CREATIVE EMOTIONAL JOURNEY

AGENZIA NAZIONALE PER I GIOVANI

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

TOOL KIT

ENERGIZERS

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PURPOSE

GOAL

An energizer is an activity that can be performed at the beginning of a training session. The purpose of this activity is to (re)energize participants and motivate them to participate actively in the rest of the session. What is more, an energizer can be a great opportunity to help participants get to know each other, loosen up, and help the trainer introduce the topic of the training in a more natural manner.

DESCRIPTION

INSTRUCTION

Energizers usually aim to energize the participants in two levels; physically and mentally. Therefore, the energizers can be chosen for these specific functions. For example, in the beginning of the training, when everyone is still relatively light, a physical energizer can be chosen, in order to bring some energy to the group, and people can get to know each other. Building rapport among participants is always necessary for a quality training program. When the topic of the training is a mentally challenging one, the trainer can use an energizer that will stimulate the participants mentally, introduce the topic, and motivate them to offer their view on the subject, so that engagement is increased. Also, the trainer needs to consider the element of time very carefully. For example, if the training includes a lunch break, it would be wise to avoid very physical energizers after the lunch break, but choose mental ones instead.

EXAMPLE

Rock Paper Scissors – Biggest fan (~10 minutes):

Strong energizer with game elements, which is universally enjoyed, people learn each other's names

Instructions: Participants are standing in the room, and they face each other in a traditional rock-paper-scissors game. The difference is that the loser follows the winner chanting their name, until at the end, there are only two people facing each other, with an army behind each of them, chanting their name.

Tip: It's nice to have an introduction to excite the participants, such as "How would you like to walk down the street with people chanting your name as your biggest fans?"

Elephant, kebab, toaster, vomit kangaroo:

Strong energizer with game elements, which is universally enjoyed.

Instructions: Participants stand at a circle, and they are shown 4 mini poses that they need to take with the people sitting at their left and right. The person in the middle of the circle chooses a person and this person, together with the neighbours, need to take the pose that is instructed by the middle person. The person who is the slowest to make the pose, goes in the middle.

Tip: Try to keep the pace high, so that it is more challenging to take the correct pose in time.

Fruit salad (~10 minutes):

Strong energizer with game elements, which is universally enjoyed.

Instructions: Participants are divided into random groups (size and number of groups does not matter), and they are instructed to choose a fruit that represents their group. Then they all sit down in random positions in chairs arranged in a circle. The instructor gives the instructions: The person in the middle announces: I would like to eat (name of one of the fruit chosen by the groups), and then all members of that group need to stand up and find a different chair. The instructor becomes immediately a member of the first group. Then, the person who is left standing announces what fruit they would like to eat, and more than one fruit can be chosen. Again, everyone has to stand and rush to find a chair to sit down. When a fruit salad is called, all participants need to stand up and find a different place to sit.

Tips: Careful, people might fall from chairs, make sure there is enough space for people to run around, and that no objects are in the middle to trip people.

<u>Charades (pantomime) “What are you doing there?” (~10 minutes):</u>

Good energizer to stimulate participants mentally.

Instructions: Participants stand in a line, and the instructor stands in front of them facing them, and gives the instructions: The person facing the group pretends to be doing an activity (e.g. brushing teeth). The person who is at the front of the line, asks “What are you doing (name)?” and the person doing the charade answers something else (eg driving my car). Then, (s)he goes to the end of the line, and the next person has to do what the previous SAID, while doing something else.

Tips: Group needs to try to find funny activities otherwise activity can be a little bland, so someone of the group can be a collaborator of the instructor, to spark some funny and provocative activities to make it more interesting.

Two truths, one lie (~15 minutes):

Energizer that is done normally in the beginning of the training in order to break the ice between the participants, make them laugh and get to know each other. It can be used to energize the group, and to break stereotypes.

Instructions: Participants are given three post-it notes, and they are asked to write in each one of them two things about themselves that are true and one that is a lie. They are given instructions to write things that look that they are believable. They are given 10-15 minutes in the space to ask the other participants about their stories and guess which of the three statements is not true. In the end, if there is time, we can debrief the exercise by asking questions such as: How did you feel during this exercise? Anybody guessed a concrete thing about the other that was constantly wrong?

Tips: You can make some jokes in the post-its to make people feel more comfortable

Name game (~15 minutes):

People can start to learn the names of their co-participants and learn something about each other.

Instructions: This game is set in the beginning of a training, when a group is not familiar with the names of the rest of the participants. The game is organized in 4 phases:

a) Phase 1- The facilitator holds a ball and explains the game. Every person that receives the ball should tell their name and something about himself that is interesting (depending on the context of the project this could be the origin of his name, one passion of his etc). The ball should be thrown to someone who is not from the same group

b) Phase 2: Now that all participants have told their names and one information about themselves, they should throw the ball to someone and tell their name and the story.

c) Phase 3: The facilitator points a person, and he must sit in his knees. The two that are sitting beside him should tell as quick as they can, the name of each other. Whoever loses, stays in the middle and chooses the next person

d) One brave person should say in the end all the names in the circle

Presenting each other (~20 minutes):

To meet more in depth the other participants, presentation skills, connecting with each other.

Description: You mix participants by making pairs with people who don't know each other. Then you give them 5 minutes to discuss a bit about themselves, things they like, dislike, their hobbies, their professions. Then we return to the circle and every participant must present in brief NOT themselves but the other person who they just met and shared information about themselves

The power of photographs (~15 minutes):

Rather than using a power point presentation and keep participants not involved, you give them the chance to participate actively and co-create knowledge!

Description: According to the theme of a training you select and print photos and put them down in a random formation. You ask the participants to select one and tell their opinion on what do they think these photos represent. Then you might ask them more questions such as, do you relate this photo with any of your experiences/context/interest etc. Finally, you explain to them what this photo represents and you start introducing your subject by this interactive way.

Statements (~10 minutes):

Introducing a subject while energising and encouraging conversation among participants.

Description: Facilitator prepares some statements that are related with the theme of the subject. Then he asks the participants if they relate with this statement to take one step forward. Whoever they want, can say some things about how he/she is related to this statement. Through this exercise we facilitate the participants to understand how many things they have in common.

Put yourself on the line (~15 minutes):

Enabling interaction about specific topics of interest and facilitate people to participate actively.

Description: There is one statement that provokes controversy (example) “I feel that money brings happiness”.) Then you create two extremes. I agree totally, I disagree totally. In the next steps you ask the participants to place themselves in the line between these two extremes and explain their position.

PROS

- Energizing the group
- Engaging by encouraging participation
- Creating interest to the training topics
- Participants get to know each other
- A climate of trust is created
- Playful interaction encourages engagement and retention of information

CONS

- In large groups, the facilitator needs to exercise a lot of control because time and topics can get out of hand.

TIPS

- When the facilitator is running an energizer, there needs to be a balance between loosening up the participants and having fun, and staying on topic.
- Even though energizers are fairly simple exercises and activities, the facilitator should spend time to prepare and practice.
- Knowing the “vibe” of the participant group can help choose the activities that are more appropriate to them.
- Don’t be afraid to put participants out of their comfort zone.

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TOOL KIT

ICEBREAKERS

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PURPOSE

GOAL

An icebreaker is an activity, exercise, or experience designed to break the 'ice' that typically limits or inhibits interactions of a group of people who may or may not know each other.

DESCRIPTION

INSTRUCTION

A group is exhibiting "ice" if there is little or no talking, reluctance to make physical contact, and poor eye contact. Additionally, group members stand alone, displaying a lack or initiative and absence of trust.

To qualify as an icebreaker, an activity, exercise, or experience should have most of the following criteria; An icebreaker should be:

- fun.
- non-threatening.
- highly interactive.
- simple & easy to understand.
- success-oriented.

INSTRUCTION

An effective icebreaker is an activity, exercise, or experience that successfully prepares a group for what is ahead, especially if you are going to address a sensitive topic. For an effective icebreaker, you need:

- A comfortable location and a relaxed atmosphere.
- Participants in comfortable clothing, if possible.
- An excellent leader or facilitator familiar with the icebreaker
- Clear, concise, relatively easy-to-follow directions.

The facilitator or leader plays an important role in the success of an icebreaker game or activity. Explanations must be given clearly and group progress directed. The same icebreaker activity facilitated in different ways with different groups can (and will) lead to a wide variety of different experiences and outcomes.

Some icebreaker games require large or special spaces, special materials and tools or quietness.

EXAMPLE

Two Truths and a Lie

Ask your youngsters to write on a paper three statements about themselves, one of which is false. Now ask the group to walk around and start to interact in couple, trying to guess which one is the lie. When a couple has finished it splits and start walking again to find a new “partner”. Give them enough time to interact with different persons.

As well as getting to know each other as individuals, this exercise helps to start interaction within the group.

Common Ground

In small groups, have participants come up with six things they have in common and have them share these with the large group.

Circle Challenge

Form your group into two teams and have them stand alternately in a large circle.

Provide each team with a different coloured ball of the same size, or place easily seen markings on the ball so players can tell them apart.

Then the leader says, “Go!” the balls are passed in the same direction from team member to team member.

The goal is to move the ball quickly enough that it overtakes the ball from the opposing team.

Each time this happens, a point is given the team that does so and the game starts over.

The first team scoring three points wins.

Make sure the players know they cannot touch the opposing team’s ball.

Birth Map

Hang a large map of the world on the wall. Give everyone a pushpin. Have them pin the location of their birth on the map.

Creative Name Tags

Give everyone 10 minutes to make his or her own nametag. They can list hobbies, draw a picture, or write a self-profile.

Paper Airplane

Everyone makes a paper airplane and writes their name and two questions to ask someone else.

On cue, everyone throws their airplane around the room, picks up others' airplanes, and keeps throwing them.

The facilitator says stop after a minute.

Everyone must take one paper airplane.

They have to approach the nearest person and ask the questions on the airplane.

Give youngsters a moment to answer the questions in couple and start over again.

Silent I.D.

Give each person a piece of paper with instructions to write words or draw pictures that describe themselves without talking. Then they pin their paper on their chest, walk around, and look at each other. Pictures are collected and shuffled and youngsters try to identify to whom each picture belongs.

Interviews

Ask youngsters to form couples. Each person then interviews his or her partner for a set time (10 min) while paired up. When the group reconvenes, each person introduces their interviewee to the rest of the group. You can provide some questions or let them free to explore the other person freely.

Hot and Cold

Two members of the group are chosen to be “it” and sent out of the room. The remaining people choose a task for them to do (stand on the table, do a somersault, etc.). When the chosen two return, it is the group’s job to encourage them to perform the task. However, the only encouragement allowed is applause when they’re “hot” (close to the solution) and make hisses when they are “cold”. You can repeat this as many times as you wish.

PROS

Icebreakers play a significant role in any event or activity in which communication and participant comfort level are important. Icebreakers help ensure that all attendees are equal participants by breaking down barriers. Some reasons for using an icebreaker are:

- Icebreakers help participants get to know each other.
- Icebreakers warm participants up and get discussions flowing comfortably.
- Icebreakers help participants who know each other break the ice that can occur when individuals do not want to share personal information, or youngsters are shy or feel excluded.
- Icebreakers help participants who are strangers to start interacting, communicating and sharing thoughts in a comfortable, simple way.
- Icebreakers help participants warm up prior to a more serious discussion about specific topics.
- Icebreakers help participants who are diverse – various family backgrounds and ethnic groups – start talking and laugh, thereby increasing the initial level of warmth within the room.
- Icebreakers move youngsters outside of their comfort zones and get them to talk, socialize, and work with others.
- Icebreakers can be used in a wide variety of age groups, situations and social settings.

