reaching the objective, to precise expirations the conductor remembers to the groups the remaining time.

Finished the phase of planning every reality it illustrates in complete his/her own project.

Once finished the presentation of the projects the Town junta it withdraws him for the evaluation and it chooses the project that answers better to the objectives of the game in his/her opinion therefore he/she returns in complete and it illustrates the motivations of the choice At the end of the game the conductor it drives a phase of evaluation of the experience, facilitating her/it and bringing the various elements emerged by his/her observation, using them therefore as you stimulate for the discussion of the formalities of job used and of the dynamics that are activated in the groups.

Times:

1 hour excluded preparation and debriefing.

TOOL 1.8 - WORK MEETING

Formative themes:

- effective communication
- dynamics of group

Objective:

Through a game of simulation the objective is that to make to experiment to the participants the differences of the styles of communication and their impact on the product of the group, to favor the emersion of the dynamics of relationship, to verify as the behaviors they are in relationship to the effectiveness or less than the communication and of the results.

Description:

The game simulates a work meeting type that habitually develops him in an any

environment of job, attributing through the cards game specific roles and the relative behaviors to the participants.

The rules of base are the followings:

Every card game with the relative characteristics must be known only from the components of the group that represent the relative character.

Max 6/8 participants.

The characters participants to the meeting must keep in mind in the management of the reunion of the objectives and the suitable strategies in the card.

And' possible to add other participants to the meeting (within the limit max) that if same will represent without a specific order.

The components of the group that don't participate in the game act from observatories of the dynamics that manifest him during the reunion and they will operate in the phase of debriefing.

The conductor once introduced the game, selects among the participants those people who must interpret the characters and eventually the others and you/he/she illustrates them in way "reserved" the single cards game and the formalities of the reunion, therefore from indications in the observatories and you/he/she defines the time limit.

The conductor introduces the theme of the meeting (the participants are prepared around to a table) and leaves the word to the participants.

During the carrying out of the meeting the conductor observes the dynamics of the game together with the other components of the group.

Finished the meeting the conductor it facilitates a shared evaluation of the result of the reunion using the brought elements both from the participants and from the observatories.

Es.

The group but done identify the typologies of the participants?

Has you/he/she identified and done understand the dynamics?

Have the objectives of the reunion been reached?

If him because? Otherwise because?

Which have the styles of communication been?

Have they been effective or less?

Times:

40 minutes excluded preparation and debriefing

TOOL 1.9 - TELL BY MEANS OF OBJECTS

Learning topics:

Bring out skills used in the working group

Bring out work style and meaning fields attributed to work

Goal:

The goal for this activity is to share languages, working styles and skills. Starting with the question: what is your main working tool? Or: tell us about how do you work through the use of an object?

Description:

Make available to participants a large number of objects as possible various, strange and evocative (30.40 pieces) and then ask everyone what is the 'object that can metaphorically represent its main working tool or the specific way of working'. Once they have chosen (two people can also choose the same) we start a tour so that everyone can explain the choice and what the object metaphorically represent. In the meanwhile the handler picks up the meanings attributed metaphorically in order to be able to do a list trying to find common aspects and aspects related to different meanings, skills and objectives assigned by the participants to their work with young people.

Time:

From 30 to 60 minutes depending on the number of participants

TOOL 1.10 - IF MY TEAM WAS**Learning topics:**

Bring out the own role perception (if working in the own equipe)
Bring out the missing roles (if working in an entire team)
Bring out expectations and styles of presence in the group

Goal:

The tool is a self-reflexive and facilitation like supervision, cooperative assessment and training. The goal is to create awareness and to bring out the perceived role within their work team. If applied in the presence of all team members it will emerge even the composition of the perceived roles and therefore also redundant or missing items (for example, if there is no direction or the technical aspects etc.). If realized in the context of team you can also ask participants about how they see the other team members putting then compares the expected role and the perceived role.

Description:

Here follows the form to be used. After given the form it may be everyone asked about the choice and if they wish to arguments for.

If your team was a theater company or a movie set who are you?

