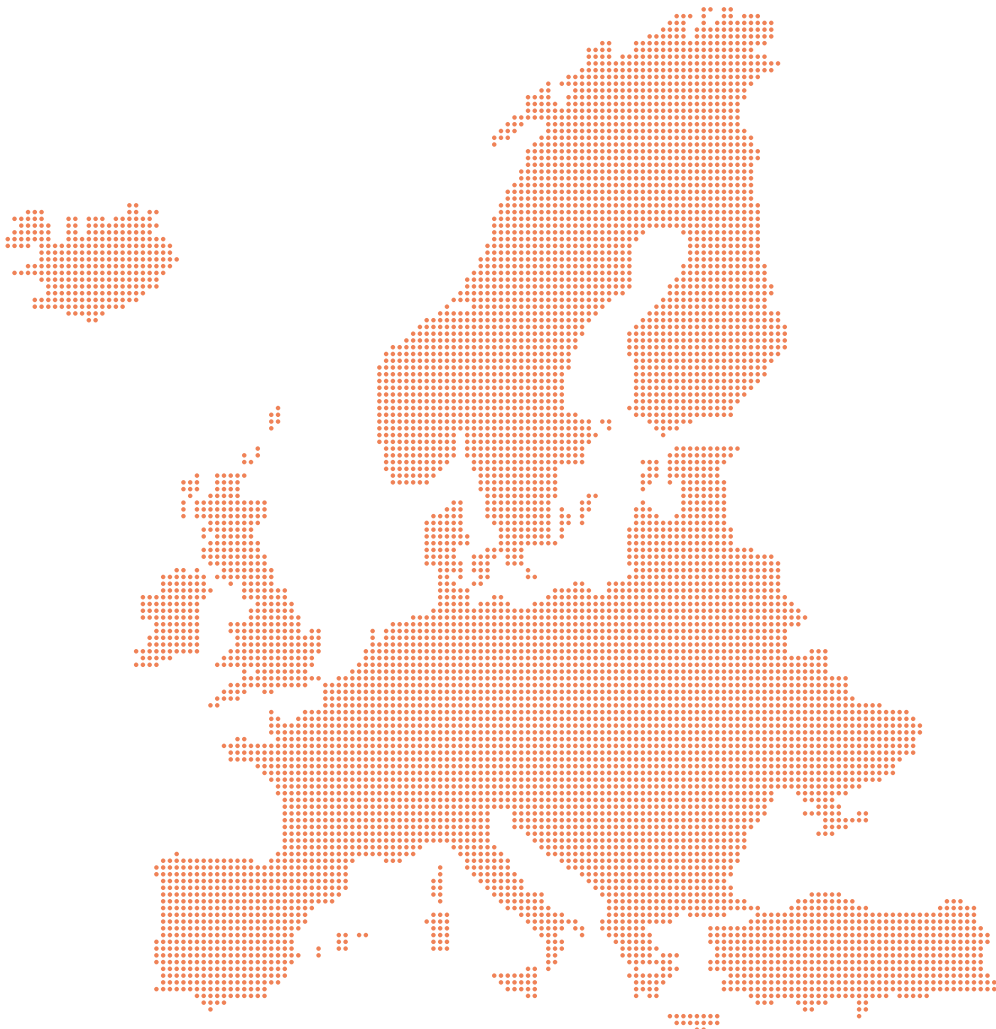


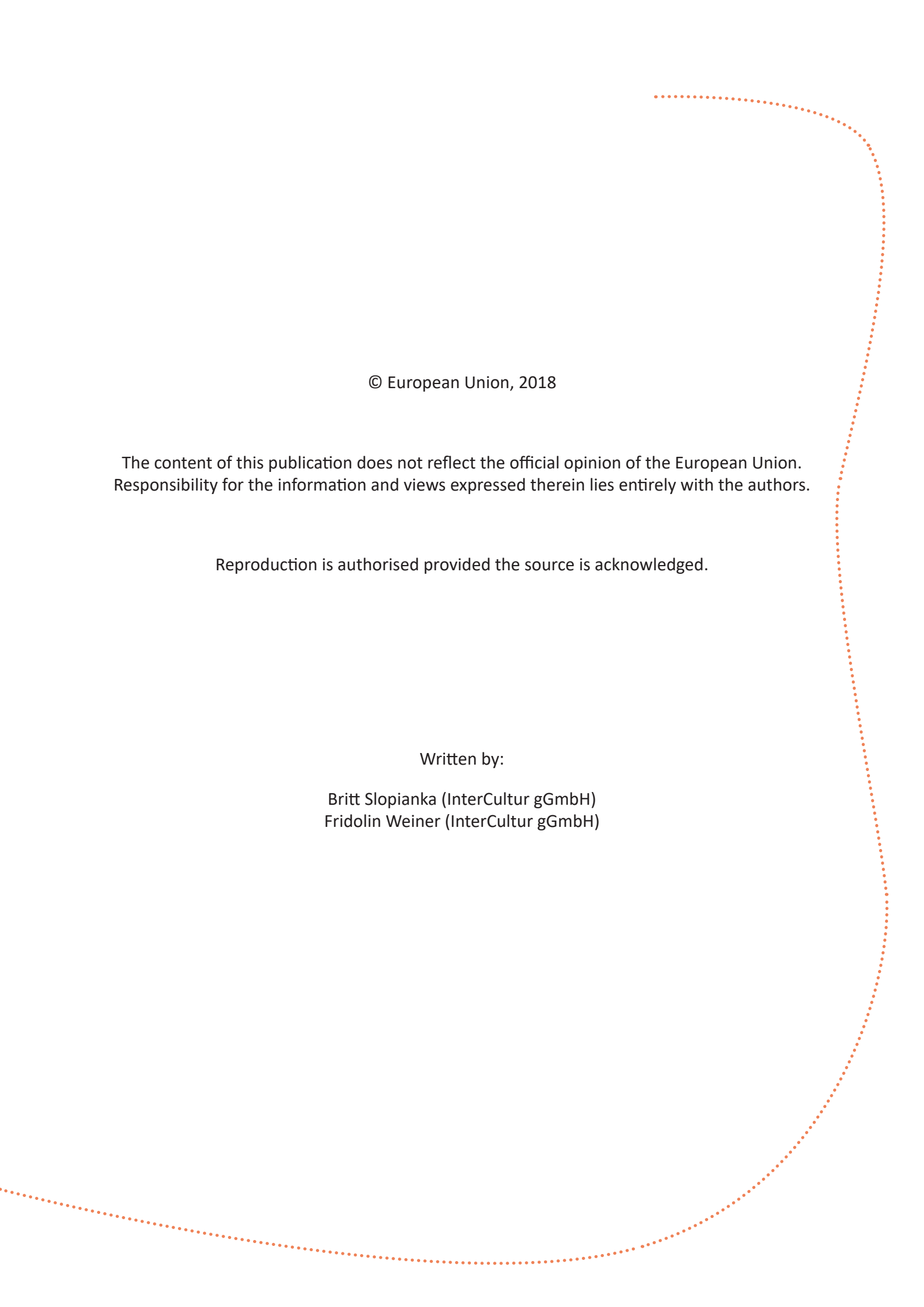
Connect

Intercultural Learning Network
Connect! Share! Learn!

Manual Mentors Training



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1. Preface

Every year, thousands of young people participate in the EU Erasmus+ programme to volunteer, study or work abroad and gain intercultural experience. The Erasmus student exchange programme celebrated its 30th anniversary in 2017, reaching the three million student mobility target in 2013 (European Commission, 2014). All these programmes foster intercultural learning and understanding of the host country as well as oneself. Pedagogical support through intercultural training enables participants to systematically reflect upon their experiences in their host culture which improves learning outcomes of their exchange.

In order to tap the full potential of the intercultural learning experience participants need to have access to comprehensive individual learning tools. In non-formal youth exchanges pre-departure, mid-stay as well as re-entry trainings are common practice, usually taking place in face-to-face learning settings. At the same time, in the age of digitalisation demands for free and open access online courses have increased immensely, not only in higher education. And this is precisely where “Connect – Intercultural Learning Network” came in: Bringing together experts from the university and youth sector, Connect created an innovative intercultural learning scenario to support Erasmus+ participants before, during and after their exchange.

Connect has created face-to-face learning curricula for pre-departure and re-entry to support Erasmus+ participants during their preparation phase, to ease the beginning of their immersion in a foreign culture, and the return, when back home everything seems still the same, but very different. In addition to that, the whole exchange is accompanied by an online curriculum that invites participants to go through online learning modules on an e-learning platform. All modules are designed to reflect upon learning experiences during the different stages of the exchange and make the most out of it. These experiences can then be collected and shared on the Experience Map in the form of reports as well as useful information and links regarding the host

community.