CONS

Just as a great session can smooth the way for a great activity, a bad session can be the ingredient for disaster. A bad session is at best simply a waste of time, or worse an embarrassment for everyone involved.

As a facilitator, the secret of a successful icebreaking session is to keep it simple: design the session with specific objectives in mind and make sure that the session is appropriate and comfortable for everyone involved.

- Some people hate icebreakers: you need to decide, as a facilitator, whether you want youngsters to participate and interact according to their own time, or you want to force them to interact from the start.
- Icebreakers take time: the best ones are fast (less than five minutes), and they should have some connection to the purpose of the activity. Many facilitators use any old icebreaker regardless of the content, and that's a mistake. You want to have a fun experience, but also a learning one that is relevant for youngsters.

- Make icebreakers inclusive: keep in mind that certain types of activities are hard to do for some people. For example, icebreakers that require movement can be difficult or even impossible for some people with physical disabilities, or an activity could touch sensitive spots. If you ask people to do something they can't do, they get upset, and feel embarrassed

TIPS

When designing your icebreaker, think about the "ice" that needs to be broken.

If you are bringing together youngsters from different groups, the "ice" may simply reflect the fact that they have not yet met, or they are not used to work together.

If you are bringing together youngsters with different backgrounds or cultures, then the "ice" may come from people's perceptions of each other.

You'll need to handle these differences sensitively. Only focus on what's important to your objective.

And as you move on to design and facilitate the activity, it's always best to focus on similarities (rather than differences), such as the shared interest in the topic addressed.

The key to success is to make sure that the activity is specifically focused on meeting your objectives and appropriate to the group of youngsters involved.

SOURCE

RESOURCE

- https://icebreakerideas.com/what-is-icebreaker/
- https://icebreakerideas.com/quick-icebreakers/
- http://thetrainingworld.com/faq/starticebreakers.htm
- https://www.mindtools.com/pages/article/newLDR_76.htm

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TEAM BUILDING ACTIVITIES

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PURPOSE

GOAL

Team building activities consolidate the group, serve to manage group dynamics and to make young people act as a team.

DESCRIPTION

INSTRUCTION

Team building activities aid group dynamics by building trust, communication, and the ability to work together. These seem to be the most important reasons why youth workers, teachers, educators or trainers decide to build a team during their activities, class or course. A good collaborative group is a great space to generate creative ideas. After completing a team building activity, youngsters better understand their motivation to be part of a group and they better understand each other's strengths and weaknesses. Team building activities also help to develop problem-solving skills, team members can determine when they face a problem and what they can do about it working as a team.

INSTRUCTION

Team building activities improve group dynamics by increasing participants' enthusiasm and energy. Team building activities are often stimulating problem-solving tasks designed to help group members develop their capacity to work effectively together. Some team building activities are simply and fun games and others are complex tasks designed for specific reasons.

They are also known as group-dynamic activities, and they work on interpersonal relationships dynamics:

- Relationships between two people
- Relationships between a person and a group
- Relationships between groups

EXAMPLE

Human knot
Objectives:
The goal of this activity is to learn how to work together, improve group communication and raise team spirit. It can also focus on the group's understanding of communication, leadership, problem
solving, trust and persistence. Activity also helps to understand the roles people have in the group.
Time: 20 minutes
Group size: 7-30 people
Instructions:
The youngsters are asked to form a circle, shoulder to shoulder. The facilitator should ask them to stand closer, in order to prepare them for what is about to come. (If there are two or more groups they should have enough space, so that the groups do not feel distracted by the other groups, or a sense of competition).
Youngsters should close the eyes and each of them rise a hand in the middle of the circle, and then are asked to grab another hand from opposite direction (only 2 hands per one connection); same for the other hand. Now they can open their eyes.
Facilitator should explain the goal of the activity to the participants: they are asked to untangle themselves into a circle again, without letting go any hand.

The facilitator can now stand back and observe the group or individuals and the dynamics.
In the first minutes (up to 10) there might not be much progress, however as soon as the initial unfolding happens, the pace should become quicker. In case that no progress is made after the first 10 minutes, the facilitator could offer the group only one de- and then re-clap, in order to make it a little easier. The group then has to discuss and decide together which hands to de-clap and re-clap. In case the result are two or more interlocked circles, the facilitator should ask the group to unfold these too, in order to get the simplest structure.

Debriefing:

Adapt the question to the age of the group.

How was the activity for you?
How well did you think the group worked together?
What kind of roles where there in the group? Who took the role of the leader?
What could have been done differently?
What do you think you've learned from this activity which can be applied in future activities?

Important notes for facilitators:

Be aware that the activity involves close physical proximity and touch potentially in sensitive places!
Group members potentially will have significant problems with such proximity, e.g., due to culture, or social or psychological barriers.
The result is not the most important thing, sometimes it can be solved; use it during the debriefing to introduce the fact that is ok to fail, the important is how much they worked on it.

Balloon Trolley

Youngsters are given a task to work as a team that will promote active participation, working together, problem solving, without leaving anyone behind. Though the end goal is a group success, individual actions and movements make a big impact. It may seem simple in the beginning, but this activity is a true challenge!

Time Needed: 15 minutes

Group Size: 5-25 people

Materials: One inflated balloon per person (minus one) and masking tape

Instructions: Before you begin, place two strips of masking tape on the ground to signify start and finish lines.

Ask youngsters to line up shoulder-to-shoulder behind the starting line. Hand each of them a balloon except for the last person in the line. Instruct them that, in a moment, each of them will put the balloon between their shoulders (i.e., two people standing next to each other will be holding the balloon on either side with their shoulders). They must hold the balloon there without touching it with their hands. They will need to walk to the finish line as a group. If any balloons touch the ground, the entire team has to start over again.

Helpful hint: If this activity is done outside, be aware that balloons dropped in grass are much more likely to pop than if they fall on other surfaces. Take some extra with you.

Debrief Questions:

Adapt the question to the age of the group.

What happened during this activity?

Did any one person emerge as a leader? If so, who was it and what did he/she do?

How did you work together to accomplish your goal?

How did individual actions impact the success of the team?

How does this activity relate to the teamwork that happens when you have to work on a project in a group setting?

PROS

Whenever you have a group of people who need to work together effectively, a team building activity provides the perfect tool. Some reasons for using a team building activity are:

- Team building activities help youngsters get to know each other better and understand the role and the importance of each participant.
- Team building activities warm youngsters up and rise energy and enthusiasm.
- Team building activities motivate your youngsters to work together effectively.
- Team building activities expertly run can unite people, enhance their strengths, and address their weaknesses.
- Team building activities create friendly environment, where youngsters are comfortable and happy to talk to and work with anyone.
- Team building activities actually work to improve communication.
- Team building activities stimulate problem-solving skills.

Team building activities can be used in a wide variety of age groups, situations and social settings.

CONS

- Team buildings activity risk to lead to competition mechanism; try to turn this competition in collaboration between participants.
- Learning to work well together can take some time: the best activities are easy to understand and has a clear task to be completed, but since they work on group dynamics they take time.
- Make team building activities inclusive: keep in mind that certain types of activities are hard to do for some people. For example, activities that require movement can be difficult or even impossible for some people with physical disabilities, or an activity could exclude someone, that is actually exactly the opposite result you want to achieve. Be sure that everyone is actively involved in the tasks, making them feeling essential part of the group

TIPS

When designing your team building activity remember not to complicate things. Less and clear rules work better and allow the group to have fun and be focused on the result.

Any team building exercise should encourage collaboration rather than competition.

Giving time limits it's important; it helps to motivate and activate all the members of the group, just pay attention not to lead them to discouragement.

Each team is different and every individual has something unique to contribute. Once you can identify and encourage everyone to reach their individual potential, your team will be able to reach its collective potential as well.

SOURCE

RESOURCE

- https://www.salto-youth.net/downloads/toolbox_tool_download-file-1129/Outdoor%20education_activities%20handbook_2014.pdf
- http://www.nonformalacademy.eu/67-tool-cards/148-team-building
- https://icebreakerideas.com/what-is-icebreaker/#Team_Building_Icebreakers
- https://www.teambonding.com/6-reasons-for-team-building/
- https://guideinc.org/2017/08/09/team-building-activity-balloon-trolley/

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BRAINSTORMING

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PURPOSE

GOAL

Goals

to stimulate idea generation, gathering as many ideas as possible.

to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

to reduce social inhibitions among group members, increase overall creativity of the group.

Brainstorming is a great way to generate a lot of ideas that you would not be able to generate by just sitting down with a pen and paper. The intention of brainstorming is to leverage the collective thinking of the group, by engaging with each other, listening, and building on other ideas.

DESCRIPTION

INSTRUCTION

Brainstorming is a well-known collaborative method, is a situation where a group of people meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions. People are able to think more freely and they suggest as many spontaneous new ideas as possible. All the ideas are noted down without criticism and after the brainstorming session the ideas are evaluated.

Conducting a brainstorm also creates a distinct segment of time when participants intentionally turn up the generative part of their brain and turn down the evaluative part. Brainstorming is the most frequently practiced form of ideation.

This methode combines a relaxed, informal approach to problem solving with lateral thinking. To get the most of your brainstorming session, choose a comfortable place to sit and think. Minimize distractions so you can focus on the problem at hand and consider using mind maps to arrange and develop ideas.

INSTRUCTION

In Spanish, *brainstorming* is called "*lluvia de ideas*", which literally means "*rain of ideas*". So you can picture how fun that would look like: a colorful shower of the things that come up to your mind, no matter how crazy they are.

Four rules

- *Go for quantity*: This rule is a way of enhancing divergent production, aiming at facilitation of problem solution through the maxim *quantity breeds quality*. The assumption is that the greater the number of ideas generated the bigger the chance of producing a radical and effective solution.
- *Withhold criticism*: In brainstorming, criticism of ideas generated should be put 'on hold'. Instead, participants should focus on extending or adding to ideas, reserving criticism for a later 'critical stage' of the process. By suspending judgment, participants will feel free to generate unusual ideas.
- *Welcome wild ideas*: To get a good long list of suggestions, wild ideas are encouraged. They can be generated by looking from new perspectives and suspending assumptions. These new ways of thinking might give better solutions.
- *Combine and improve ideas*: As suggested by the slogan "1+1=3". It is believed to stimulate the building of ideas by a process of association

INSTRUCTION

There are two types of brainstorming.

- Structured brainstorming: Members of group will sit in a circle. The leader facilitates the brainstorming. The facilitator will write their ideas in a rotational form on the board. This exercise will be carried out in particular order till each person contributes an idea. If a member is not ready with his/her idea it can passed, latter he or she may provide idea or pass again.
- Unstructured brainstorming: Members of group can sit in a circle or in a classroom in any form of arrangement. There is no order of response. The facilitator will motivate everyone to provide his/her idea.

Every step is important in brainstorming process, ignorance of step will meet incomplete result or disadvantage. Skipping out the steps in brainstorming session can be expensive mistake and time spending. If all steps are carried out properly, it is very powerful to find better solution.