- Director

- The lighting technician
- The manufacturer
- Lead actor
- The shoulder of the protagonist
- The antagonist (the "evil" of the story)
- An appearance
- The production secretary (that takes care of all organizational and logistical aspects)
- Screenwriter (the one who invented the story)
- Cameraman

The voice actor

- The Hunchback (the one that suggests the lines to the actors)
- The sound engineer
- The public
- Production designer (draws the scenes)
- Man or lady (the one ripping ticket at the entrance)

Time:

From 30 to 60 minutes (it depends from the number of participants)

TOOL 1.11 – FILM TRAILERS

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TOOL 1.12 – ESTABLISHING RULES

NAME OF THE ACTIVITY
ESTABLISHING RULES
PARTICIPANTS
Group of migrant women Facilitator
AIMS OF THE ACTIVITY
<ul style="list-style-type: none"> • To define and establish (by the group) the behaviour standards and the working order to promote reaching individual goals and respecting the group partners. • To obtain the individual compromise (by signing a contract) of the accomplishment of the rules set by the group.
DESCRIPTION / METHODOLOGY
The facilitator explains participants the importance of the group activities in the workshop and, thus, that it is necessary to agree on and commit to some rules and working order.

In order to create such rules, the whole group has to agree on them; hence these rules should be established by participants themselves.

1. The rules of the group

Participants are divided in small groups and are asked to do a 10 minutes brainstorming to reflect on what rules they think are necessary. Next, the facilitator asks the groups to explain their ideas to the whole group and writes them down on the blackboard.

The aim of this activity is to create a table of shared rules. The facilitator should make sure that aspects such as punctuality, attendance, respect and tolerance of other peoples' opinions, involvement and cooperation come out.

2. The compromise contract

When the table of rules is set and participants have agreed on it, it is relevant to stress on the individual compromise and agreement. The aim of making participants sign this symbolic contract is to raise their awareness about their commitment before the facilitator and the rest of participants.

Contracts (whose format and contents should be decided by the facilitator) are handed out, with a copy of the agreed rules on the back of the sheet. Participants will read them and will be given 5 minutes to ensure that they fully agree to sign it.

Once the contracts are signed, each participant receives a copy and the original is kept by the facilitator.

SUGGESTED TIMING

2 hours

MATERIAL AND RESOURCES NEEDED

Blackboard, pens and paper.

COMPETENCES DEVELOPED

Personal competences

- Self-confidence
- Adaptability
- Sense of initiative and entrepreneurship attitude
- Capacity to analyse and synthesise information
- Responsibility
- Organisation and management

Social competences

- Establishment of useful relationships
- Negotiation
- Teamwork and cooperation

Meta competences

- Interpretation and situation in context
- Intercultural competence: assuming new roles and defending positions
- Ability to project

GUIDELINES FOR ASSESSMENT

Assessment will take place during activity.

SELF REFLECTIONS ABOUT COMPETENCES

TOOL 1.13 - FORM ANALYSIS

Area of competences: Collective competences of a team and network	
Name of activity:	Form analysis
Participants:	Socio-educational operators
Aims of activity:	Identification of competences; self reflection
Description/Methodology:	It is a tool used to identify networks and their later analysis. It allows to see the distribution among the different bases included in the personal network. The empty cells should be filled with the different values: "High", "Medium", "Low" or "None".
Suggested timing:	10-15 min
Materials and resources needed:	Handouts
Developed competence:	
Guidelines for evaluation:	-

Handout:

Please, fill the empty cells with the different values: "High", "Medium", "Low" or "None" based on your personal perception.

	Family	Friends	Neighbours	Work collages	Free time collages	Other
Emotional support						
Social company						
Access to new contacts						

Cognitive guideline and advices						
Social regulation						
Prevailing function						

TOOL 1.14 – COMPETENCE LEARNING DIARY

NAME OF THE ACTIVITY
Competence learning diary (as tool for individual session for operators)
PARTICIPANTS
Operators Facilitator
AIMS OF THE ACTIVITY
<ul style="list-style-type: none"> • To systemise the identification of competences • To record the process of identification • To allow for further elaboration and the elaboration of the portfolio at the end of the course
DESCRIPTION / METHODOLOGY
<p>This tool is intended to provide operators with an individual self-reflection file that they can keep along the course, as a tool to support their competence identification process.</p> <p>The facilitator will present the tool at the beginning of the process of identification of competences. At the end of each group session during the course or as individual work after each session, the participants will record the competences identified during the session and the competences developed during the session.</p> <p>This file will provide useful insight to elaborate the final Europass CV.</p>
SUGGESTED TIMING
as individual work after each session.
MATERIAL AND RESOURCES NEEDED
Paper, pen, handout
COMPETENCES DEVELOPED
<p>Basic competences</p> <ul style="list-style-type: none"> • Communication in the host country language/s <p>Personal competences</p> <ul style="list-style-type: none"> • Capacity to analyse and synthesise information

- Organisation and management

Social competences

- Grabbing opportunities

META

- Learning to learn

GUIDELINES FOR ASSESSMENT

The assessment can be done during the activity after each session and in the midcourse and final individual interviews, on the basis of the capacity to analyse and synthesise information, and the comprehension skills.