The manual was created for exchange institutions (youth exchange organizations and higher education institutions) which wish to support the learning experience of their own exchange participants.

2. Introduction

In these times of digitalisation, education is also increasingly taking place online. This is an advantage in many ways, as it makes learning flexible. Depending on the format, learners can access online learning platforms at their own time and pace. The online modules of the Connect learning scenario were created in a self-manageable way, provoking thought and encouraging (self-)reflection of the participants' experiences abroad.

Nevertheless, classroom learning has its advantages, too. In direct contact with the advisor and peers, participants have the chance to discuss relevant topics for their upcoming or past intercultural experience. Therefore, the Connect learning curriculum is delivered in a blended learning format, getting the best out of each setup and phase. In both the pre-departure and the re-entry stages, motivation, insecurities and other topics related to international exchange can be shared and discussed with peers who find themselves in a similar situation, bringing in different points of views to support each other. The content of the face-to-face training sessions encourages individual development by covering these relevant themes and creating interactive classroom settings for enhanced learning by harnessing the potential of the group. While participants bring in the important thoughts, reflection processes are guided by the advisor.

During the one-day pre-departure training, participants deal with the topic of culture, their own cultural awareness and perception of culture, what to keep in mind when acting in intercultural settings; they get the chance to receive culture-specific information as well as confront themselves with the subject of narrative competence, which, apart from sharing experiences in general, is also especially important to know for future posts on the Experience Map.

During the one-day re-entry training, participants have the opportunity to reflect upon their time abroad as well as how they and their environment have changed since their return; they learn how

interculturality is a key competence in their lives now, and how to make the most out of it. Apart from that, participants also receive an insight into the field of intercultural mentoring, i.e. how they can use their newly gained skills to support exchange participants during their experience. This may be extended by participating in the Connect Mentors Training. During the Mentors training, participants will acquire the knowledge and tools to become a mentor for host participants at their institution. The training consists of three parts:

- Reflection and being a European citizen.
- Mentoring skills
- Project management skills

In this way, the participants can not only mentor a host participant, but also take action in their hands to improve and advertise exchange programs. More information on the website: www.weconnecteurope.eu.

2.1. About this manual

2.1.1. How to use this manual

This manual gives step-by-step instructions for implementing the different activities of the Mentors Training. Each step is described in such detail that anyone new to Connect content is able to put the activities into practice after some preparation.

A brief overview on the Connect project – in order to understand the content of this manual in the context of the whole curriculum – can be found in chapter 2.2. Chapter 2.3. gives an overview of how the activities were constructed and which methodology it is based on. This is important to understand the educational idea behind face-to-face trainings. The underlying models, the didactic rhombus spiral by Jürgen Bolten and the experiential learning cycle by David Kolb, are described in detail so that the reader can easily follow the description of each learning unit.

A detailed description of the activities

can be found in chapter 3. Once one has worked him/herself through the theory, the learning objective overview is easy to grasp. A short overview of the following activities or topics covered by the module leads to the detailed description and clear instructions of the same. Each activity is divided into the following parts: aim of the activity, time needed for implementation, material needed for each session, preparatory tasks to take care of before delivering the training, a step-by-step description of the task itself and finally instructions on how to debrief the activity together with the participants. Additional material can be found in the attachment; these can be e.g. texts that participants receive as a handout, or worksheets that are used during the unit.

The manual should be used as a compendium of activities covering different relevant topics in the context of intercultural exchange experiences. Every advisor can flexibly adjust the programme according to their needs, e.g. if less time is available or other specifications may exist so that some parts may have to be replaced. Advisors should also be flexible in regard to numbers of participants. Generally, the learning programme has been designed for at least 10 participants. Indications for division into small groups may need to be adjusted according to the number of participants in the training. In general, the activities and topics covered in this training manual may also be used for inspirational purposes, and one can pick single activities according to the group's needs and adjust the programme to available training conditions. When working with the material, be aware of this flexibility. Also, depending on the participants, an advisor might need more time for an activity than intended, so s/he should be prepared to shorten the programme at other ends.

2.1.2. Target group

This manual is for Connect Advisors who are going to support participants who want to become mentors after their stay abroad. Advisors are usually staff members at exchange institutions, such as Erasmus student-exchange coordinators at higher education institutions, or pedagogical staff at non-

formal educational institutions who accompany participants e.g. during an European Voluntary Service experience.

In general, this manual is written in a way that anybody can take and apply it. With preparation regarding the intercultural topics that are treated in the face-to-face training, it guides anyone in the advisor role through the learning process. Detailed descriptions of the activities and step-by-step instructions as well as background information and handouts, provide advisors with all the necessary material to implement Mentors Training.

2.2. About Connect

“Connect – Intercultural Learning Network” (short: Connect) is a cross-sectoral project bringing together experts from the university and youth sector to create an intercultural learning scenario for Erasmus+ participants. It has been funded by the Erasmus+ programme of the European Union (Key action 2 – Strategic partnership) over a period of three years. During the project duration from September 2015 to August 2018, partners from all over Europe collaborated virtually and in project meetings to design the innovative intercultural learning programme. Partners involved are, from the higher education sector: Adam Mickiewicz University in Poznań (Poland), Fernando Pessoa University (Portugal), Friedrich Schiller University Jena (Germany), Haaga-Helia University of Applied Sciences (Finland), Karlshochschule International University (Germany), University of Limerick (Ireland), University of Urbino “Carlo Bo” (Italy), University of Vic - Central University of Catalonia (Spain); and from the youth sector: AFS Interkulturelle Begegnungen e.V. (Germany), InterCultur gGmbH (Germany).

Connect promotes intercultural learning through a combination of online learning and face-to-face-training. The online learning modules ensure that all participants can work at their own pace to generate an intercultural learning path before, during and after an exchange programme. The modules and learning

activities serve as the basis for further individual and group reflection and experimentation during face-to-face training components and during their stay abroad. On the Experience Map, participants are then able to gather and store experience reports, pictures and short videos regarding their host locations. This consumer-to-consumer generated platform makes it possible to directly link experiences to a network where participants

can exchange and discuss intercultural experiences as well as useful information about the different exchange locations. This data pool of information will fill up from generation to generation, ensuring continual updates by new exchange participants.

The entire Connect intercultural learning scenario contains the following elements:

Pre-departure

Face-to-face training at the home institution together with peers. Introduction to the exchange programme and the online platform. Intercultural learning activities: what is culture; intercultural self-awareness and perception; intercultural acting; narrative competence.

Online module 1: get hungry for new experiences; key concepts of intercultural communication

Experience Map

Throughout the whole exchange experience, useful links and experiences can be shared on the Experience Map.

During stay abroad

Online module 2: coping with uncertain situations within the new environment

Online module 3: experiencing the stay abroad as an enrichment

Online module 4: learning how to share experiences in an interculturally sensitive way

Re-entry

Online module 5: thinking back and moving forward

Face-to-face training at the home institution: reflecting upon experience abroad; interculturality as a key competence; intercultural mentoring

Upon request, the face-to-face trainings can be implemented by professional intercultural trainers.

Mentors Training (optional)

Participants who have returned from their stay abroad are welcome to join the Mentors Training to qualify as mentors for intercultural exchange experiences. The training develops skills related to mentoring, project and event management, presentation and PR skills, and other useful areas.

Upon request, the Mentors Training can be implemented by professional intercultural trainers.

After the Connect learning cycle

Participants can apply their intercultural competencies and enthusiasm by organizing projects and events for exchange communities, at their home institution or beyond, to inspire more young people to undertake intercultural exchange experiences. Intercultural mentoring programs at institutions can benefit greatly from Connect participants' intercultural skills and knowledge.

Benefits for educational institutions:

- An innovative intercultural learning scenario for your Erasmus+ participants before, during and after the exchange
- An interactive and easily accessible e-learning platform
- Proven methods from both the non-formal youth education and academic education sectors to support the exchange experience
- Curricula without licence fees
- Application guides for education institutions, easy implementation of the Connect learning program
- Certification of participants' intercultural learning journey

Advisors' Training

Using the Advisors' manual, institutions can implement Advisors' Training to qualify staff members to carry out the Connect learning scenario at their institution. The training includes:

- An introduction to the Connect learning curricula (face-to-face and online) and Experience Map
- Intercultural learning basics
- Experience-based learning methods for the implementation of the face-to-face trainings
- Upon request, the Mentors Training can be implemented by professional intercultural trainers.