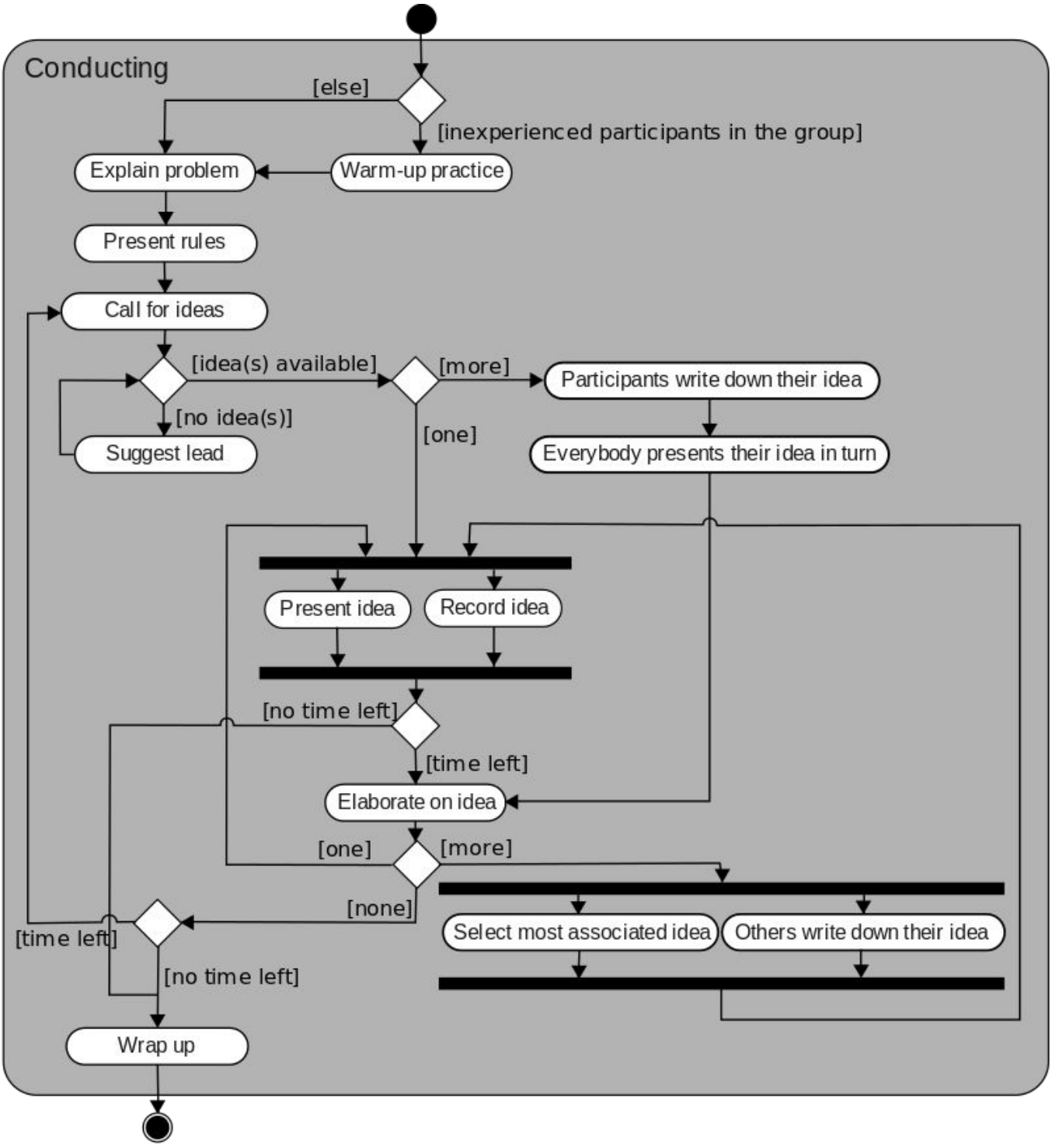
INSTRUCTION

Steps of Brainstorming:

1. Select the group: facilitator must select the members not less than 5 or more than 20.
2. Specify the objectives: Facilitator should build objectives and define why he wants to brainstorm. He will find out about all members interested and happy for selected central question. Allow people to make noise, shout, laugh, and enjoy.
3. Define the roles- facilitator must decide the role of leader, recorder etc.
4. Explain the rules: facilitator should explain the rules to every one before discussion begins. Every one must be clear about question.
5. Start the discussion: begin to start discussion rounds, they should take some rounds and produce ideas.
6. Record the ideas: Ideas must be recorded and arranged.
7. Encourage the Ideas: wait for ideas, don't hurry, participants must get sufficient time to think and present better idea. Facilitator should encourage the members to present ideas and appreciate all ideas.
8. Do end on the wild ideas.

INSTRUCTION

Brainstorming activity conducting



EXAMPLE

1. Associations of ideas

This game is very simple. You just need to establish a given order of people who will have to say the first thing that comes to their mind in turn. It's a good thing to set a timer so that people feel pressured to respond quickly and don't overthink their responses.

Nathalie: If I say tree, what are you thinking?
Sophie: Bark! and you Jean!
Jean: Birch. Work!
Nathalie: A pencil sharpener
Jean: A mine! A wealth of ideas!

Output: Ideas are noted in the form of keywords, concepts or idea cloud.

Tip: The session facilitator is strongly encouraged to pick up on some of the things that have been said along the way.

2. Role play (put yourself in the shoes of ...)

Role play involves giving a team member a role to ask questions. So you can ask a member to put himself in the shoes of a customer, an employee, a supplier, a competitor ... and even a product. Very useful when looking for an advertising campaign concept or a different point of view on a recurring issue.

For example
Jean-Guy: I am a bottle of Ketchup
Nathalie: What are you dreaming of?
Jean-Guy: To marry me with a hot dog!
Sophie: Here, you turn red all of a sudden!
Jean-Guy: I am a spicy ketchup you will know!

Output: Ideas in the form of phrases, sentences or ideas will emerge.
Tip: To be successful, the actor must put himself in the shoes of the character (tone of voice, vocabulary, method of thinking, etc.) and limit misconduct as much as possible.

2a) Variant : At the psychologist

A variation of this game is to name a member as the "psychologist"! Each of the other members will have an assigned role (product, customer, supplier, etc.) Members have a set amount of time to write down their problem and symptoms on a piece of paper. Each member then presents their problem openly and the therapist tries to answer it.

Tip: The psychologist can take on the role of being the spokesperson for the company in a way, but they can also deliberately choose to take another point of view (which may spice up discussions and open up ideas)

2b) Variant : OBJECT PSYCHANALYSIS

The brainstormer is responsible for bringing physical objects to you. Each member will have to psychoanalyze the object, trying to take a different point of view, which their teammates haven't yet taken.

For example
Host: Here is a tomato
Jean-Guy: I have a phobia of tomatoes. It's full of GMOs!
Nathalie: Tomatoes. It is Tuscany. It's Italy and red wine. These are my childhood memories.
Sophie: It's the apple's alter ego!
Bastien: I AM the tomato and I like it to be relaxed. I don't like being in a hurry!
Host: Oh yeah, and what would you do if you were juice?

Tip: Do psychoanalysis by forcing yourself to wear different glasses. It will force you to take your thinking beyond the physical object and come up with much richer ideas.

3. WHAT IF?

The idea of this game is to ask wide, open-ended questions that start with "what if". The facilitator then lets each participant answer their ideas fully and reserves the right to ask them questions.

For example
Host: What if ... your product was a color
Nathalie: We would be creamy yellow. Like ice cream
Host: What if ... you were ice cream
Sophie: We would be a banana split, double chocolate with candy
Host: What if ... your mouth was full of cavities?
Jean-Guy: I wouldn't go to the dentist. I hate dentists.
Host: What if there were no more dentists?

Output: This activity gives rise to deeper reflections on substantive or very complex issues. Obviously, this can bring a marked creative perspective if one asks questions such as "What if ... there were no more cellphones?"

Tip: It is strongly recommended that the session facilitator relaunches the different members with the result of the answers (adding their ideas of course) in order to deepen the team's reflections.

4. Iteration sprint

A very effective formula is to do CREATIVE SPRINTS in teams of about 5 min and take a 3 min rest period. This allows the team to quickly focus on ideas and then take a break to re-energize. Here are some ideas for iterative brainstorming games based on this concept:

Step ladder

Each person writes their ideas alone on paper for 3 minutes.
Then, we form a group of 2 people who will take turns reading what they have on their sheet and adding notes to their sheets.
Then, we integrate one more person who joins the group and who speaks BEFORE the others. The other members then take turns presenting their notes followed by a short discussion where the members exchange comments, adding their comments and asking each other questions.
Then, we integrate one more person... so goes the brainstorming!

Pass left

Each person writes on their own on a piece of paper for 3 minutes. Once the stopwatch has stopped, we GO LEFT! Repeat until death ensues! Output: A series of ideas in the form of keywords, phrases or word cloud.

5. 6 hats, 6 postures: the rules of this collaborative game.

The principle of hats is simple: each hat corresponds to a posture, which all team members must adopt at the same time.
Discover the 6 existing colors, the associated meaning, as well as a concrete illustration of the ideas that can be generated. Let's take the example of a team that has to work on the question: "How can we improve our offer to better satisfy our customers? ”

White: the facts. When the team thinks with the white hat, they are only formulating facts, without any comment or interpretation. For example: “The results of our last satisfaction survey tell us that 68% of customers say they are satisfied with our services. "

Green: creativity and new ideas. When they think with the green hat, team members have the freedom to make whatever suggestions they can think of. For example: "Set up a chatbox to respond to requests from our customers 24 hours a day. ”Or“ Let's create an ambassador club for our VIP clients.

” Black: the risks and weaknesses of an idea. The black hat is an opportunity for team members to think in the most pessimistic way! For example: "There aren't enough of us to work on the offer. Or "Lack of time."

Yellow: the hopes and the benefits. This time the team takes a decidedly positive stance. For example: “With CRM we will finally have data to move forward! ". "I think we can aim for +20 satisfaction points."

Red: emotions. With the red hat, the team expresses their feelings, whatever they are, without having to justify them. For example: "I am skeptical about our ability to change offers", "I am so proud to be part of the team in charge of this reflection!

" Blue: the blue hat has the particularity of guiding all the others. It symbolizes taking a step back, organizing thinking. When thinking with the blue hat, the team proposes solutions, organizes their implementation. For example: “Let's divide the ideas into groups of 3 to 4 people to move forward. "," Let's work in test & learn mode, do a first test and see! "

Remember: the hat never corresponds to a person, but always to a posture. The exercise therefore involves all team members adopting the same hat (same posture) at the same time. Over the course of the reflection, the team should change hats, until they have covered the aspects to be covered.

To properly prepare for a brainstorming session based on the 6 hats method, the team should have in mind a simple rule: everyone must play the game! When the time comes to reason with the green hat, for example, the whole team makes its proposals, trying to put aside ideas that correspond to another color. Ideas must thus be able to be expressed freely, everyone having to bear in mind that when the time comes, it is with another hat, another point of view, that they will be able to express themselves.

https://www.mindtools.com/downloads/lbr5283hs/BrainstormingToolkit.pdf :

PROS

This method:

- encourages creativity, imagination and creates maximum ideas in less time from participant members. It helps to record maximum ideas and can give number of options.
- permits to find the solution and the idea that the group probably wouldn't have had otherwise.
- fosters camaraderie ans strengthen team spirit
- fosters sense of ownership: Group members are actively participating in brains storming process and feel being part of the project
- Involves all group members; It is important to produce each participants own idea on particular problem, it dose not criticize or evaluates so it encourages member to produce idea that are taken into account
- permits to cooperate between persons very different
- gives rise to deeper reflections on substantive or very complex issues.
- provides input to other tools: brainstorming results are also used in other tools, databases, standardization etc. Generated ideas can be used elsewhere.
- is inexpensive and easy to prepare, implement, understand , so anybody needs to be a highly qualified expert or highly paid consultant to use it

CONS

The main pitfalls includes:

- Time consuming The brainstorming process can take time. It could be hours, or even days before a solution is reached.
- Utopian Ideas: sometimes the ideas suggested are unworkable.
- risk of creating too many ideas that go in all directions and ultimately it will be difficult to analyze them and choose the most appropriate
- Wiseacres : Colleagues may refuse to consider others' ideas or out voice others. It promotes fights and arguments.
- Facilitator required : Brainstorming requires a leader or facilitator who will take control of the session and ensure it reaches a satisfactory conclusion.