HANDOUT

COMPETENCE LEARNING DIARY

Session:

Date:

Which competences did you practise in today's session?

COMPETENCES I IDENTIFIED TODAY		
Name of competence	Description or source of description	How can I demonstrate it?

COMPETENCES I PRACTISED TODAY

Which competences did you practise in today's session?

Name of competence	Description or source of description	How can I demonstrate it?

TEAM ASSERTIVE COMMUNICATION

TOOL 1.15 – THE “NO” GAME

Learning topics:

Assertive communication in the working group and with young people
The construction of the "No cozy"

Goal:

The game aims to test and train the ability to put a limit, to say no and assert the own point of view without falling in an aggressive style and managed to preserve the relationship in the divergence of opinions. The ability to say "No" without the other feels rejected or attacked as individual is a focus part of the assertive communication style and it is particularly useful in an educational relationship as well as in teamwork.

Description:

The participants are asked to divide into groups of three, mixing prior knowledge, one of the three choose a personal item and a second person must ask repeatedly for 5 minutes this object by using all the skills of persuasion. The other must continue to say no, but making sure that it is a motivated cozy no and that the other does not feel underestimated or rejected by his no. The third person acts as observer writing down some points of the different relationship moments in order to provide a feedback. At the end the person who asked felt like hearing a not aggressively no and welcomed, despite the denial, then the goal will be reached.

The game can be repeated three times so that everyone can experience the different roles.

Time:

40 minutes (including debriefing)

TOOL 1.16 – CRITICISM AND COMPLIMENT EXERCISE

Learning topics:

Feedback and criticism management in the working group
Assertive communication
The management of conflict

Goal:

Try to go through and work out in a proper feedback management providing to be critical about the content and trying to avoid any ethical judgment on the person and to bring out the ability to offer positive feedback. In the listening phase try to understand the difference between a judgment and a critic.

Description:

In a 3 or 4 people groups asked everyone to find a good reason (real not built) to show one criticism and one compliment to each of the different members of the group. Going rounds asking the person (who can not discuss the feed-back but only receive it) how he felt emotionally by these feedback and felt them as judgmental or constructive.

Time :

30 minutes (including debriefing)

TOOL 1.17 – FILM TRAILERS

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TOOL 1.18 – CARD ON THE COMMUNICATIVE STYLES OF WORK

Formative Themes:

- Styles of communication, assertive communication
- Bonds among contest strategies and communicative attitudes

Objective:

The objective of the card is to make to emerge in reflexive way the bond that is among his/her own communicative styles to forehead of people you contest different and to be able to reflect on the emotions that we feel the results and the effectiveness of our styles

Description:

This is the card to use and after having administered he/she wonders her/it to each of his/her own choice and he/she wonders if he/she wants to deduce her/it particularly trying to make to emerge the bond that is among strategies you contest and chosen personal seeing if they exist then of the recurrences and of the personal scripts and automatisms or if and how much we choose in liberty our strategies.

That time that in the job I have had a passive attitude

Which is it the emotion and the feeling that I have tried?

Has thing pushed me to this behavior qual you/he/she has been the strategy, thing I wanted to avoid or to get?

In which context of group, in presence of which people you/he/she has happened this episode?

That time that in the job I have had a passive attitude

Which is it the emotion and the feeling that I have tried?

Has thing pushed me to this behavior qual you/he/she has been the strategy, thing I wanted to avoid or to get?

Which has the result of this attitude been?

That time that in the job I have had an aggressive attitude

Which is it the emotion and the feeling that I have tried?

Has thing pushed me to this behavior qual you/he/she has been the strategy, thing I wanted to avoid or to get?

In which context of group, in presence of which people you/he/she has happened this episode?