All manuals (face-to-face and online curriculum, Mentors' and Advisors' manuals) can be downloaded from www.weconnecteurope.eu.

2.3. Connect Mentors Training

Connect has designed a Mentors Training for Erasmus+ participants who completed the learning curriculum. The training empowers the participants to take action at their institution or university and to become mentors themselves. This does not only include the mentoring of host participants, but also the organization of Erasmus+ events and promotional campaigns.

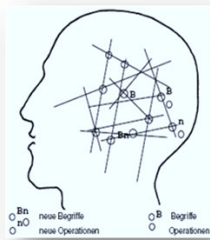
Learning outcomes are enhanced by the face-to-face setting, where participants have direct exchange opportunities with the Advisor and peer participants to discuss open questions and plan their own approaches.

The following chapter describes the theoretical background and methodology of the Mentors Training curriculum. Chapter 3 describes the different activities in detail.

2.3.1. Methodology

The methodology of the Connect face-to-face curriculum is based on two interlinking concepts:

- The didactic rhombus spiral: a didactic design and overview of conditions for sustained learning, by Jürgen Bolten, Friedrich Schiller University Jena.
- The experiential learning cycle: a four-stage model for effective learning, by David A. Kolb, Experience Based Learning Systems, Inc.



Phase 1

Introduction to the training unit; sparking interest; motivation for the learning process



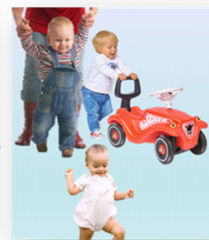
Phase 2

Introduction to new learning input; testing existing knowledge of the learners; preliminary input and warm up for phase 3



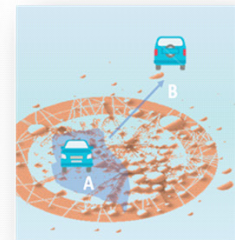
Phase 3

Core 'text'; 'understanding'; Working on a central problem/ question/ task; developing solutions



Phase 4

Application/ testing the newly learned content (from a controlled to a free application)



Phase 5

Transferring knowledge to new contexts, other than those from the learning process

The didactic rhombus spiral: didactic design and conditions for sustained learning

From the perspective of constructivist learning theory, one may understand teaching as a design science (Baumgartner/Bergner 2014, 164). Supported by cognitive and action theory (c.f. Dewey 1910/2002), the aim is to design learning processes in a way that is structured consistently, but at the same time offering learners as much room as possible for self-realisation.

When developing such a training design with structured learning phases, the challenge consists in structuring a motivational learning process which enables sustained learning. At the same time these structural aspects (such as the learning phases) also have to be disentangled from the learning processes' dynamic; so that they remain unnoticed by the learners.

We distinguish five diverse learning phases which in combination may be understood as the 'didactic rhombus spiral'.

To clarify the interaction among the five learning phases in a training unit, one may imagine the figure of a rhombus: ideally, the learning process is oriented towards a core task (3), whose understanding/solving is gradually prepared (1), (2). The sustainability of the learning process is ensured by a more-or-less controlled application/testing phase (4) and finally by a free, independent and action-orientated transfer phase (5).

Ideally, each training unit is based on a preceding learning process and is prepared in accordance with another, subsequent learning process. Thus, a learning spiral is produced – or, to maintain the metaphor, a rhombus spiral.

From a micro perspective, a single training unit may consist of several small 'rhombuses' that strengthen the trained knowledge.

It may be helpful from the trainer's perspective to remember the image of the rhombus spiral when designing a training programme, even though it is idealised and remains hidden from the learners; it should help to design a consistent and sustained learning process.

Phase 1:

The aim at the beginning of the training unit is to 'pick up' the learners: not just from the 'inner world' built upon their previous experience and knowledge, but also from their attitude towards the learning scenario.

Hence, the first phase is about opening the learners to the learning process and making existent knowledge transparent. This is the best way to create a common base for the learners in order to lead to the following questions and scopes of the learning unit.

Phase 2:

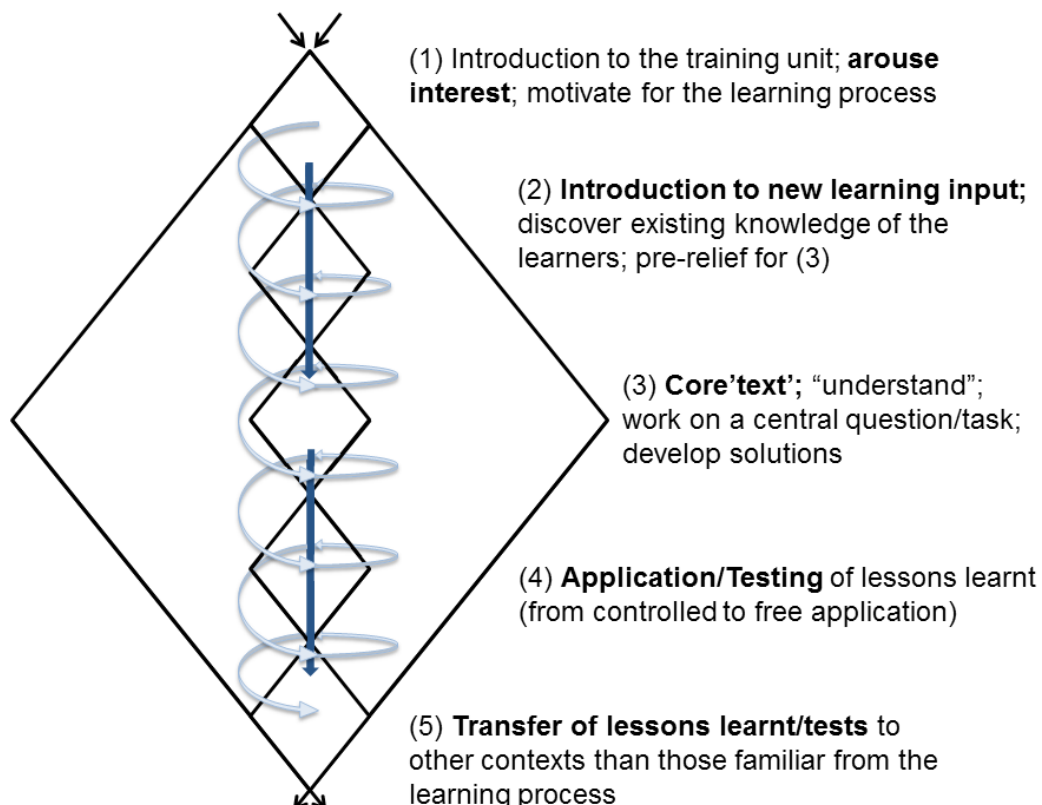
In the introductory phase the learners were 'picked up', introduced to the subject and motivated to learn. The next step is about using the common base to gain new knowledge and experience – the aim here is to prepare learners for the learning objective.

In language teaching, for example, 'pre-relief' means to introduce new terminology or grammatical knowledge so that the learners can understand a subsequently presented text more easily.

During intercultural training, and ultimately in any random process of controlled learning, something similar happens: analogous to a delivery of building materials or tools, the primary aim at first is to become familiar with the new material.

Just as it would not make sense to translate a text whose lexical-grammatical elements one does not understand, it is also not advisable to present ad hoc complex information. In order to decide how much 'pre-relief' is necessary it is important to know, approximately, the existent knowledge and experience of the target group.

The introduction of new content should always be undertaken with regard to the objective: what is important are items which are clearly necessary for resolving the problem or task. There is a danger that distributive methods (via lectures, educast, reading of texts, etc.) may provide too much input. This makes it too difficult for the learner to distinguish between relevant and irrelevant material, and the learner may give up when faced with the volume of new information. In this case, a sustained 'intake' of information is unlikely to occur. In the event of different existent



knowledge or levels of education among the learning group, it may be helpful to start discussions by asking open questions: in this way, participants may help one another by explaining things to each other (similar to peer-to-peer procedures).

Phase 3:

As long as the new learning input is consciously chosen with regard to the objective, the related question or task should be easier to resolve. Maintaining, or even increasing, the participants' motivation with regard to learning success is only possible by respecting these 'preconditions of solvability'.

In this respect, this processing/working phase (preceded by the content introduction) constitutes the core of the training sequence. Taking up once again the analogy with language teaching: on the base of introduced terminology or grammatical structures, the following learning phase is about understanding and working on the 'core material'.

Intercultural training sequences consist of comparable core texts, with the term 'texts' here understood broadly; it includes classic text styles as well as games, movie sequences, images, scenic performances, noises, etc. It always refers to a learning 'object' or subject area. The training sequence aims at processing/understanding those.