CONS

Moreover :

- This method doesn't give enough tools to analyses and classify the ideas
- It's not always effective. Brainstorming is dependent on several factors, and it becomes ineffective if one or two of these factors are not present.
  - For instance, if one or more of the brainstorming participants have poor communication skills, they'll find it hard to express their ideas or listen to what other people have to say. This can then derail the discussions and make it difficult for the group to produce good ideas. Similarly, if brainstorming is done in an organization that has an authoritarian structure, it would basically be useless since everyone just waits for their boss to dictate what they'd talk about.
- It's not always the right choice for everybody. Some people panic at the thought of speaking in front of a group, but they can come up with excellent ideas when in one-on-one meetings. For these people, brainstorming isn't the right choice

TIPS

The most important thing is to create a brainstorming environment that is supportive and encouraging because you want to allow all participants to use their creativity as fully as possible.

- Brainstorming is meant to be a form of creativity that places an emphasis on freedom, but you still need to have some basic structure in place for your brainstorming sessions.
- The key is to have asked the right question or to have posed the problem in a way that at least some of the results of the brainstorming session are usable.

Moreover:

- Write down clearly what you are brainstorming. Using a ‘How Might We’ (HMW) question is a great way to frame a brainstorm
- be visuel: use coloured markers to write on Post-its and put them on the wall—or sketch your idea.
- Have playful rules: Critiquing or debating ideas can quickly sap the energy of a session.
- Creative spaces don't judge. They let the ideas flow, so that people can build on each other and foster great ideas
- Invest energy into a short period of time, such as 15 or 30 minutes of high engagement. Get in front of a whiteboard or around a table, but take an active posture of standing or sitting upright.

- Aim for as many new ideas as possible.The more ideas, the better.
- Encourage weird, wacky, and wild ideas. There's no bad idea. Do not criticize the opinions of others and do not hesitate to put forward your ideas, even if they do not seem very good to you. Someone else might find something you haven't seen and be able to exploit your idea.
  No idea is too big or too crazy. It is always better to reduce a plan that is unrealistic than to try to enlarge something.
- No idea is definitive at this point. The best ideas come when people work together to contribute, improve and refine a first concept. As long as that is not the case, all opinions must be taken into consideration.
- Approach creative ideation with these elements in mind, and you will help maintain a certain orientation without preventing ideas from popping up.
- Listen to each other and elaborate on each other's ideas. Don't get obsessed with your own ideas. You're here to ideate together. When all team members have presented their ideas, you can select the best ideas, which you can continue to build and elaborate on in other ideation sessions. There are various methods you can use such as "Post-it Voting", "Four Categories", "Bingo Selection", "Six Thinking Hats", and "Now Wow How Matrix".

To go further:
https://public-media.interaction-design.org/pdf/Brainstorm.pdf

SOURCE

RESOURCE

- https://en.wikipedia.org/wiki/Brainstorming
- http://www.free-management-ebooks.com/dldebk/dlth-5brainstorming.htm
- https://fr.semrush.com/blog/brainstorming/
- http://www.free-managem-entebooks.com/news/brainstorming/
- https://www.masterclass.com/articles/how-to-brainstorm-story-ideas#7-tips-for-brainstorming-book-ideas
- https://trainingmethodbrainstorming.weebly.com/pros-and-cons.html
- https://lucidspark.com/blog/benefits-of-group-brainstorming
- https://klaxoon.com/communaute/brainstorming-testez-la-methode-des-6-chapeaux
- https://www.adviz.ca/strat-mark/conseils/idees-activites-et-brainstorming-en-equipe/

CREATIVE EMOTIONAL JOURNEY

AGENZIA NAZIONALE PER I GIOVANI

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TOOL KIT

ROLE PLAYING

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PURPOSE

GOAL

A role playing game is an activity which can be used for many purposes, some of which are: to energise, to introduce topics which are difficult to discuss if they are approached personally from the participants, to create engagement with elements of games.

DESCRIPTION

INSTRUCTION

Participants who take part in role playing games are not limited by their personal experiences, but are encouraged to enter the shoes of another. This gives many advantages, such as freedom of expression, viewing difficult situations from a mental distance, and of course it increases empathy, or at least behaviours that lead towards more empathy towards people who might not belong in our group. Role playing games are a popular way of engaging participants more, and introducing them to topics and situations that might not be possible for them in real life. From this exit of the comfort zone, it is very common that people have revelations that help them see the world from a more wide lens.

EXAMPLE

King of the jungle (~15 minutes):

Strong energizer with role playing game elements, which is universally enjoyed, people collaborate, enhancing team work and nonverbal communication

Instructions: Participants sit in a circle in chairs, and two extra empty chairs are also put in the circle. The instructor poses as the lion, and gives the following instructions: “I leave the room and you have 5 minutes to come up with a strategy so that when I return to the room, I will not be able to sit in any of the chairs. You cannot block my path, and you cannot move the chairs. When I return to the room, you are not allowed to speak anymore.”

Tip: It’s nice to have an introduction to excite the participants, such as “Let’s move to a different place, a jungle where there are no rules”.

You can put the song “The lion sleeps tonight” on a speaker while you try to find an empty chair.

Castles and Princesses (15 minutes):

Role playing energizer before a long presentation, to wake the participants up. No need for equipment – Good role playing energizer – Lots of energy

Description: You divide people in groups of three

a) Castles: Two people by standing and connecting their hands should form “a castle”

b) Princesses: One person is trapped in the castle by standing on his/her knees

People should be in multiples of 3 (6,9,12 etc). The facilitator is without a role. When the facilitator says the word “Castles”, all those who have the role of the castle should change roles between them. The facilitator is taking the place of one person, and this person is in the middle now. Another choice is to say the word “Princesses” all the participants who have the role should change roles. In the end when someone says the word “earthquake” then everybody should change roles and find a new pairs of 3.

Trolls/Giants/Witches (15 minutes):

Easy to organize role playing game, lots of energy and connection is created among the team members.

Description: There are three categories in this game: Trolls, Giants, Witches.

Giants are afraid of trolls (Because they attack them)

Trolls are afraid of Witches (because they cook them)

Witches are afraid of Giants (because they eat them)

We organize our game in the following manner:

a) We divide our group in two sub-groups.

b) We create a line in the middle of our space that divides those two groups

c) We create a safe space for each of the group

We ask the two groups to stand in front of each other, choose a group and act (not speak) like the group they chose. Depending on what they choose they will understand if they should chase the other team, or if they will get chased. The aim of the game is to catch members of the opposite team, until nobody remains there.

Nuclear shelter (20 minutes):

A role-playing activity to encourage discussion among values and decision making under pressure.

Description: The participants are divided in groups of 5-6. Then, they are each given a piece of paper with a role that each are supposed to play. You give them 5 minutes to read their role, and introduce themselves to the other group members.

The proposed roles to choose from are the following (but you can change):

1. Forty, 38y survival show star, who is reclusive and has been suspect but found not guilty of murder
2. Rita, 19y old mother and her baby (they occupy one place), student of art
3. Bob, 20y old husband of mother, unemployed
4. Agatha, 59y old former astronaut and scientist
5. Cornelius, 48y old historian, expert on history and languages
6. Joan, 68y old nurse, retired, likes to play with her dog
7. Mary, 25y old, just got out of prison for dealing marijuana

When they do, you tell them a story about nuclear bombs that are about to fall to earth, and that there is a nuclear shelter in front of them which fits everyone in the group except one person. You give them 10 minutes to discuss which one will not survive.

Then, you have a discussion: who survived? Why? Was it easy to make the decision? What are the moral consequences?

PROS

- Energizing the group
- Engaging by encouraging exiting comfort zone
- Emotional and mental distance from difficult situations
- Freedom of expression
- Playful interaction encourages engagement and retention of information

CONS

- Facilitator needs to be careful of triggering people, for example it would not be wise to create a role playing situation of war in a group of participants with a refugee background, or situations of sexual harassment to sex trafficking survivors. The synthesis of the group needs to be evaluated carefully before creating a role playing game.

TIPS

- These kind of activities require careful planning, both in time and content
- Knowing the “vibe” of the participant group can help choose the activities that are more appropriate to them.
- Don’t be afraid to put participants out of their comfort zone.

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TOOL KIT

FORUM THEATRE PLAY IN CLASSROOM

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PURPOSE

GOAL

The aim of Forum Theatre is to facilitate generative dialogue among students, encouraging the emergence of creative and collective searches for solutions on the theme under study.

DESCRIPTION

INSTRUCTION

1. SETTING (Before the session)

Depending on the topic to be discussed with the group, the facilitator writes a story related to the topic.

INSTRUCTION

It is mandatory the story follows these characteristics:

- It should represent a situation as close as possible to the real experiences of the group.
- It has to represent a clear conflict
- It should be short, no longer than 10 lines.
- That the characters can be differentiated among, at least, Perpetrator (who has the power and does the violence), Oppressed (who receives the violence) and Witness (who observes without intervening).
- That the ROLES (who is he/she?), DESIRES (what does he/she want?) and FEARS (what is he/she afraid of?) of each character are clear.
- The oppressed person loses the conflict in the ending part of the scene.

INSTRUCTION

2. DEVELOPMENT (50')

- Once with the group, the facilitator asks for volunteers to act out the previously written story. The volunteers are given the story and given 5 minutes to learn and rehearse it, possibly outside the classroom.

- In the meantime, the facilitator explains to the group that they will see a short play twice, and that, the second time, they will have the possibility to stop the action and replace one of the actors or actresses to try to change the ending of the story. To stop the play, they will have to clap their hands and shout STOP! whenever they think that something could be said or done differently.

- The facilitator rehearses the use of the STOP! rule with the audience, trying it out collectively.
- The group of volunteers is invited to act out the scene in front of the class audience for the first time.

INSTRUCTION

- At the end of the scene, the audience is asked about the theme of the play, to make sure that everyone is clear about the facts seen.

- The use of STOP is reminded again.

- The scene is repeated a second time, this time inviting the audience to stop the action, enter the stage and look for alternative solutions, substituting an actor or actress.

- Each time an intervention is given by the audience, at the end, the facilitator asks the audience about the intervention, with the aim of generating a dialogue oriented to deepen the theme. Possible script questions could be:

  What have we seen?
  How does it relate to your life?
  How do you think this can be put into practice in real life?
  Would it be easy/difficult? Why?

INSTRUCTION

3. CLOSING (10')

- At the end of all the proposed interventions, at a time when the dialogue has progressed sufficiently, the facilitator invites the audience to generate a collective summary of everything that has been experienced, going through those moments of the dialogue that have represented an insight for the group.

PROS

- The tool facilitates student participation through the use of the body and improvisation, making the activity more dynamic.

- It is possible to clarify the different points of view on the situation thanks to the staging of the different thoughts among participants.

CONS

In order to create an effective space for dialogue, a group of at least 10 students is recommended

TIPS

- Once an audience member replaces a character, the rest of the audience will have to wait for the end of the proposal to enter.

- In case someone from the audience replaces the oppressive character and magically changes its attitude, the facilitator can use these guiding questions with the audience: What should happen in real life for this person to have this behavior? How did he come to generate this behavior in the first place?

- In case no one wants to come out and stand in for the characters, the facilitator can probe with the audience about what they think are the difficulties, in real life, in modifying events like the ones depicted on stage.