Which has been the result of this attitude?

That time that in the job I have had an assertive attitude

Which is it the emotion and the feeling that I have tried?

Has thing pushed me to this behavior qual you/he/she has been the strategy, thing I wanted to avoid or to get?

In which context of group, in presence of which people you/he/she has happened this episode?

Which has been the result of this attitude?

Times:

You give 45 to the 60 minutes in base to the number of the participants included debriefing

TOOL 1.19 – TEAMWORK

Area of competences: Collective competences of a team and network	
Name of activity:	Teamwork
Participants:	Socio-educational operators
Aims of activity:	Improve team working

Description/Methodology:	<p>Think about two words which start with the same letters. E.g.: Storage/ Stormy</p> <p>Write down these two words on different pieces of paper, if you work with participants who aren't native speakers of the language you are using.</p> <p>Step 1: Divide the participants in two groups: cats and dogs. Tell them you have a secret and you will organize a secret meeting with each group. The secret is one of the two words. Tell each group a different word in such a way that the other group can't hear you (e.g.: Dogs - storage, Cats - Stormy) and ask them to keep the secret and wait for further explanations.</p> <p>Step 2: Mix the groups and form pairs: cat-dog. Each pair receives a piece of paper and a pen. Ask them to grab the pen, but they have to hold it together, both of them should have a hand on the pen. Now, ask them to be silent, they cannot speak to each other anymore. Tell them to share their secret - write down their word.</p> <p>Where?: This is an indoor activity and it's easier to be done in a room where you have some desks. It can be done during teambuilding sessions, when you encounter cooperation difficulties or when you are dealing with conflicts.</p>
Suggested timing:	
Materials and resources needed:	Papers and pens
Developed competence:	<p>Ability to work in a team and a network</p> <p>Ability to cooperate</p> <p>Communication</p>
Guidelines for evaluation:	Discussion

2. Area of competences related to motivation and empowerment

THE EDUCATIONAL RELATIONSHIP, THE MAP DECENTRALIZATION AND THE LISTENING METHODS

TOOL 2.1 – THE TRICK QUESTIONNAIRE

...

TOOL 2.2 – THE BLIND DRIVING WITH PHOTOGRAPH

...

TOOL 2.3 – THE NEWSPAPER ARTICLE AND THE STORIES CONSTRUCTION

...

TOOL 2.4 – A STEP AHEAD (GAME ON TECHNICAL POWER OF THE EDUCATIONAL RELATIONSHIP)

...

TOOL 2.5 – THE WATERMELON GAME

...

TOOL 2.6 – LISTENING TO COUNT...

...

TOOL 2.7 – THE STORY FROM DIFFERENT POINTS OF VIEW

...

TOOL 2.8 – THE MONSTER GAME (ON POWER)

...

TOOL 2.9 – FILM SEQUENCE ON THE EDUCATIONAL RELATIONSHIP AND / OR MANAGEMENT OF THE INTERVIEW

...

TOOL 2.10 – SELF-REFLEXIVE SHEET ON MOTIVATION

...

THE EMOTIONAL LITERACY

TOOL 2.11 – EMOTION: STAY NEXT

...

TOOL 2.12 – THE COMPLAINT EXERCISE

...

TOOL 2.13 – SELF-REFLEXIVE SHEET ABOUT WHAT INVOLVES ME DURING MY WORK

...

ADOLESCENCE AND YOUNG PEOPLE

TOOL 2.14 – THE METAPHOR OF OUR ADOLESCENCE

...

TOOL 2.15 – THE REPRESENTATION OF THE GENERATIONS THROUGH MUSIC AND THE GRAPHIC

...

TOOL 2.16 – THE SCULPTURE ON ADOLESCENCE

...