The newly gained understanding and experience from the pre-relief phase as well as the introduction of the content are, as shown, to facilitate this process.

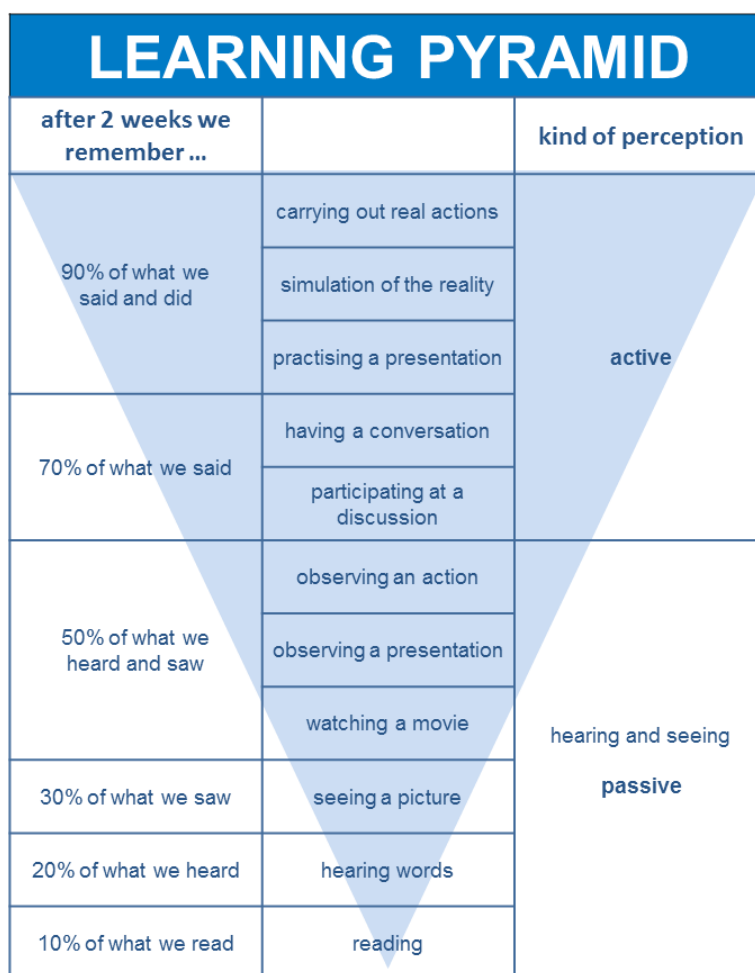
Some examples of working with core material in intercultural training are: (group) reflection upon a case study text; the interpretation of images, graphics, cinematic or scenic performances; and working on tasks in relation to defined problems or questions.

Regarding the content, it would be advisable to choose pointed, expressive and small-scale 'texts', depending on the available amount of time.

Photographs, short newspaper reports or film clips often offer more complex reasons for reflection than extensive non-fiction texts. A didactic advantage here is that the dynamics of the learning process are no longer inhibited by long phases of working in silence.

Phase 4:

Many learning cultures stand out due to a prioritisation of cognitive learning objectives over conative and affective ones. In such contexts, it appears quite plausible that a learning process



Source: Learning pyramid based on 'Cone of Learning' of Edgar Dale (1969)
Cf. Kowalik, Ann; Dawson, Kara (2004): Education and Technology: An encyclopedia. ABC-CLIO. P. 161.

seems to be completed after the third learning phase: facts are understood and therefore, from a cognitive point of view, an important learning objective is achieved.

Under aspects of an integral and sustainability-oriented understanding of learning processes, one can say that this is at most an interim target.

Sustainable intake of knowledge (→ 'intake' instead of 'input') is mainly provided by applying and testing of what has been learned. However, the given percentages in E. Dales' learning pyramid (1969) should only be seen as an orientation: it is obvious that sustainable learning requires active as well as action-oriented interaction in the sense of 'learning by doing'.

With this in mind, the fourth phase refers to the results of the third one: it is all about independent application of the newly learned content.

Analogously, it is the step from 'reading a manual' to 'looking more closely at the device' to finally 'trying out and using the device'.

When one wants to put something into practice which is only known from a theoretical perspective, it is useful to firstly be taught by someone. After having had appropriate practice and training, one may then try it on one's own.

Therefore, a distinction is made between the phase of instructed application and the phase of free application. It may be necessary, depending on the target group, to accompany group work during the training application phase more intensively. Without such control at the beginning, it may result in some kind of aimlessness or frustration within the group.

Phase 5:

The fifth phase is the final learning phase of a training sequence. Its aim is to independently apply gained competencies from the preceding learning phases in other contexts.

The situation corresponds to that of a learner driver who has passed the practical driving test based on theoretical knowledge he/she had studied before. After having passed the test, he/she has to find his/her way in completely different areas (A) beyond those of his driving lessons, and (B) when driving

alone and not being instructed. This only works well when the transfer of the learned knowledge onto the unknown and unfamiliar contexts succeeds – an intercultural challenge par excellence.

In the field of intercultural learning, you may find an analogous situation when leaving the secure 'classroom discourse' and applying the gained competencies in free project work. As an example, from the trainers' perspective this is the case when the participant is capable of adapting a compiled and tested training sequence to other target groups or training scenarios.

The experiential learning cycle by David A. Kolb

According to Kolb's model of Experiential Learning, experiences and new knowledge are grasped during the Concrete Experience and Active Experimentation phases of a four-phase cycle. In order for that knowledge to be transformed into meaningful learning, learners must reflect on concrete experiences during a Reflective Observation phase and derive meaning from that reflection in an Abstract Conceptualization phase, which can then be acted upon in Active Experimentation (Kolb, Boyatzis & Mainemelis, 1999).

It is important here to clearly define what is meant by the term "experiential". Experience-based learning and Experiential Learning are not one and the same. The learning which occurs from having real-world experiences may be referred to as situated or experience-based learning whereas Experiential Learning, as defined by Kolb is „the process whereby knowledge is created through the transformation of experience" (as cited by Kolb, Boyatzis & Mainemelis, 1999).

The "experiential approach" is a non-formal approach to education that has placed an emphasis on the social and physically interactive facets of experiential learning. Not only has it completed the efforts of standard educational practices,

but at times, has come to replace them. Without the abstract and reflective phases of experiential learning theory, participants may miss out on true transformational learning that relies on reflection and meaning-making. Experiential learning integrates cognitive and behavioral elements and leaves room in the learning process for affect and subjective experience (Kolb, Boyatzis & Mainemelis, 1999). This integration is important to provide people with the cognitive knowledge, behavioral skills and affective understanding to build a more just and peaceful world .



2.3.2. Learning module

Following the two different methodologies described above, the learning module of the Connect Mentors Training offers an interactive setting during training moments. The module includes the different steps of the didactic rhombus. This structure makes it easy for participants to follow the sessions. Beginning with activation activities, participants receive an input by the advisor. Allowing some time to work on material regarding the respective topic, participants then get the chance to apply their new knowledge in an activity.

3. Mentors Training

3.1. Learning objectives

| | Personal Competence | Methodological Competence | Social Competence | Professional Competence |
|-----------|--|------------------------------------|--|------------------------------------|
| Knowledge | | SMART Criteria D.I.V.E. Model | Speaking and presenting in front of groups | Knowledge about the EU |
| Behaviour | Self-management and prioritizing | Strategies for fulfilment of tasks | Decision-making processes in group work | Strategies for fulfilment of tasks |
| Attitude | Identity – difference between self- and outside perception | | Open-mindedness regarding cultural differences | |

3.2. Topics

The Mentors Training of Connect covers the following topics:

- Setting the mood
 - Opening
 - Getting to know each other and Team building
- Acting in an European context
 - (EU) Identity
 - Experience Exchange
- Mentoring
- Project management
 - Ice floes
 - Team challenge
 - PR-Workshop
 - Funding opportunities
 - Project space
- Presentation skills
 - Pitching and presenting
 - Visualisation
 - Pitching own project ideas
- Intercultural Communication
 - D.I.V.E.
 - Communication styles

These topics prepare participants who are planning to become a mentor at their institution/university. Acting in an European context encourages them to reflect on themselves in intercultural contexts within the European Union, and on their curiosity about those respective places in the EU. The participants start taking ownership for international exchange and take over responsibility for the programmes and arriving participants at their institution.

They develop their personal understanding for what it means to be a mentor in an exchange context for foreign participants.

With accurate project management the mentors are able to assess, plan, execute, and to pitch their vision of intercultural exchange within their institutions. During the training, the participants will be able to develop their project ideas with their peers and advisors.

An evaluation rounds off the training.