SOURCE

RESOURCE

- https://teachersactup.com/theatre-games/forumrainbow-of-desire/
- https://theactivistclassroom.wordpress.com/tag/forum-theatre/
- https://organizingforpower.files.wordpress.com/2009/03/games-theater-of-oppressed.pdf

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CREATIVE WRITING

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PURPOSE

GOAL

The purpose is to express,whether it be thoughts, experiences or
emotions. Rather than simply giving information or inciting the reader
to make an action beneficial to the writer, creative writing is written

- to entertain or educate someone
- to spread awareness about something or someone,
- to simply express one’s ideas and opinions.

DESCRIPTION

INSTRUCTION

Creative writing is any form of writing which is written with the creativity of mind: fiction writing, poetry writing, creative non-fiction writing and more. It is any writing that falls outside of technical, journalistic, or academic writing.

Creative writing is also a great learning tool, a means to explore the world around us and challenge assumptions. Creative writing exercises and workshops offer much more than just the training of writing skills. In professional life, creative writing might help you find new ways of

presenting knowledge and experience to various target groups, and to improve your skills of persuasion. For educators, creative writing provides a great way to broaden the curriculum and give students new, different challenges. Creative writing enhances our imagination and understanding of strategies that help us to create original ideas and new solutions to challenges we face.

Thinking about personal growth, creative writing also provides us with a means to become more comfortable with sharing our own thoughts, to get to know oneself better, to explore our own strengths (and areas we may need to improve), how to get in touch with feelings, as well as to improve self-confidence and self-esteem. Writing can help us to find self-forgiveness and healing.

EXAMPLE

1. Free writing

Freewriting is a technique based on continuously writing for a set
period of time, without paying too much attention to things like
spelling, grammar rules or technique.
Aim : The main purpose of freewriting is not to produce a perfect Text, but to break the blocks It's also an exercice to develop the learners' mother or foreign language abilities, as well as creativity Instruction : It is an excellent writing exercise to unearth new memories. It is also the simplest. Find yourself a comfortable seat. And then begin to write about something, and do not cease before the time runs out. Thou must not only check your thoughts or even cancel words. On the contrary, attempts to write faster than you think.
If you come to a halt, write down your thoughts you have then, and then follow them wherever they may lead you too.

Time : Beetwen 7 and 10 minutes

Variant 1 : Add a few images as yolt u write to stimulate the story or change the direction of the writing

Variant 2: Put some music, let you touch sothing with eyes closed to stimulate the story

Variant 3: Fill your body with words by creating a choreographer and then start writing

Variant 4: Start your writing with the phrase : I walk inside of me...

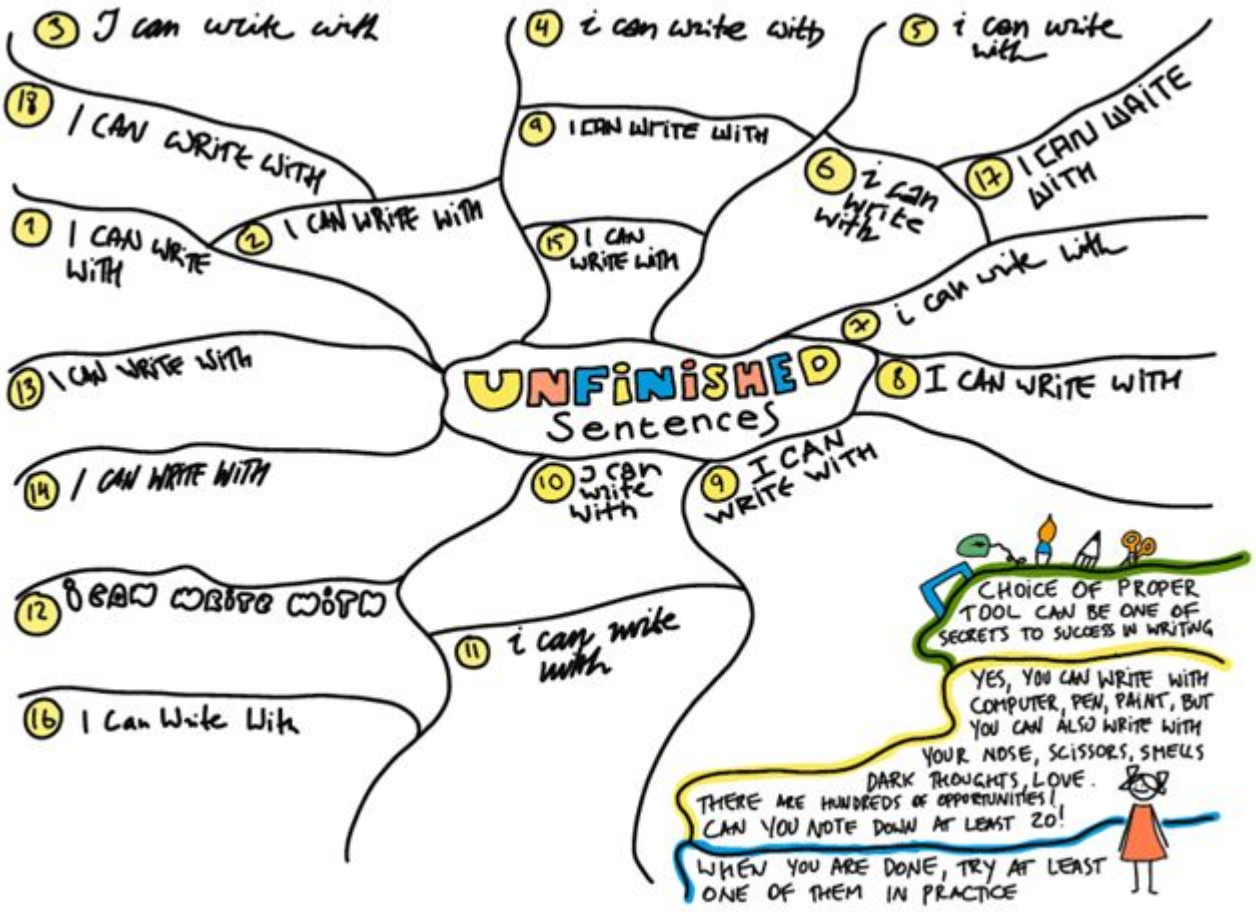
Example of the spontaneous writing

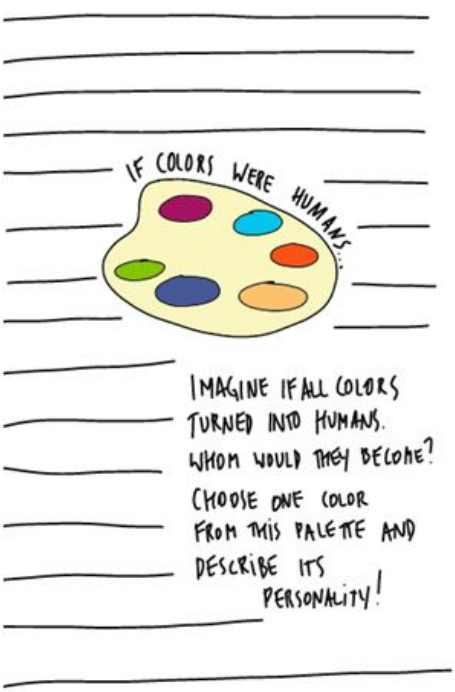
December is an aged nostalgic song,
with ancient accents in delicate monotone,
Aglow and behold weary souls with happy tears,
And each note leads to cadence of mystical visions.
Can you feel the beauty of heaven's stars shine upon,
with millions of velvet dreams flowing within you?Tips : Don't judge your-selve, let you go. Write without worrying about what other people might think. Tell your truth on paper, even if you choose not to share it with others in the group. Don't cross out or revise as you go, just keep writing.

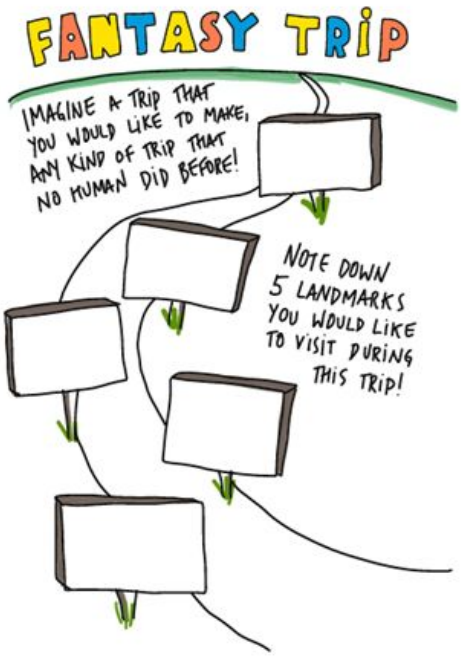
2. Use creative writing prompts.

The hard part of writing is starting, and creative writing prompts do that for you. A creative writing prompt is a simple technique or a few words or phrases you can use as a starting point for your creative writing. Once you've begun to write, and used the prompt for inspiration, you're off on your own. These short writing exercises can be sufficient for learning activities that aim to develop the learners' mother or foreign language abilities, as well as creativity.

Time : The maximum time for each of the prompts is 5 minutes.







3. Looking for Metaphors

Aim

To develop learners' abilities to notice and force connections, and use metaphoric expression. The exercise can also be used to explore and gain new insights into a chosen topic.

Preparation and materials

You will need paper cards in two different colours to create two sets of words. One set of words (different objects) should be written on one set of cards and the other set of words (various activities or concepts) should be written on cards of a different colour. Prepare at least 10 cards in each colour. You can choose random objects and activities or direct participants' focus towards a certain topic. These will be the words participants will combine during the task.

Time : 20 minutes including time for sharing metaphors.

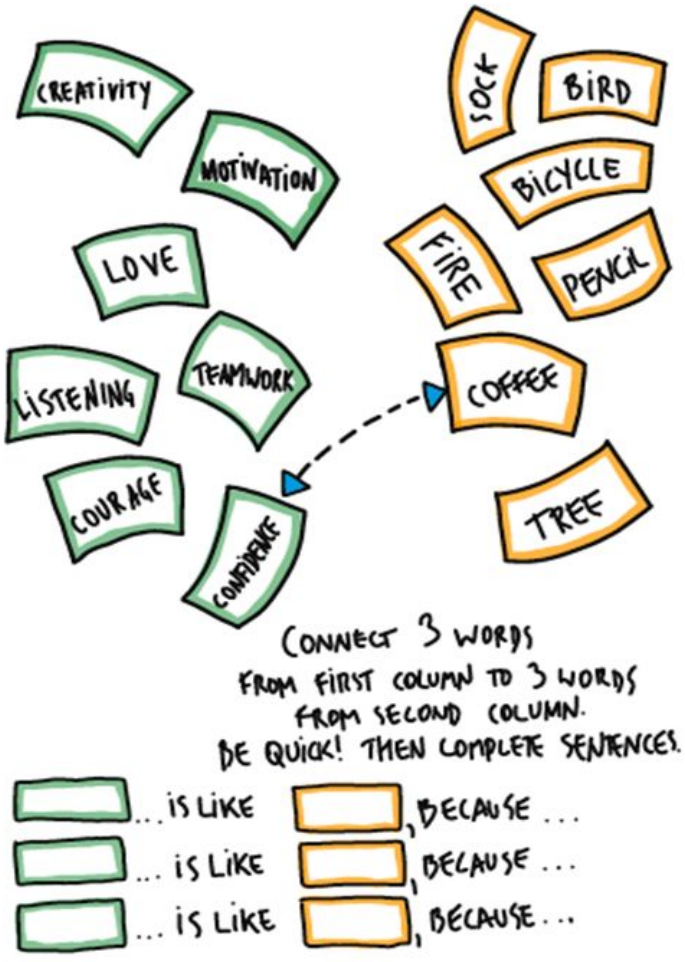
Instruction

Ask one volunteer from the group to pick two cards–one from each set–without looking at the words. Ask the whole group to find a connection between these two words and write down new metaphors by using the following construction:

“[ACTION] is like [NOUN] because…”,

for example: “WRITING is like SKY because it hides much more than we can ever imagine.”