TOOL 2.17 – RESOURCE WALK

NAME OF ACTIVIES
Resource Walk
PARTICIPANTS
OPERATORS, group Facilitator
AIMS OF THE ACTIVITY
To support to recognise their own skills and strengths and talk about them. To train the communication, self-knowledge and self-confidence competences.
DESCRIPTION / METHODOLOGY

Facilitator asks to go for an hour long walk and find three symbols for things giving you strength in your PROFESSIONALITIES. Then OPERATORS should introduce them and talk about them in the group.
SUGGESTED TIMING
2-3 hours (1 hour walk around, group discussion of appr. 30-60 min, depending on the size of the group)
MATERIAL AND RESOURCES NEEDED
COMPETENCES DEVELOPED
Area 2 Self-knowledge Self-confidence Sense of initiative and entrepreneurship attitude Responsibility Grabbing opportunities
GUIDELINES FOR ASSESSMENT (EVALUATION)
Assessment will take place during the dynamic. The following aspects can be assessed: Active participation Communication ability Groups attitude

TOOL 2.18 – TALENT EXCHANGE MARKET

NAME OF THE ACTIVITY
Talent exchange market
PARTICIPANTS
Facilitator Operators, group
AIMS OF THE ACTIVITY
To support to recognise their own skills and strengths and talk about them. To train the communication, self-knowledge and self-confidence competences
DESCRIPTION / METHODOLOGY
Facilitator asks to participants: "If there was no money and you could buy everything you need and pay only by donating work, which work would you offer to others?" Write offers are written on scraps of paper, and "exchange your talents" with the others, that means talk about your offers or proposals.
SUGGESTED TIMING

40 minutes: 20 min writing down the offers (proposals), 20 min discussion about the offers and the possibilities of using these
MATERIAL AND RESOURCES NEEDED
Papers, pen and blackboard.
COMPETENCES DEVELOPED
Area 2: Self-knowledge Self-confidence Sense of initiative and entrepreneurship attitude Responsibility Negotiation and conflict management

TOOL 2.19 – CHECK YOUR GOOD MEMORIES

Area of competences: Motivational and empowerment competences	
Name of activity:	Check your good memories
Participants:	Socio-educational operators
Aims of activity:	
Description/Methodology:	<p>Description: It is a reflection exercise that tries to find motivation and empowerment for those performing it. It consists on selecting a series of good memories (pictures, presents, newspaper cuttings, etc.) and then answer thoroughly to these questions:</p> <ul style="list-style-type: none"> - What were you able to at that time? - Which were your characteristically strong points? - Which obstacles were you able to overcome? - Who helped and taught you? - Who did you help? How? Why? - Nowadays, which are your strengths? - How does it feel when you feel strong?
Suggested timing:	
Materials and resources needed:	
Developed competence:	
Guidelines for evaluation:	

TOOL 2.20 – MY STORY

Area of competences: Motivational and empowerment competences	
Name of activity:	My story
Participants:	Socio-educational operators
Aims of activity:	To put socio-educational operators face to face to their target audiences in order to help them see the results of their work and to help them feel more motivated about what they are doing
Description/Methodology:	Split the group into two: one will be the beneficiaries (NEETs) and the other the socio-educational operators. The NEETs will have to think about how operators help them by doing this activity and to write a note to one of the operators and say thank you. In pairs beneficiaries exchange messages and discuss
Suggested timing:	20 minutes
Materials and resources needed:	None
Developed competence:	Motivation Communication & negotiation
Guidelines for evaluation:	Discussion "How did you feel? Did you feel your work was appreciated? Did you feel valued?"

TOOL 2.21 – START TO BE ACTIVE!

Area of competences: Motivational and empowerment competences	
Name of activity:	START TO BE ACTIVE!
Participants:	
Aims of activity:	Pick a physical activity you enjoy.
Description/Methodology:	<p>List some activities you would like to do: walking, exercising, dancing.</p> <p>Think to a possible sequence of movements (at least 5 minutes) that helps you to prepare yourself to this activity. (you can jump, run, dance etc.) Try it out. After the five minutes you have to be tired.</p> <p>Repeat the exercise during the day at least 4 times (4 sessions of 5 minutes) helping yourself with the timer</p>

	<p>on your phone. The group will decide to have a common break of the training to make it possible. At the end of the day write a report about how do you feel.</p> <p>Think also about</p> <ul style="list-style-type: none"> • the difference between the first and the fourth session of your exercise • how you were able to overcome your inertia • which kind of difficulties you have to be active in daily life • how you can manage to have some physical activities during your daily life.
Suggested timing:	
Materials and resources needed:	
Developed competence:	
Guidelines for evaluation:	

3. Area of competences for management the change

TOOL 3.1 – THE CHANGE GYM

NAME OF THE ACTIVITY
THE CHANGE GYM
PARTICIPANTS
Operators, group Facilitator
AIMS OF THE ACTIVITY
break the routine schemes gain experience of different and unusual situations get involved in a flexible and open way
DESCRIPTION / METHODOLOGY