3.3. Activities

3.3.1. Opening

30 minutes

Aim

The participants get to know the trainer and the programme.

Material

- Schedule for the training (PPT or flip chart),
- 3-5 pictures per trainer

Preparation

Prepare a PPT or flip chart with the trainings schedule. Find three to five pictures for each trainer which represent interesting facts about them. Present them on a wall.

Task

- 1) Welcome the participants, have a small introduction of the trainers
- 2) Let the participants decide on a picture they want to know more about. When they choose a picture, the trainer who it belongs to will say a few words about it. This goes on as long as you wish, or until all pictures were chosen.
- 3) Present the schedule and answer questions.

3.3.2. Getting to know each other

120 minutes

Aim

The participants get to know each other.

Material

- DIN A2 Paper
- Markers
- A big sheet
- Chairs

Name Circle

- 1) Stand or sit in a circle.
- 2) Let every participant say their name and what they hope to take away from the training.
- 3) Let every participant state the name of their right neighbour. Time it.
- 4) See how fast the group can do this. (Challenge them)
- 5) Change places and do it again
- 6) Let everyone say the name of their neighbour to the left.

Triangle

Form groups of three participants (up to 2 groups of four, if the groups are not even). Give every group a DIN A2 Paper and let them draw a triangle (three persons) or a square (4 persons) on it. Let every participant write their name in one corner of the form. Ask the participants to write as many things as possible which two of them share on the connection lines. If there are things they all share, ask them to put them in the middle of the shape.

Call the participants back into the plenary after 15-30 minutes. Let the groups present their posters.

(Optional: Ask the participants to incorporate a false 'fact' and let the others guess which one it is)

Name-fight

Form two groups. Ask them to sit on the floor and hold a sheet between them, so they can not see each other. Each group decides on one person they want to put in the front. As soon as both groups decided on a person, remove the sheet.

The person who is quicker in shouting out the name of the other volunteer wins a point for his/her group.

Sorting Game

Form a line with the chairs. There should be at least two chairs per three persons. Let all participants stand on the chairs. Ask them to sort themselves by age, name, number of siblings, birthday, number of countries they have visited...

Everyone, who

Form a circle with the chairs. There should be one chair less than people participating. The person who has no chair is standing in the middle, makes a statement like:

- 7) Everyone who has siblings
- 8) Everyone who can play an instrument
- 9) Everyone who has been on an Erasmus exchange
- 10) Everyone who has been on an Erasmus+ exchange
- 11) Every participant this applies to has to stand up and find another chair which is not directly next to the one they have been sitting on. The person who has made the statement tries to find a chair as well. The person who did not find a chair has to go on with a new statement.

3.3.3. (EU) Identity

100 minutes

Aim

The participants learn about Europe and the European Union.

Material

- PPT “EU Identity and Experience exchange”
- Projector
- Sweets
- Pens
- Copy of a European map (attachment 1)
- Post Cards/Kaleidoskopio Cards
- European Map (big or in PPT)

Preparation

Set up Projector and Powerpoint presentation

Task

Give a copy of the map to each participant. Ask them to fill out the countries and capitals. They have 10 minutes to complete the task. Talk about their maps and have a brief discussion.

Let every participant show which country they are from on the map. Ask them to share a fun fact about their country which most people would not know.

Form groups of up to 6 people and give a pen and paper to each group. Perform the Pub Quiz. Every right answer is worth a piece of candy.

Lay out the post cards/Kaleidoskopio cards on the floor. Let each participant choose a card that reminds them of something that happened during their stay abroad.

Debriefing

Let them answer following questions one by one:

- Where and when have they been abroad?
- Why did you choose the card?
- What is the story behind it?

3.3.4. Experience exchange

100 minutes

Aim

The participants share and reflect their experiences while staying abroad.

Material

- PPT "EU Identity and Experience exchange"
- Projector
- Paper with „A European“
- Paper with „A member of my home country“
- One flip chart per participant
- Markers

Preparation

Set up Projector and Powerpoint presentation. Hang the papers „A European“ and „A member of my home country“ on opposite sides of the walls, so participants can position themselves.

Task

Show slide 46 and 47 from the PPT. Ask the participants to position themselves according to the questions. Have a brief discussion about each question.

Give a flip chart and a marker to each participant and ask them to draw an outline of their body onto it. Let them divide it into four quadrants (Home/Me, Home/Others Exchange/Me and Exchange/Others). Ask the participants: "Who are you in your home country?" Let them label the first quadrant (Home/Me) with their most important character traits, values or aspects they think represent themselves from their own perspective in their home country.

Ask the question: "What do other people think you are like in your home country?" Let them put it in the second quadrant (Home/Others). Repeat the question with the other two quadrants.

Debriefing

Form groups of two to three and let them exchange about their identity bodies. Give them questions like:

- Is there anything they share?
- What is different?
- Is there a difference of what you think of yourself and what others think of you?
- What kind of person have they been on exchange?
- How did others perceive you during the exchange?
- How did the exchange affect you?

Have a discussion with the whole group on the topic "What is a European identity?"

Leading questions can be:

- What role does the EU play in your life?
- What does Europe/EU mean for you?
- What does the EU offer you/us?
- How did your stay abroad affect your view of the EU?

3.3.5. Mentoring

90 minutes

Aim

The participants reflect on characteristics of a good mentor. They discuss about the function of a mentor.

Material

- Moderation cards
- Pins or masking tape
- Flip chart
- Markers

Task

Form pairs. Have one person close their eyes and the other one be their guide. Change roles after five minutes. The guiding person can decide where he/she wants to lead the blind person.

Debriefing

Form pairs. Have one person close their eyes and the other one be their guide. Change roles after five minutes. The guiding person can decide where he/she wants to lead the blind person.

Discuss following questions in the group:

- How did it feel for the blind persons?
- How did it feel for the guides?
- What was helping?
- What did not help?
- Does this exercise have something to do with mentoring?

Brainstorm with the group about how a poor mentor acts. What should a mentor do to fail in his/her role as a mentor? Collect the answers on moderation cards on a wall.

Ask the participants to individually write down, what qualities, functions, attitudes and characteristics a mentor should have, based on the answers before.

Possible functions and attitudes: supervision, contact person, answers, motivation, perspectives, structure, orientation, ideas, organization with study stuff, study regulations, network and contacts, recommendations, support, knowledge, self-management, study objectives, personal development, advancement, sensibility, confidence, social skills and reliability, to be available, knowledgeable, educated in diversity issues, empathic, personable, encouraging, supportive and passionate.

Form groups of three. Ask them to draw the knowledge/skills/attitude model (attachment 2) and fill it out. Let two groups team up, compare their flip charts, nominate the 10 most important answers and write them on moderation cards.

Come back to the plenary, ask the groups to present their 10 most important qualities and have a brief discussion about it.

3.3.6. D.I.V.E.

35 minutes

Aim

The participants know the D.I.V.E. model and the ladder of inference. They can use the method to analyse situations and challenge their own beliefs.

Material

- Flip chart
- Marker
- Projector
- Picture by Spencer Platt (World Press Photo of the year 2007)
- Copy of BBC article (attachment 3)

Preparation

Prepare a drawing of the “ladder of inference” and find an example from your own life to explain it. Have a digital version of the world press photo of the year 2007 ready to project.

Task

Show the picture and ask the participants to tell you what they see.




Draw three columns of the D.I.V.E model (Description, Interpretation and Evaluation) on the flip chart and sort the participants’ answers in the corresponding row. Do not write down the title of the row just yet. If necessary, ask questions like: “Where could this be” and “Why?”.

Explain the ladder of inference and the automatic conclusions people reach.

Ask the participants to tell you what they see on the picture, once again. Make sure that they stick to the order of the D.I.V.E. model. As soon as they described and interpreted, you can verify for them and tell the backstory of the photo. (Attachment 3)

Debriefing

Have a brief discussion, how they can use the D.I.V.E. model in daily life.

| D | I | V | E |
|---|--|--------------|---|
| Description | Interpretation | Verification | Evaluation |
| <p>Car</p> <p>Women</p> <p>blowing hankies</p> <p>phone</p> <p>men</p> <p>walking</p> <p>all looking towards us</p> <p>destroyed buildings</p> <p>buildings</p> <p>palm</p>  | <p>blowing nose</p> <p>dust protection</p> <p>crying</p> <p>reaching friends</p> <p>taking pictures</p> <p>searching</p> <p>tourists</p> <p>passing by</p> <p>Shocked</p>  | | <p>distaste</p>  |

3.3.7. Toothpicks

40 minutes

Aim

The participants know that people use different communication styles. They can deal with different communication styles.