Tips : Allow participants the freedom to modify the selected concepts.



4. Word Puzzle

Aim

To increase participants' writing skills in a foreign language and broaden their vocabularies. Tasks like this also help to practice making connections, which is one of the main creative

thinking strategies.

Preparation and materials

Before the session, prepare a list of words (templates) that the participants will need to use in their writing. Each participant should receive one list of words. Select words in linewith the level of knowledge of the participants. If the participants are studying some particular subject, the words can reflect the area of their studies. Also, the number of the words can be adjusted.

Time

Time can be adjusted. The activity can have a short time limit and serve as a warm-up for other exercises, or participants can get more time to write their stories.

Instruction

Spread copies of the templates. Ask participants to write a text and include all the given words without changing their place on the sheet. After writing, participants might share their stories to reflect how the same inputs can lead to different results.

5. Letter to My Child

Aim

To practice reflection and to learn to learn

Preparation and materials

Craft paper for writing letters, pens, envelopes. Depending on the experience of the group, you might need to explain the term “reflection”.

Time : 30 minutes.

Instruction

No doubt, most of the young people receive a lot of instruction and advice at school, at home and from media. What if we challenged them and put them in a role of an advisor? Use this exercise at end of some important learning experience, such as international exchange or training course. Ask each participant to write a letter to their child – the one they might have in the future. Ask them to think of some important lessons in life they’ve experienced and refer to those lessons in the letter. Letters can remain anonymous and be exchanged among the group members, so they can take a look, but ensure that all the letters travel back home with their authors. If you have a chance, you might collect them and send them to the participants several years later.

6. Heroes and Anti-heroes

Aim

To learn to learn and tp know better yourself. To provide the participants with a creative framework for self-reflection and identifying their strengths, abilities, skills and talents. This exercise can also serve as a needs analysis that can be used as a basis for setting further learning objectives and developing a personal learning plan.

Preparation and materials

It can be helpful if, before this writing exercise, participants do a personal SWOT analysis. You will need pen and paper for each person. In a variation of this exercise, you also need a tripod, a camera and someone who'd assist participants with taking photos.

Time : 60 minutes.

Instruction

Explain to participants that the purpose of this exercise is to increase their self-awareness. Participants should work alone and their task is to create a new superhero, describe them and write a story about some event in which the superhero demonstrates their powers. The essential element of the activity is that the superhero should be the participants themselves and the powers of the superhero should be based on participants' actual skills and talents. Invite participants to imagine that there's an article published in the newspaper about the abovementioned event. Suggest a title for their article, such as "The world is looking for a mysterious hero".

After writing their superhero stories, divide the participants into groups of 2–3 people and ask them to share their stories within these small groups. If the participants know each other well, they can also give each other feedback on the listed skills, strengths and abilities to support the personal developmentN of each other.

To conclude this activity, you can ask participants to brainstorm ideas and create a learning plan that aims to develop their strengths and eliminate their weaknesses.

7. Alphapoems

Aim

The exercise fosters creative thinking and the abilities to draw connections between different concepts and actions, but if used as described here, the main aim of the task would be to improve cooperation amongst people within a group or team. Take it as an example of how creative writing exercises might be adapted to the needs of team-building.

Preparation and materials

Prepare two flip-chart sheets with all the letters of alphabet written on it, one under another. You might need only two of them, but it's also possible that a group will require more. You will also need a few markers.

Time 60 minutes.

Instruction

The idea of an alphapoem is simple. The group has to write a poem together, each line starting with another letter of the alphabet, from A to Z. Give participants a challenging time limit, for instance, a group of 20 people might get 3 minutes to create a poem. Provide time up to 10 minutes for the group to agree upon a strategy of how they will solve this challenge. Then go for it! If the group is successful, invite them to read the poem. If participants don't succeed invite them to revise their cooperation and try again. If the second attempt fails, and if the group wants to revise their approach and cooperation to try once again, then do so! Don't fear failure, if the group so decides.

8. We're All Made of Stories

Aim

To stumulate social ans civil competence ?To improve participants' self-awareness and empower them through writing stories about themselves.

Preparation and materials

There has to be a lot of personal support and openness within a group to offer participants this powerful exercise. Be sure that there is a safe environment, enough support and also the right mood for deep self-reflection and analysis in the group. This exercise is also rather complex and requires good self-reflection and observation skills, thus it is more suitable for experienced learners.

Time: 90 minutes.

Instruction

We're all made of stories, some of which serve our development while others hinder us. The destiny and future of ourworld depends on the stories we believe in. Ask your participants to recall the main story they tell about themselves (to themselves or to other people) and put it on paper. Tell them that there will be no obligation to share before they start to write. Allow around 30 minutes for the self-reflection and writing. Then give another 30 minutes to write answers to the following questions:

– Are you a hero, a villain or a victim in this story?

– Describe how this story you tell about yourself influences you – does it inspire and strengthen you, or restrict, make feel bad and loose belief in yourself?

– Are there some stories you believe in that are holding you back?

– How could you rewrite those stories that are holding you back as more encouraging ones?

Think. What have you learnt from your failures and mistakes? Have

criticism and negative attitudes from others helped you to improve? Have bad events made you stronger? How can your painful experiences help empower and inspire others to get better?

9. 100 + 1 Characteristics of Entrepreneur

Aim

Creating characters is an important element of creative writing. In this exercise, common character building questions are used to facilitate reflection about what qualities one needs to become a successful entrepreneur.

Preparation and materials

Flip-chart paper and markers, paper and pens. Draw on the

flip-chart your version of the character building template or

demonstrate it on the screen.

Building a Character from Scratch

Decide if you want your entrepreneur to be female or male and how old they are.

Truths and lies Write ten 'factual' statements about your character – whatever comes to mind first, for instance, they work hard, they are kind, and so on. Write ten 'lies' – statements that you think can't be true, for example, they hate to be with other people.

Back-story

Name:

Age:

Appearance and style:

Health:

Attitude to religion:

Education:

Special abilities:

Marital status:

Children:

Political views:

Hobbies:

Temper:

How other people see him or her:

Opinion of themselves:

Important traits:

Relationship

In which ways would your character behave differently when interacting with:

parents

men

women

friends

enemies

lover

his or her team

competitors

Additional Questions

– What habits help them to be successful?

– How do they define success?

– If you asked about their greatest dream, what would your character say?

– What's a secret dream that they wouldn't tell you about?

– How do they deal with failure?

– What makes people follow and support them?

– How did they behave at school?

Time: 90 minutes

Instruction Participants work in small groups. The aim of the exercise is to understand what habits and qualities should we try to develop in ourselves in order to become successful entrepreneurs. Ask them to create a profile of a good entrepreneur using the provided template. Once the general profile is completed, invite learners to invent different quotes about and around entrepreneurship that this successful entrepreneur might have told the mass media, his team, a group of young people, a child and a dog. Invite participants to share

the quotes they liked the most.

Option : possibility to question the person who is a model for them.

10. Cultural Proverbs

Aim

To stumulate Cultural Awareness and Expression . To reflect on various elements of cultures and to better understand differences and similarities between the cultural heritage of different countries. This exercise is more suitable for intercultural groups.

Preparation and materials

Prepare several cultural proverbs as an example and write them down on a flip-chart. Examples

Take only what you need and leave the land as you found it :

Native American proverb reflecting the importance of the land

Hope dies last of all

Mornings are wiser than evenings

Time: At least 45 minutes.

Instruction

In the opening of the exercise, introduce several cultural proverbs and ask participants to share examples from their own countries. While sharing, the participants can also say if the same (or an equivalent of) the example proverbs can be found also in their own languages. Then ask each person to choose one of these proverbs and allow 20 minutes to write a story about the selected proverb. Participants might write about the situations in which these proverb are used, their personal experiences when this proverb turned out to

be true or not, or they can also write a story that would explain the role of the proverb in their country, or imagine origin of this proverb. When stories are completed invite the participants to share their textes

PROS

Creative writing helps

- to sharpen your skills as a writer.
- to breaking Writer's Block
- to improve the communication in mother Tongue
- to develop the foreign language abilities,
- to Improve your creativity and spontaneity
- learning to learn and to develop the sense of initiative
- to stumulate social ans civil competence
- to stumulate cultural awareness and expression . .
- knowing better yourself
- writing for reflection and creative evaluation of learning activities

CONS

- It doesn't make you a writer
- Can create false hope. Anyone can think of being a writer without having setbacks towards their writing
- It doesn't mean you'll be published
- you don't learn how to write the specific form of literature or journalistic text, the rule of academic writing
- if you don't pay attention of your writing process, you risque not to progress in writing

TIPS

Some usefull advices :

- Keep a daily journal to record and play with your ideas as they come;
- Set aside a specific chunk of time every day (even 5 minutes) just for writing;
- Use a timer to help you stick to your daily writing habit;
- You can also set word count goals, if you find that more motivating than time limits;
- Read as much as you can of the kind of content you want to write;
- Publish your work (on a blog), and get feedback from others.

TIPS

Some tips for facilitating creative writing sessions

- **Focus on creating a safe learning environment** and establish clear rules that protect it. Make sure that the atmosphere or the group development stage is suitable for the activity.
- **Make sure that the place where you work is confortable.** That has enough light and participants can feel comfortable there while writing.
- **Tailor your method to the needs of your participants,** being sensitive to how differences in age, experience, ability and cultural background among people in the group affect the way they engage with the exercises.
- **Be clear about the aim of the activities.** Not all the writing exercises have important aims. Some of them are there to promote fun, playfulness and break creative thinking blocks, to explore ideas or characters.

TIPS

- **Dare to be authentic and vulnerable.** Sharing your personal stories, including those which people often choose to keep with themselves will also encourage people around you to share more of their emotions and experiences.
- **Encourage the sharing of written texts.** It is a great opportunity to learn from the work of others.
- **Focus on the process and not result**.
- **Make it playful.** One of the key characteristic of creative writing is the willingness to play with language. Fun and playfulness help creative ideas to sparkle. Include energisers and games to build an informal, relaxed atmosphere.
- **Be flexible.** Creative writing should be a fluid exercise. It's important to be flexible with requirements and expectations.

SOURCE

RESOURCE

- https://www.salto-youth.net/downloads/toolbox_tool_download-file-1429/CW-cookbook-web.pdf
- https://www.tckpublishing.com/what-is-creative-writing/
-
- https://en.wikipedia.org/wiki/Creative_writing
-
- https://authority.pub/creative-writing-examples/
-
- https://themodernetiquette.com/2021/12/22/december-passacaglia/
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SOURCE

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Books

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- Benke, K. (2010), **Rip the Page! Adventures in Creative Writing.** Roost Books.
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THE FISH BOWL DIALOGUE

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PURPOSE

GOAL

Fish Bowl is a dialogue technique used to foster dynamic participation in a group. As a useful alternative to traditional debates, it helps to deepen controversial topics, avoiding general polarization among point views, facilitating the emergence of personal experiences and emotional needs among participants.