<p>The facilitator, after introducing the theme of change, gives each participant a list of possible actions to take, simple and clear.</p> <p>In prepared material for the group, there will also be space to mark what each one can really do and how much it seemed difficult or funny.</p> <p>Some example:</p> <p>Each day choose a smell, an essence, a particular scent and find the way to get to accompany you for the rest of the day.</p> <p>Brush your teeth with the other hand.</p> <p>Eat a plate of spaghetti with her hands.</p> <p>Invented the totally original recipes, with special spices.</p> <p>Once a week you dine in a restaurant (or prepared a plate) offers several recipes from the traditional ones (an ethnic restaurant, for example).</p> <p>Listen to music very different from the usual (borrowed from friends or their children).</p> <p>Changed from time to time the path to go to the workplace.</p> <p>Once a week you make a change in your home or workplace.</p> <p>Often change your seat at the table.</p> <p>Express yourself by yourself singing</p> <p>After a week, the issue is taken up in group.</p>
SUGGESTED TIMING
2 hours for group activity
MATERIAL AND RESOURCES NEEDED
Blackboard, pens and paper.
COMPETENCES DEVELOPED
<p>Area 3</p> <p>Ability to project</p> <p>Flexibility and take on new and different situations</p> <p>act creatively</p> <p>planning change</p>
GUIDELINES FOR ASSESSMENT
Assessment will take place after activity.

TOOL 3.2 – DEVELOP CURIOSITY: WHAT'S NEW?

NAME OF THE ACTIVITY
Develop curiosity: What's new? (Individual Exercise)
PARTICIPANTS
<p>Operators</p> <p>Facilitator</p>
AIMS OF THE ACTIVITY

develop the ability to observe and listen improve the ability to catch the differences improve the ability to receive diversity
DESCRIPTION / METHODOLOGY
<p>The facilitator asks each one to identify some changes for the next time. He suggests this approach:</p> <p>The newness is also around the corner: a shop that has just opened a restaurant changes ownership, a new neighbor, the parents of your children's new friends ... in front of these micro-changes, we can lock ourselves, protect us with blinders that allow us to see only the route taken a thousand times, or open our eyes and our ears to catch all the news that gives us an environment for free.</p> <p>Later in the group dealing with the issue, and in particular we focus on the ability to discover the new, catch, enhance it</p>
SUGGESTED TIMING
2 hours
MATERIAL AND RESOURCES NEEDED
Paper, pen, handout
COMPETENCES DEVELOPED
<p>Area 3</p> <p>Grabbing opportunities</p> <p>Learning to learn</p>
GUIDELINES FOR ASSESSMENT
The assessment can be done during the activity after each session

TOOL 3.3 – DEVELOP THE SENSES / DEVELOP CREATIVITY

NAME OF THE ACTIVITY
<p>Develop the senses – individual exercises</p> <p>Develop creativity – group activities</p>
PARTICIPANTS
<p>Operators, group</p> <p>Facilitator</p>
AIMS OF THE ACTIVITY
<p>develop the ability to observe and listen</p> <p>improve the ability to catch the differences</p> <p>improve the ability to receive diversity</p>
DESCRIPTION / METHODOLOGY

These exercises are proposed to operators as a basis to reflect concretely on the distance that might put between them and young people NEET

These exercises provide an opportunity to make an experience and to gain a different perspective.

Each participant performs these exercises in your daily life and will have to keep a diary of what sensations he experienced and what skills you think you have used or implemented.

The facilitator will collect during different sessions the views and considerations of the group, facilitating the comparison and synthesis.

Exercise 1

Getting dressed with your eyes closed

Without looking, choose the clothes to wear trying to recognize them by touch. Help yourself not only the hands, but also of the lips and cheeks.

Exercise 2

The facilitator chooses one of the situations listed below and ask participants to imagine all the possible consequences (minimum 20) IF

The facilitator is pressing and stimulates without blocking the flow of the group. Has at its disposal the anti-critique bell that serves to lock the untimely judgment and brings all the energies of the group in creating.