Material

- Toothpicks (10 for each participant)
- One communication instruction for each participant (Attachment 4)

Preparation

Prepare an instruction and 5 to 10 toothpicks for each participant.

Task

Give a communication instruction and the tooth picks to each participant. If necessary, give some instructions out twice.

Ask the participants to read the instructions and ask questions, if they do not understand it. Each instruction consists of two parts. Part one explaining the participants' communication style, part two explaining communication habits the participant has to dislike.

Ask the participants to talk to each other for 15 minutes. They are free to choose who and how long they want to talk to. If necessary, prepare topics the participants can talk about. If participants dislike the communication style of the dialogue partner (according to their instructions), they hand them a toothpick and find a new partner.

Debriefing

Ask the participants to show how many toothpicks they received. Let the group guess the instructions of the other participants. Discuss how different communication styles influence the perception of a person. Develop strategies to handle a situation in which participants are confronted with different communication styles.

3.3.8. Ice floes

40 minutes

Aim

The participants know strategies to solve a task in a group. They know the PDCA-Cycle.

Material

- A carpet tile or DIN A4 Paper for every participant
- masking tape

Preparation

Mark a safe zone in which all participants fit. Prepare an ice floe for every participant. Write a time on each ice floe. Example times for 20 participants (Adjust the times in order to make the task easier, or more difficult):

30 sec (2), 1 minute (3), 2 minutes (2), 4 minutes (6), 6 minutes (2), 7 minutes (2), 8 minutes (1), 9 minutes (2).

Space the floes out across the room with the time hidden. The further you spread them, the more difficult the task gets.

Task

Explain the rules to the participants

- Everyone has to be brought to the safe zone
- Every participant starts on one ice floe
- They are not allowed to touch the floor
- On your signal, the participants turn the floes around and see how long their floe is safe before it "melts"
- "melted" floes will be taken out of the game
- Ice floes have to touch at least one participant at any given time. If not, it floats away and will be taken out of the game
- If a participant touches the floor, the body part will be frozen, and can not be used any more (e.g. the leg can not touch the ground at all more)

Give 5 minutes to the participants to develop a strategy. They may choose to use less time for planning. Have every participant standing on an ice floe and give the starting signal

Take away "melted" ice floes and those who are not being touched by a participant. Make sure that rules are followed.

Debriefing

Discuss which strategy the group used. Did it work? Have there been problems? Why did they occur? Could they have been prevented? What roles did everyone take on in the group? What would you do different now?

Explain the PDCA Cycle.

3.3.9. Team Challenge

45 minutes

Aim

The participants apply the PDCA Cycle. They know the SMART criteria.

Material

- A list of tasks (attachment 5) written on a
- Flip chart
- Needed materials according to the tasks

Preparation

Have all needed materials ready. Adjust difficulty if needed (e.g. leaving some tasks out, or making them take track of the time themselves), you can make up more tasks that fit the venue and workshop.

Task

Ask the participants to solve all tasks within 15 minutes. They can freely decide how they want to organize themselves to get all tasks done in time.

Debriefing

Check with the group if all tasks were completed. Talk about the groups' strategy and difficulties.

- Group management / communication
 - How did they take track?
 - Has there been a leader?
 - How did they make sure everyone has the information needed?
 - Did they use synergies?
 - Did they take time to plan?
- Task management
 - How did they divide the tasks?
 - Did the task match the talents of the person who was in charge of it?

Discuss with the group, what important steps are, if a project is planned.

Introduce the group to the SMART criteria.

3.3.10. Pitching and presenting

60 minutes

Aim

The participants know how to structure a proposal and how to make it rememberable.

Material

- Flip chart
- Presentation Puzzle (attachment 6)

Preparation

Prepare the following flip charts:

- How to create a story
- The pitch
- Example Pitch

Prepare one set of the presentation puzzle per group of 7 participants

Task

Let the participants brainstorm:

“What is a good presentation?”

Characteristics: Not endless, not confusing, not random

Goals: Entertain, Educate, Persuade, Motivate, Change; Let them see what you see

Explain that a storyline helps with that. Use the flip chart “How to create a story”

It starts with the head (Why are we here? What is the goal?), followed by the spine (the proposal), the legs (supporting information) and ends with a conclusion.

There are different kinds of presentations for each purpose. Form small groups of up to 7 participants and let them solve the presentation puzzle.

Explain the framework of a pitch.

The aim of a pitch is to establish common ground with the audience. This can be done by stating a common problem and then providing a new solution. A pitch consists of six parts. (Attachment 7)

- The Windup
 - A quick summary what the presentation is about.
- The Hurdle
 - Introduction of the problem
- The Vision
 - What could the future look like? What do we want to achieve?
- The Options
 - Presentation of different options. An inferior one and the one that is going to be proposed.

- The Close
 - Show why the proposed option is really the only one.
- The Hook / The fine print
 - Presenting an added benefit / Laying out, how this is going to happen.

Pictures

Create visuals in order to help the audience remember the presentation. Ask yourself the following questions and answer them with an illustration or picture:

- Who/What?
- How much?
- Where?
- When?
- How?
- Why?

The visuals can now be used for the presentation.

If there is time left: Discuss the pros and cons of pictures, graphics and drawings

| | Pro | Contra |
|----------|---|---|
| Pictures | Easy to find No need to draw Colourful and evocative | Rarely show exactly what we want Often too specific Challenging to edit Copyright issues Can overshadow the speaker |
| Graphics | Customizable Not too hard to create Easy to keep simple | Easy to make it too complex Require time to create Visually “cold” – but good for reports and pitches |
| Drawings | Little time to create Show exactly what we want “Warm” and inviting to look at Show a human touch Easy to keep simple | Require basic drawing skills Can become overly “cute” |

3.3.11. Visualisation

45 minutes

Aim

The participants know the basics of visualisation.

Material

- Flip charts
- Brown paper
- Crayons
- Markers

Preparation

Draw the flip charts (attachment 8)

Task

Explain the basics of visualisation and let the participants try it out for themselves.

Basics of visualisation

Drawing order:

- 1) Text, figures and symbols
- 2) Container
- 3) Shadows
- 4) Frame
- 5) Colour

Basic tips

- 1) Use 2-3 colours and grey for shadows
- 2) Shadows face down and to the right in a 45° angle
- 3) Use block letters
- 4) If you are drawing with different “layers” always start in with the top layer and work your way to the back
- 5) Use a black marker and colour it instead of using colour to draw
- 6) The less text, the better! Explain with your voice, not your flip chart.
- 7) Drawings do not have to be detailed. Less is more!
- 8) Sketch it with a pencil before you draw with a marker.
- 9) Always draw a frame on your flip chart
- 10) Use container for the text. It is easier to read this way.

Crayons

- 1) Use crayons to colour large areas
- 2) Blur the colour with a tissue
- 3) Use Hairspray to prevent smearing

Figures

- 1) Use easy figures as shown in attachment 8.

3.3.12. Pitching project ideas

120 minutes

Aim

The participants develop their own project ideas, create a pitch and a visualisation.

Material

- Flip charts for each participant
- Markers

Preparation

Come up with project ideas you can suggest to the participants. Have flip charts and markers ready.

Task

Form groups of 3 to 4 people. Ask the participants to come up with a project, they would like to carry out, after the mentors training. This could be an info-event or building a mentor community.

Debriefing

Let the students present the pitches and let the group give feedback.

3.3.13. Marketing and PR Workshop

120 minutes

Aim

The participants reflect on what “good” promotion is for them.

Material

- Powerpoint (PR and Marketing)
- Projector
- Brownpaper and flip chart paper
- Markers
- Glue
- Scissors

Preparation

Prepare the brownpapers „hot“ and „not“.

Task

Show the slides 1-8 and talk about the shown brands and advertisements. Ask the question: „What is the difference between marketing and public relations?“

Marketing: the action or business of promoting and selling products or services, including market research and advertising.

Marketing is a process that refers to the careful business activities a company implements in order to bring together buyers and sellers for the exchange of products and services. These tactics can include formulating marketing strategies to use in conjunction with other tools such as social media, television, packaging and print media.

Advertising: the activity or profession of producing advertisements for commercial products or services.

Advertising is when an individual or an organization pays to have announcements sent to the public to try and convince potential or existing consumers to buy a product or service. An advertisement aggressively or indirectly includes putting the word out about a product through media such as newspapers, posters, television, radio or the Internet. Advertising is often referred to as “paid media” because organizations are paying to have their message shown to consumers.

Public Relations: the professional maintenance of a favorable public image by a company or other organization or a famous person.