DESCRIPTION

INSTRUCTION

1. SETTING (5')

In order to prepare the fishbowl activity you'll need:

- A few chairs in an inner circle, surrounded by larger circle(s) of chairs
- Try to enable easy access to inner and outer circle
- Flip charts to write key issues can be helpful
- An intersting question about the topic

INSTRUCTION

- 2. FACILITATING THE DIALOGUE (40')
- In the inner circle, or fishbowl, participants have a discussion; participants in the outer circle listen to the discussion
- To start the exercise the facilitators show the theme and express a first main question on the them (eh. ¿How do we relate with bullying?) then can ask for volunteers who would like to take sit on the chairs in the inner circle and talk . It is important to stress that just these participants have right to discuss the situations. If anyone else would like to express opinion he/she needs to replace person in middle bytouchinghis/hershoulders.

Participants can start with the discussion with goal to share their point of view, experiences as their possible solutions. Others are encouraged to take part in the discussion by replacing with goal to gather also other points of view. When the discussion is finished the debriefing is taking place and after other situation can be discussed.

INSTRUCTION

3. DEBRIEFING (15')

- During the debriefing, review key points, interesting comments and the group's feelings regarding particular issues. Participants must be allowed to develop their own conclusions and express themselves freely.

- Providing the participants with an overview document of the lessons learned and a list of key resources can be helpful after the exercise has ended.

Here are some interesting questions you can use as a starting point

To the observers (if any9:

Was it difficult to not respond to the fishbowl speakers' comments? Why or why not? If so, what kinds of comments did you want to respond to?

Did you hear anything from the fishbowl that surprised you?

What helped you understand the information that was being shared (non-verbal indicators, contexts clues, etc.)?

INSTRUCTION

To the speakers:

How did it feel to share your feelings knowing that your peers were listening closely?

Do you usually have opportunities to share your perspectives on this theme?

What do you wish you could have said more clearly/what point do you wish you could have made?

EXAMPLE

Classic Fish Bowl

Set a topic and invite speakers in the inner circle to start the dialogue.
Observers can enter in the circle sitting in free chairs or touching the shoulder of inner participants in to replace them

Process Oriented Fish Bowl

You can use this version when you want to help the group to deepen in their personal experience on the topic.

In the setting you'll use only 4 Chairs for the inner circle:

2 Chairs will express the two main polarized points of view about the topic (eg. "For" and "Against" positions) (Chair 1 and 3)

2 Chairs will express positive and negative personal experiences related to the topic (Chair 2 and 4)

Theatrical Fish Bowl

Depending on the topic, you can previously highlight the main roles/characters that configure the theme. For example, working on the theme of bullying with your classroom you can bring the characters of the bully, the victim and the bystander. Once defined, you'll set as many chairs in the inner circle as characters highlighted. Label them with a paper, in order to fix a character in every chair.

PROS

Fishbowl is very helpful to explore the ideas of membership, identity, belonging and shared experiences. The structure lends itself well to discussions of complex topics and to challenging topics of cross-cultural significance. By providing all students both a speaking and listening role and a stake in the discussion, fishbowl can help build an inclusive and supportive learning environment. The observation aspect of the activity allows students to identify appropriate ways to participate in discussions. If used on a consistent basis, fishbowl discussions can establish boundaries and norms critical to anti-bias communication

CONS

In order to have a proper dialogue, this technique is less useful when groups are smaller than 12 participants.

TIPS

As a facilitator you can use two important tools in order to foster the group's experience:

- Metacommunication
  It's important, in order to bring more awareness to the group, to communicate every experience happening during the dialoge, beyond the contents, as that's part of the group process. Pay attention to non-verbal communication in the inner and outer circles, changes in the atmosphere of the classroom and bring them to the dialogue as simple observation.

- Internal Experience
  As a part of the field, the facilitator is connected to the experience of the group. Every feeling and sensations occurred to her are, in part, occurring in the group. Taking in this kind of information to the group, during the dialogue, will help other participants to bring awareness on their own perceptions and using this information to cross the edge to speak about their experience.

SOURCE

RESOURCE

- https://www.salto-youth.net/tools/toolbox/tool/fish-bowl-of-conflict.1362/
-
- http://www.nwlink.com/~donclark/hrd/learning/fishbowls.html
-
- https://www.learningforjustice.org/classroom-resources/teaching-strategies/community-inquiry/fishbowl

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DEBRIEFING

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PURPOSE

GOAL

Debriefing is an experience that enables participants to connect activities and lessons they learned in an activity, experience, or program, to the outside world.

When Does Debriefing Take Place?

Debriefing may take place at the end of any activity or experience, including at the end of a segment of an experience, or the end of a series of activities. There is not one perfect time to debrief, or a set guidelines for how long each debrief should last. Variety of debriefing strategies can be used as well as using activities that give participants the knowledge and power to take the lead in their debriefing process.

(http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/)

DESCRIPTION

INSTRUCTION

Debriefing Steps

Experiential activities provide a lot of discussion points. However, it's important to remember that if post-activity debriefs are not structured properly they may not be effective, and opportunities for learning may not surface.

In order to maximize the benefits of experiential activities, and enable participants learning and development through the process, it's helpful to follow a three step model for how to ask debrief questions: What? So What? Now What?

1. The What

Purpose: Review the activity to collect data of what happened

Explanation: The intention is to draw out as much information as possible from the group in order to refer back to it later on in the discussion. From this foundation of what happened, the facilitator can guide the discussion forward into greater understanding of the experience, and help draw out the learning from it.

Example Questions: What happened? What took place during that activity? What did you observe?

INSTRUCTION

2.The So What

Purpose: Look at details and interpret the data to draw out the significance of the activity in order to gain insight

Explanation: Moving from the descriptive and observable to the interpretive, the intention is to draw more meaning of what happened, and/or how it happened as well as to “unpack” the more subtle levels of what took place.

Example questions: How was your communication? What contributed to your team’s success? What role did you play in the group during the activity?

3.The Now What?

Purpose: Bridge from recent experience to future experience

Explanation: In order for what has just taken place to have significance or impact, the ‘now what’ questions get the participants to think ahead and possibly apply what they have learnt. It may also be appropriate for participants to look at what has just taken place on a metaphoric level and draw meaning or insight in that way.

(http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/)

EXAMPLE

Extra example: the activity and debriefing questions "What do you see?" (look at another sheet)

Outline of a typical structured debrief (https://wattsyourpathway.co.uk/debriefing-research/)

1. Introductions

Who you are; who they are

Purpose of debriefing – confidential, lasts 2-3 hours

General details – where, how long, when returned

Overview – how was it?

2. Identifying what was most troubling

Identify 3 events / issues which were most stressful, upsetting or troubling – the worst parts (*e.g. incident; disturbing sight; relationship / communication difficulty; job / agency difficulties; overwork; boredom; culture / living conditions; being far from friends / family; health problem)*

3. Facts, thoughts and feelings

Take each event / issue in turn: ask about the facts, then thoughts, then feelings. DO NOT RUSH!

4. Any other aspects you want to talk about?

5. Symptoms

Did you experience stress-related symptoms at any point while overseas? What about now? – Take them through handout to indicate typical symptoms

6. Normalising and teaching

• Symptoms are normal in the circumstances – you are not over-reacting

• What methods can you use to reduce stress?

• What support is available to you / who can you talk to?

7. Anything that was positive?

Was there anything good / meaningful in your time overseas? What was best? What did you learn? Are you glad you went?

8. Return 'home'

How has the return 'home' been? Talk about normal reverse culture shock and adjustment

9. The future

• Ask about future plans

• Tell them where they can get further help if they want it (offer to make referral if appropriate)

• Ask whether they have any questions, other things they want to say

• Offer a follow-up meeting if appropriate. Otherwise arrange to follow up by phone or email (2-3 weeks later) to see how they are

10. Closing

Summarise the session, ask how they are feeling now.

PROS

What are the Benefits of Debriefing?

David Kolb, an American educational theorist and one of the forefathers of experiential education philosophy, believed that in order to truly learn from experience there must be time for reflection.

Debriefing is a core component of Kolb's Experiential Learning Cycle. By reflecting on, and recognizing the knowledge, skills and attitudes used in an experience, ***participants develop personal awareness and insight and become aware of the inner resources that they can access in future experiences.***

(http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/)

CONS

Debriefing is an important part of learning. Debriefing part should be handled with care and a good preparation, otherwise there is a risk of not concluting the learning cycle and even causing some harm. For instance, it is not appropriate to blame as it is not constructive and can lead to resentment and grudges. It can be very emotional too and if you are not ready to open “Pandora box”, be careful how to handle it afterwards. (Justina’s thoughts :)

TIPS

Prepare the activity and few extra questions in the debriefing part. Keep time. Be ready to go with the flow and be flexible but not too much and follow the debriefing questions.(Justina’s thoughts :)

SOURCE

RESOURCE

1.“What Is Debriefing and How Is It Done?”: http://experience.jumpfoundation.org/what-is-debriefing-and-why-should-we-debrief/

2. Appendix 1: Outline of a typical structured debrief: https://wattsyourpathway.co.uk/debriefing-research/

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TOOL KIT

DIGITAL INTERACTIVE TOOL - KAHOOT

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PURPOSE

GOAL

To create and use an interactive, game-based, digital tool for educational purposes.

Kahoot! What a remarkable learning tool that motivates students to learn through playing games interactively. It enhances student engagement. It serves as a user-friendly tool and also mobile and tablet-friendly. It possesses an easy-to-use interface where teachers and students can create games and quizzes in a few minutes.

DESCRIPTION

INSTRUCTION

Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser (https://kahoot.com/) or the Kahoot app. Kahoot! can be used to review students' knowledge, for formative assessment, or as a break from traditional classroom activities. Kahoot! also includes trivia quizzes.

(https://en.wikipedia.org/wiki/Kahoot!)

EXAMPLE

”Kahoot quiz example from instructor and student point of view”: https://www.youtube.com/watch?v=YtH4kYacFs4&ab_channel=DanielKopsas

What kind of questions can you ask on kahoot?

- Quiz.
- True or false.
- Type Answer (Premium feature)
- Puzzle (Premium feature)
- Poll (Premium feature)
- Word cloud (Premium feature)
- Brainstorm (Premium feature)
- Open-ended (Premium feature)

PROS

- The first and foremost advantage of Kahoot is that it offers a great engagement from the students' side. They enjoy it as it is a visualized and unique type of quiz.
- As the students' interest level is high, the teachers can easily assess the understanding level through quizzes and polls.
- Kahoot has become very successful in reducing monotony and boredom.
- It is an energetic and lively platform.
- It can be used as a tool of assessment for the teachers.
- Kahoot has been successful in creating a positive environment among the students by creating motivation.
- It has increased the students' performance due to an increase in the student's attendance.
- It has effectively reduced students' frustration levels and the stress about the fear of formative assessments in the traditional method.

(https://www.techprevue.com/kahoot/#Advantages_of_Kahoot)

CONS

- One of the significant disadvantages of Kahoot is that tracking the student's progress level is a complex process.
- Because of multiple players connected to the same platform, there should be a strong WiFi connection. Else it would not work.
- Sometimes, background music can be distracting and stressful, which ultimately leads to the student's diversion from its goal.
- As multiple players are connected, the level of competition can be increased, thus leading to stress and anger among kids.
- Sometimes, the availability of gadgets can also be an issue.

(https://www.techprevue.com/kahoot/#Advantages_of_Kahoot)

TIPS

The basic version of Kahoot is free of charge. If you plan to opt for a Premium feature with more enhanced options, there will be certain amount of fees to pay.