What if

Everyone spoke a different language

We had two additional eyes on the nape

It was barred from traveling alone on a private car to more places

Each of us speak the same language

All salaries were disclosed

You could read the thoughts of others

We had no need to eat

A fairy was doing to change gender or race

The trips were free

People could marry with all those who wanted to.

SUGGESTED TIMING

4 hours

MATERIAL AND RESOURCES NEEDED

Paper, pen, handout

COMPETENCES DEVELOPED

Area 3

Grabbing opportunities

Learning to learn

<i>design new solutions</i>
<i>understand and accept the cultural differences</i>
GUIDELINES FOR ASSESSMENT
The assessment can be done during and after the activity

TOOL 3.4 – MULTISENSORY DESCRIPTION

NAME OF THE ACTIVITY
Multisensory Description
PARTICIPANTS
Group
Facilitator
AIMS OF THE ACTIVITY
use a more creative approach and concrete at the same time to describe the situation
find different ways to solve a task or a problem
DESCRIPTION / METHODOLOGY
<p>It is to perceive the objective or the problem using the 5 senses. From time to time, each participant individually writes his answers to the questions posed by the animator (what form does the problem or goal? - Which color) that will affect the following 5 fields:</p> <p>Field of view:</p> <ul style="list-style-type: none"> - shaped - color - dimension - volume - shade <p>kinesthetic:</p> <ul style="list-style-type: none"> - consistency - weight - temperature - surface - movement - granulometry <p>auditory:</p> <ul style="list-style-type: none"> - Sound, - stamp - voice - music - speed

<ul style="list-style-type: none"> - rhythm <p>Olfactory:</p> <ul style="list-style-type: none"> - Odors, - perfumes <p>taste:</p> <ul style="list-style-type: none"> - taste - pleasantness <p>Question after question, the answers are collected by the animator in mind map. Once the map is completed, the group draws conclusions</p>
SUGGESTED TIMING
4 hours for group activity
MATERIAL AND RESOURCES NEEDED
Blackboard, pens and paper.
COMPETENCES DEVELOPED
<p>Area 3</p> <p>think about the change in a new optical</p> <p>plan actions for change</p> <p>share with others their goals and problems</p>
GUIDELINES FOR ASSESSMENT
Assessment will take place after activity.

TOOL 3.5 – TECHNIQUE 6-3-5 OR BRAIN WRITING

Area of competences: Management of change	
Name of activity:	Technique 6-3-5 or Brain writing
Participants:	
Aims of activity:	
Description/Methodology:	In teams of 6 people, each person on their own should come up with 3 ideas every 5 minutes during the length of the session that is 30 minutes. As a result we will get approximately 108 ideas when the session is over. This way, ideas are created from other team members. The topic can vary, as well as the problems to solve or the time each idea needs in the team.
Suggested timing:	
Materials and resources needed:	Handouts

Developed competence:	
Guidelines for evaluation:	

Topic	
Idea 1	
Idea 2	
Idea 3	
discussion/ reflection	
Conclusions about discussion / reflection	

TOOL 3.6 – IMPROVISATION

Area of competences: Management of change	
Name of activity:	Improvisation
Participants:	Socio-educational operators
Aims of activity:	Make people reflect about themselves Increase spontaneity and creativity
Description/Methodology:	<p>The whole group is asked to stop talking and start walking around randomly, in a Brownian movement, thinking about themselves, about their inner power, their strength, and their passions. Then they are asked to stop three times for several seconds, after which they resume their walking:</p> <ul style="list-style-type: none"> • The first stop is done asking everyone to imagine they are a tree, with deep roots in the ground, so that nothing and no one can take them down. • The second stop is tapping in their inner instinct and imagines they are an animal and act it out (expressing it using their body language and facial expressions). • The third stop is expressing an emotion/ a mood, that can be either what they feel in that moment or

	their most dominant emotion/ mood in their life. The next step is to form a circle and create changing images. The first images they are suggested to start with is that of two people shaking hands, then one person leaves the image and another one is invited to join in and change the meaning of the first image created. All the time, with every image created, the people forming the surrounding circle are invited to express what the image means to them, or to find a possible interpretation to what they see.
Suggested timing:	30 min
Materials and resources needed:	
Developed competence:	Creativity
Guidelines for evaluation:	Debriefing

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This project has been funded by the support of the European Commission. ERASMUS+ 2014-1-IT01-KA200-002490 CUP F85C14000310005.