The main purpose of public relations (PR) is to help organizations maintain a positive image in the eye of the public. Those involved in public relations include company stakeholders, customers, clients, employees, local communities, and several other audience members. PR is essentially used to build and maintain a company’s reputation. Think of public relations in terms of a celebrity. If they are involved in any sort of scandal, they have a PR team who is in charge of making sure the celebrity’s reputation is not tarnished. Public relations is often considered “earned media.”

(source: <https://transformationmarketing.com/marketing-vs-advertising-vs-branding-vs-public-relations>)

Discuss which tools of the areas the participants need in order to promote their own projects.

Ask the group to split up and go on an scavenger hunt for the next 45 minutes. Their aim is to find marketing or PR material and bring it back to the workshop.

Ask the participants to sort the material according to „hot“ or „not“ (slide 12). After the participants sorted their material, form 2 groups to work on the „hot“ and „not“ material. Therefore the material is glued on the corresponding brownpaper and an explanation is added.

Debriefing

When promoting your idea (project, event...) – which rules do you follow to catch the attention of your target group? Collect rules for „hot“ promotion on a flip chart paper.

3.3.14. Funding opportunities

30 minutes

Aim

The participants gain basic knowledge about funding opportunities.

Material

- Powerpoint (PR and Marketing)
- Projector
- Flip chart paper
- Markers

Task

Present the Powerpoint presentation.

Slide 2: After explaining that there are different funding opportunities then just money, brainstorm with the participants which these could be.

Slide 3: In order to know which materials are needed, go through the initiative day by day. Write down the needs and think about which resources could provide you with the material.

Slide 4: Show and explain the sample cost overview

Debriefing

Have an open discussion with the participants. Leading questions should be:

- Where else can you get funding? (Collect on a flip chart)
- What experience do you have with funding?

3.3.15. Project space

270 minutes

Aim

The participants develop own project ideas and action plans.

Material

- Flip charts
- Markers and pens
- Moderation cards
- Project template (attachment 9 and 10)

Preparation

Ask participants to write down one specific project idea on a moderation card. The idea does not have to be finished, since the participants will work on them in groups. (This can easily be done during the lunch break.)

Task

Give every participant the opportunity to present their project idea in maximum 30 seconds and put the moderation card on a wall. Once all project ideas have been presented, the participants can mark up to three projects they would like to work on.

Use the project space working structure (attachment 9) to determine, where and when the participants will work on a specific project idea. The group size for a working group should not exceed five persons.

Start with the second row (11:00-12:00) and put in the project which most people are interested in. If there are 20 participants, you will need to fill four to five projects.

If there are projects which interest more than five people, have an additional working session in the second round. (The project owner should be present in all rounds.) Otherwise go on with the next project in line participants are interested in.

Depending on the group size you can vary the amount of projects each round as well as the number of rounds.

Debriefing

Come together after the last round and have the project owners present their projects. Discuss the next steps the project owner or the group will take in order to let the idea become reality.

3.3.16. Evaluation

30 minutes

Aim

Evaluating the training.

Material

- Depending on method

Preparation

Choose an evaluation method

Task

Use the evaluation method to evaluate the training.

3.4. Attachment

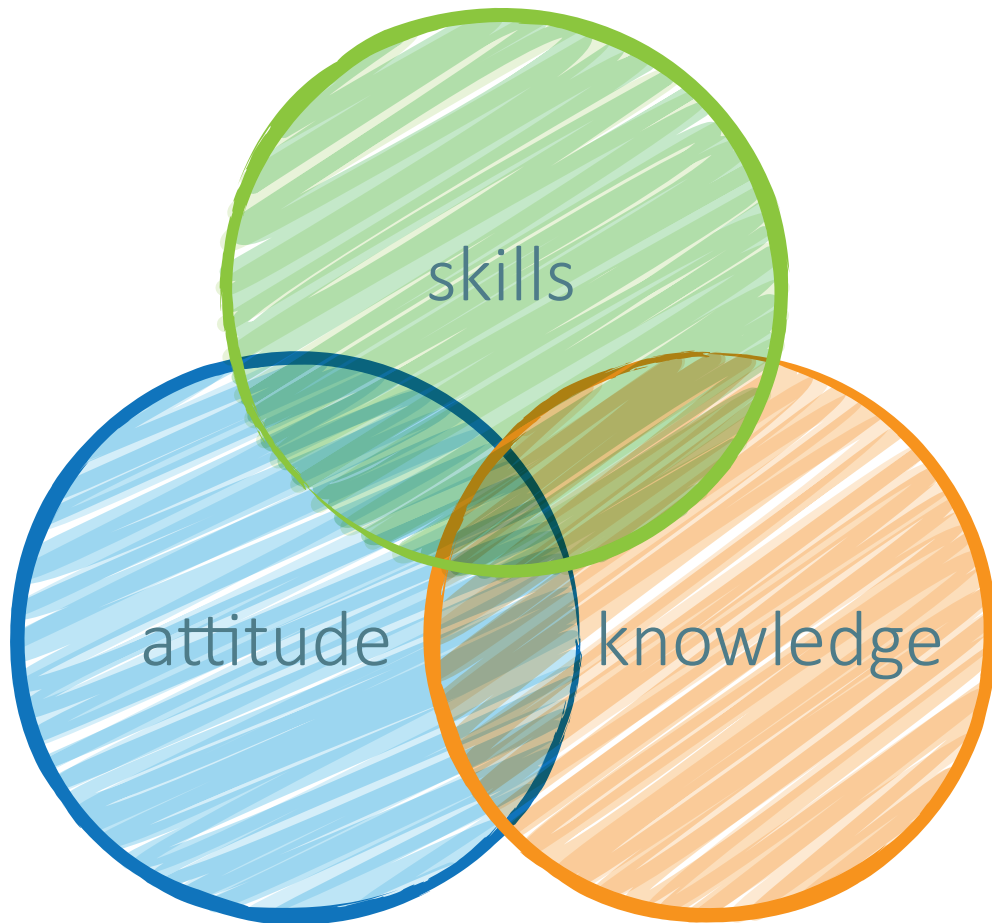
Attachment 1: EU Map



© www.freeworldmaps.net

http://www.freeworldmaps.net/europe/blank_map.html

Attachment 2: Competency Model



Attachment 3: Lebanon war image causes controversy

BBC NEWS

Lebanon war image causes controversy / By Kim Ghattas / BBC News, Beirut

Thousands of pictures were taken in Lebanon during the conflict between Israel and Hezbollah in 2006, but it was a surprising picture by Spencer Platt, an American photo journalist for Getty Images, that was chosen as best news picture of the year.

It was awarded the first prize in the prestigious World Press Photo awards.

The award sparked a debate in Lebanon. The picture appears to neatly summarise Lebanon's contradictions - glamour amidst the destruction, seemingly careless rich kids on a voyeuristic trip.

But there is much more to the picture than these clichés.

THE WINNING PICTURE

Spencer Platt took his picture on 15 August, a day after the ceasefire, in the southern suburbs of Beirut, a Hezbollah stronghold, as thousands of people flocked back to homes they had fled during the Israeli shelling.

The original caption accompanying the picture read: „Affluent Lebanese drive down the street to look at a destroyed neighbourhood 15 August 2006 in southern Beirut, Lebanon.“

World Press Photo jury chairwoman Michele McNally said: „[It's a] picture you can keep looking at. It has the complexity and contradiction of real life, amidst chaos. This photograph makes you look beyond the obvious.“

The picture was picked up by magazines and newspapers around the world and passed around by e-mail in Lebanon.

“The picture challenges our notion of what a victim is meant to look like. These people are not victims, they look strong, they're full of youth.”

Spencer Platt

One Dutch newspaper published it under the heading: „The Cool People VS Hezbollah.“

In Beirut, some people laughed or shrugged their shoulders at the picture - it seemed so Lebanese. Others were horrified it won such a prestigious prize because of what it said about their country.

Some photographers criticised it, describing it as just a snapshot, without much depth or great composition.

Talking to the BBC over the phone from New York, Spencer Platt said his picture was not meant to show any Lebanese in a bad light.

The person who was helping me with my work while in Lebanon, Wafa, looked like she could have stepped out of that car. But she was certainly not rich and her life had been turned upside down by the war.

The picture challenges our notion of what a victim is meant to look like. These people are not victims, they look strong, they're full of youth.

Only in Lebanon can you find a Mini Cooper against a backdrop of bombed out buildings. Lebanese people are very hard to classify. There were many other pictures of the war, but this one started a conversation.

COOL PEOPLE/REAL PEOPLE

Four of the young people in the group are actually residents of the area and had to flee during the shelling.

This was the first time they returned to the suburbs and they were eager to check on their apartment and their belongings.