SOURCE

RESOURCE

1.Kahoot! https://en.wikipedia.org/wiki/Kahoot

2. Kahoot! https://kahoot.com/

3. “Kahoot What Is It: Features, Advantages, Disadvantages, and FAQs”: https://www.techprevue.com/kahoot/#Advantages_of_Kahoot

4.”Kahoot quiz example from instructor and student point of view”: https://www.youtube.com/watch?v=YtH4kYacFs4&ab_channel=DanielKopsas

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TOOL KIT

MENTIMETER

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PURPOSE

GOAL

Build beautiful interactive presentations in the presentation builder.
Collect polls, data and opinions from participants using smart devices.
Get insights on participants with trends and data export.

DESCRIPTION

INSTRUCTION

Mentimeter is a digital tool which is useful to carry out interactive activities with young people.
The audience interacts anonymously with a smart device (PC, smartphone, tablet, etc.) where they can answer questions.
They can visualize their responses in real-time to create a fun and interactive experience.
The tool offers 13 interactive question types including Word clouds and Quizzes.
You can use the Mentimote (through your smartphone) to moderate and control presentations

EXAMPLE

Build interactive presentations with the easy-to-use online editor.

- Questions
- Polls
- Quizzes
- Slides
- Images

You can add Gifs and more to your presentation to create fun and engaging presentations

PROS

Build entire presentations quickly and easily with Content Slides.
Easy-to-use presenter mode.
The audience interacts anonymously with a smart device.
Use the Mentimote to moderate and control presentations.
Enable profanity filters in multiple languages.
Collect feedback via surveys.

CONS

Because of multiple players connected to the same platform, there should be a strong WiFi connection. Otherwise it would not work.
It is not very effective if you want to gather long sentences.

TIPS

The basic version of Mentimeter is free of charge. If you plan to opt for a Premium feature with more enhanced options, there will be fees to pay.

SOURCE

RESOURCE

- https://www.lamiascuoladifferente.it/mentimeter/
- https://www.mentimeter.com/
- https://help.mentimeter.com/en/articles/2233579-mentimote-our-presentation-remote

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TOOL KIT

JAMBOARD

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PURPOSE

GOAL

Having an interactive whiteboard, accessible from different devices, which allows group work simultaneously. It stimulates the creativity of young people.

DESCRIPTION

INSTRUCTION

Jamboard unlocks your team's creative potential with real-time co-authoring. Experience unhindered productivity, whether your team is in the same room using multiple Jamboards, or across the world using the Jamboard app on mobile.

It is the first hardware product designed and manufactured by Google, intended to complement the types of cloud-based tools that include, for example, Gmail, Drive, Docs, among others;

It is a 55-inch collaborative digital whiteboard that has accessories, such as two optical pencils, an eraser and support, which are elements that allow a good and productive performance of the work team.

EXAMPLE

- Share ideas
- Use Images
- Collaborate with each other in real time
- Organised group work

PROS

Jamboard can be used for free.

Jamboard allows users to share ideas, images and collaborate with each other in real time.

Jamboard comes with handwriting and shape recognition, so it's easy to use and intuitive.

You can draw with a stylus but erase with your finger – just like a whiteboard.

It's easy to present your jams in real time through Meet.

When you've finished jamming, share out your work with others.

CONS

Unless you haven't a strong wifi, you can have some problems

TIPS

Use it as you would use a real witheboard, without limits in what you wanna do with your Jamboard: it is a very easy and versatile digital tool.

Be creative and explore its usage.

SOURCE

RESOURCE

- https://support.google.com/jamboard/answer/7424836?hl=en
- https://workspace.google.com/products/jamboard/

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CROSSWORD LABS

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PURPOSE

GOAL

It's a simple and fast tool to build, print, share and solve crossword puzzles online. You can engage your group providing them a tool to create their own crossword puzzle, or you can raise their knowledge and awareness about a topic.

DESCRIPTION

INSTRUCTION

It's one of the largest repositories of crossword puzzles on the internet – with over 1 million puzzles made. Crossword Labs is a crossword puzzle maker.

EXAMPLE

Quick, simple and free to use: you can create your own crossword puzzle or find a ready one.

You can share your crossword URL and solve the puzzle online.

It works on tablets and phones.

You can also print/export your crossword puzzle to PDF or Microsoft Word, or Download your crossword as an image

PROS

It works on any device.

No ads, no watermarks, and no registration required.

It‘s free of charge

CONS

The interface is available only in English.

You can create a crossword only when online.

SOURCE

RESOURCE

- https://www.albertopiccini.it/2019/06/05/crossword-labs-una-web-app-con-cui-costruire-parole-crociate-personalizzate/

- Free, Online Crossword Puzzle Maker - Crossword Labs

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VIDEOSCRIBE

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PURPOSE

GOAL

Engage your group with creative videos

DESCRIPTION

INSTRUCTION

Easy animation software to make easy whiteboard videos. VideoScribe is a downloadable video animation software that lets you create engaging video in few minutes.

From an idea to a full storyboard, use VideoScribe to create show-stopping 2D animations, video presentations and more... The possibilities are endless!

You can create anything with VideoScribe including animated explainer videos, whiteboard animation videos, marketing videos, cartoon videos, doodle videos, etc.

EXAMPLE

You can create:

- Whiteboard animations
- Explaination videos
- Promo animations
- Marketing videos
- Webinar
- Blog
- Template library

PROS

With a few clicks you can quickly add animated images, text, music and a voice-over. Using this tool you will be able to create amazing animated video.

Drag and drop to create awesome explainer videos, whiteboard animations, promo videos, education videos and more

Produce unlimited videos with a cost-effective plans. You can have access to editable templates.

CONS

You can:

- Work offline
- Removal of Video Scribe watermark
- Download to multiple devices
- Unlimited online support

But only with a paid plan.

TIPS

Be creative, and commit some time to create your videos.

The basic version is free, for the others you have to pay.

SOURCE

RESOURCE

- https://www.videoscribe.co/en/
- https://www.videoscribe.co/en/using-videoscribe/

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TYPEFORM

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PURPOSE

GOAL

Collect and share information and data through engaging digital surveys.

DESCRIPTION

INSTRUCTION

Typeform is an online platform that allows you to design personalized, dynamic and attractive surveys, adapted to any mobile device.

Typeform makes collecting and sharing information comfortable and conversational. It's a web-based platform you can use to create anything from surveys to apps, without needing to write a single line of code.

Beautifully designed, asking one question at a time like a real conversation, typeforms are engaging and fun to complete. Thanks to this combination, typeforms have great completion rates, meaning you can get more and better results.

Unlike traditional forms, they are more agile and visual, with the goal of the respondent having fun and therefore offering better answers.

EXAMPLE

You can choose among different format:

- Quiz maker
- Survey maker
- Form builder
- Poll maker
- Test maker

PROS

All of the Typeform´s functionalities are located in the “Workspace”, the space where you can start creating your first form from scratch or by choosing from one of the available default templates. From the “Template Gallery” you can choose from several categories and filter the results according to the format that you are most interested in. You can preview it and, if you are convinced, click on “Use this template”. When writing a question the platform gives you the choice between several options, but you can also write it yourself.

CONS

You get some features on free plan (like 10 questions per typeform, 10 responses per month). If you want to upgrade, you need to get a paid plan.

It's quite expensive if you don't need to make research every month.

Typeform doesn't currently offer a way to automatically prevent multiple submissions

TIPS

We recommend you to set up self-notifications, to get an email notification each time someone submits your typeform

It’s designed to work only with an internet connection

SOURCE

RESOURCE

- https://www.typeform.com/

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STORYBIRD

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PURPOSE

GOAL

Enhance your creativity and your storytelling techniques through a digital tool. You can use it to engage your group conveying messages in a simple way.

DESCRIPTION

INSTRUCTION

Storybird is an artistic storytelling tool that can be used to create picture books, comics, poetry etc. It is primarily about selecting images, arranging them in a sequence, and telling a story with them.

EXAMPLE

With Storybird you can:

- Select your images
- Create picture books
- Create Comics
- Create Poetry
- Use Posable Characters and Scenes from Antiquity to the Space Age
- Use Customizable Smart Scenes
- Use Millions of Creative Commons Photos or Upload Your Own

PROS

You can use images from the database and use these to encourage youth to tell stories and to write and deepening specific topics.
It supports google classroom.
It can be used for different projects.
Quickly turn any storyboard into a presentation to receive immediate feedback!

- One Click Live Slide Shows
- Export to PowerPoint (Keynote, and Google Slides compatible)
- Create a new presentation just as easily after edits

CONS

It takes time

If you want to use it often you should consider to get a paid plan

TIPS

You can start with the FREE version, and this is the best option for Light Usage (2 Storyboards per week / Classic Storyboard Layout), if you plan to use it often you can upgrade to a paid plan.

Every story is unique and choosing the right layout can make the difference.

SOURCE

RESOURCE

- https://www.storyboardthat.com/

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POWTOON

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PURPOSE

GOAL

Communicate visually with short videos and animation

DESCRIPTION

INSTRUCTION

Powtoon is a visual communication platform that gives you the freedom to create professional and fully customized videos to engage your audience. Powtoon is a video editing programme that can be used for both personal and professional use.
The multimedia web application allows you to create video presentations quickly by dragging and dropping elements onto the target file.

EXAMPLE

You can create:

- Videos
- whiteboard Doodling
- Animation
- Screen recordings
- Presentations
- Customed characters

PROS

With Powtoon, making your own videos requires no design or tech skills to start making a deeper impact at work.

You can start with ready-made templates

It is engaging for your group

CONS

The free version allows:

- Exports only with Powtoon branding
- Max Length Up to 3 mins (HD)
- Storage of 100 MB
- Free soundtracks only
- Free objects only

TIPS

PowToon has a free plan and offers a free trial version. We recommend that you start here and assess the need for a paid plan.

SOURCE

RESOURCE

- https://www.powtoon.com/
- https://powtoon.it.softonic.com/applicazioni-web
- https://it.followband.com/item/660/

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MURAL

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PURPOSE

GOAL

It is a live presentation tool that has interactive and collaborative elements. With Mural you can imagining and visualising work or ideas in a fun and stimulating way.

DESCRIPTION

INSTRUCTION

Mural is a digital workspace for visual collaboration. It is a space for groups to collaborate visually and problem-solve faster with an easy-to-use digital canvas. No ordinary online whiteboard, MURAL has powerful facilitation features and guided methods.

EXAMPLE

You can use sticky notes and text, shapes and connectors to build diagrams and map out workflows, there are icons, images and GIFs in its database, you can use frameworks to organise contents, and you can also draw freehand. There are interesting features like the Timer - to keep on schedule, the Summon - to make sure everyone is looking at the same content, Outline - to guide participants with instructions and hide/reveal next steps, super lock - to make objects stay in one place, celebrate - to emphasize positive moments, and private mode - to hide contributions of individual collaborators.

PROS

It can be used for meetings, as an interactive whiteboard;
More productive and engaging brainstorms are easy to lead with dozens of ready-to-use templates and key features like Private Mode, timer, and mapping.
Facilitate teamwork to build trust, drive participation, and level up the collaboration in your next meeting. Pair with MURAL's Zoom, Webex, and Microsoft Teams integrations for a new dimension in video calls.

Collaborate with others to discover new insights, visualize and map feedback.
Improve your group collaboration by facilitating more interactive engagements, more productive discovery sessions, and better outcomes — whether you're on-site or off.

CONS

The basic version is free, upgrades require payments.
You need a good wifi connection to ensure anyone can access the online tool.

TIPS

Before to deliver it to your group explore the use of Mural and get confident with it.

SOURCE

RESOURCE

- https://www.mural.co/
- **https://www.youtube.com/watch?v=Z6hpMxyhoHA&t=27s**

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