The driver was Jad Maroun, his sister Tamara, is the blond girl sitting in the front, in the winning picture.

She isn't in this group picture. She couldn't make it to the interview because she was getting ready for her engagement party.

Bissan, Jad's other sister, pictured here second from the right, was sitting in the back of the car in the winning picture, taking pictures with her mobile phone.

She recorded a short video of their drive. On it you can hear people commenting on their appearance and the girls screaming back: „We live here!“

Although Christians, the Marouns actually live in the dominantly Shia southern suburbs and their apartment block is now surrounded by flattened buildings.

Liliane Nacouzi, on the left, is a friend. A Christian, she's the only one who had never been to the area before.

She held a tissue to her face in the winning picture because of the fumes from the fires still burning in the rubble.

Nour Nasser, the only Shia in the group, is wearing a pistachio green top here but was hidden behind Liliane in the car. She also lives in the southern suburbs of Beirut.

All the people in the picture, except Lana Khalil (second from left), were displaced by the war and were put up by their employers in the same hotel in the centre of Beirut, where they became friends.

THE CAR AND ITS OWNER

The convertible orange Mini in the picture belongs to Lana Khalil. She lent the car to her boyfriend, Jad, so he could take his sisters and Nour to the suburbs and find their house.

On the dashboard, there's a sticker for Samidoun, a grassroots relief organisation to which Lana belongs.

This car has a story. This isn't just a bourgeois, trendy, tourist car, this car played a big role in the war.

It was used throughout the war to help deliver medication to refugees who had taken shelter in schools in central Beirut.

We also took medication to people in the southern suburbs who refused to leave their homes or simply couldn't, people needed hard medication, like for diabetes.

The relatives of a friend of mine were stuck in the suburbs, two or three days into the war, I went with him at night to pick them up, under the bombs.

It was very scary, that trip from central Beirut, usually

takes about 15 minutes, it took 7 minutes that night.

The picture that won the award is very digestible as a war photo, it's something the people in the West can relate to.

It's an interesting picture, but there were so many more that reflected what really happened here.

The war was not fun, it was full of blood and gore and this picture trivialises what happened here. It makes you wonder how truthful a picture can be.

But it's true that there were people who did come to the area just to have a look at the destruction. It's also true that some people didn't really live through the war.

I took one day off during the whole war, and went up to the mountains for a break. I was surprised to see people partying up there, as though nothing was the matter.

It's the caption that went with the picture that made it famous and that's what's upsetting, the caption reinforces the cliché. We're frustrated by the generalisations that people make about Lebanon and Lebanese society.

PHONE PHOTOGRAPHER

A 29-year-old bank clerk and former model, Bissan Maroun says she had no idea that the award-winning picture was being taken and that she was too focused on the destruction around them.

Driving into our neighbourhood was shocking. We had seen it on television, but it wasn't the same as in real life.

The smell was terrible, for weeks, there was no rain, the fumes just hovered over the area. I don't understand why Israel had to destroy so much for the sake of two soldiers.

"You have to remember that in Lebanon, everyone tries to look glamorous, the poor and the rich."
Bissan Maroun

Our building escaped destruction but everything around it was flattened.

After the war, we considered leaving the area because we weren't sure how

quickly we would be able to live a normal life again amidst all the destruction, but things improved very quickly, so we're staying.

My parents live in our hometown in the north, because my father has to be near the hospital for medical treatment.

During the war, we gave shelter to nine families, around 40 people, in our home. We are not rich kids, we are really middle class, so the impression the picture gives is wrong.

You have to remember that in Lebanon, everyone tries to look glamorous, the poor and the rich. Appearances are very important.

THE DRIVER

Jad Maroun, is a 22-year-old, studying management. When we were in the area, driving around in the open car, I thought it maybe wasn't very appropriate.

But we didn't have much of a choice. There were too many of us in the car, so we needed to roll the top back to make more space. Also, there are no windows in the back, so Bissan, Liliane and Nour couldn't see anything.

"My problem with the winning picture is that it emphasises some of the misconceptions people have."
Jad Maroun

It was very hot and they were suffocating from the fumes.

In some way I think I like the fact this picture won, it says a lot about Lebanon.

My problem with the winning picture is that emphasises some of the misconceptions people have - that it would be unusual for people who look like us to be in the area, they expect the area to be full of veiled women, to be dirty and impoverished.

But we live there, and everybody makes us feel welcome even though we're Christian.

IN THE BACK SEAT

In the winning picture, Nour Nasser, a 21-year-old journalism student, is sitting in the back seat and is hidden.

We didn't tell our parents we were going to the suburbs that day. They wouldn't have let us go. There were still fears that the Israelis might strike again, or that there would be unexploded bombs everywhere.

"I'm not a Hezbollah supporter. I'm a liberal but I'm not bothered by them."

Nour Nasser

But we wanted to go see our houses, get hold of some of our stuff.

Seeing the streets that we walked on every day, seeing it all destroyed like that, was very tough. I've lived in the area for eight years, on the outskirts of the southern suburbs, closer to central Beirut.

I'm not a Hezbollah supporter. I'm a liberal but I'm not bothered by them.

I don't like my neighbourhood though. I don't have any friends there, people look at you, they gossip.

I understand why the picture won. It's about the contrast between destruction and glamour. But it's the wrong image of the war and it sanitises it.

Also, it reflects only part of Lebanon. We are part of the working middle class and we can afford some things, like nice clothes or sunglasses but not everybody here can.

Story from BBC NEWS:

http://news.bbc.co.uk/go/pr/fr/-/2/hi/middle_east/6385969.stm

Published: 2007/03/08 13:23:50 GMT © BBC 2018

Attachment 4: Tooth picks

When you talk, you want to know that people are listening to you. Just like you are doing, you expect other people to nod their heads when you talk. You also show your approval or consent verbally.

If the person opposite to you doesn't do this, give him/her a toothpick.

You perceive people being closer than two arm-lengths to you as being too obtrusive. That's why you stay distant from your partner.

If the person opposite to you comes too near, give him/her a toothpick.

While you're having a conversation, you perceive fidgeting with fingers or feet, knocking or similar noises to be too disturbing. During the conversation, you're standing there quietly listening to your partner with concentration.

Those who don't do this by being too fidgety or noisy receive a toothpick from you.

You like people to utter their ideas briefly and fast. You are annoyed by people waffling around the issue and who use too many filler words (such as 'uh', 'uhm', 'euh' etc.). Everything you are saying is directly linked to the things your partner said before. You don't feel comfortable when it is silent.

If the person opposite to you is talking too slowly or is using too many filler words, give him/her a toothpick.

You speak thoughtfully and with pauses, to express yourself in a well-considered manner. You don't want to be interrupted the same way that you don't interrupt other people.

If the person opposite to you interrupts you, give him/her a toothpick.

Conversations have much to do with personal bonding. That's why you touch your partners' shoulders and arms during the conversation.

If the person opposite to you doesn't sufficiently allow you to touch him/her, or doesn't do it him/herself, give him/her a toothpick.

It is important to you that all parties of a conversation participate actively. You show this by talking loudly and clearly. You perceive quiet talking as uncomfortable.

If the person opposite to you doesn't talk loudly or clearly enough, give him/her a toothpick.

You feel it is polite to speak briefly. If possible, you answer only with 'yes' and 'no'. You don't ask more than three questions during one conversation. When a conversation takes too much time, leave the conversation by saying goodbye abruptly.

If the person opposite to you doesn't come to the point, you can give him/her a toothpick.

Nothing is more important to you than maintaining eye contact during a conversation.

If the person opposite to you avoids or ignores your eye contact, you can give him/her a toothpick.

To you, having a polite conversation means being close to the other person. That's why you are standing, at most, one arm-length away from your partner.

If the person opposite you repeatedly avoids being close to you, give him/her a toothpick.

For you, having a conversation includes asking intimate questions. You are especially interested in the health of your partner, his/her embarrassing experiences, romantic relationships or his/her relationship with his/her parents and friends. Of course, you also expect your partner to ask similar questions of you.

If someone tries to avoid your questions and instead bores you with impersonal questions, give him/her a toothpick.

For you, private details don't belong to a conversation. You only talk about political events or news, grades, your future career etc.

If the person opposite to you bothers you with private subjects, give him/her a toothpick.

You think going into detail is important for having a nice conversation. You tell your stories and explain things in detail.

If the person opposite to you interrupts you or only answers briefly, give him/her a toothpick.

You want to seize the opportunity to get to know as much people as possible. It is important to you to ask each person how he/she is doing to then go to the next person.

If someone wants to start a longer conversation, give him/her a toothpick.

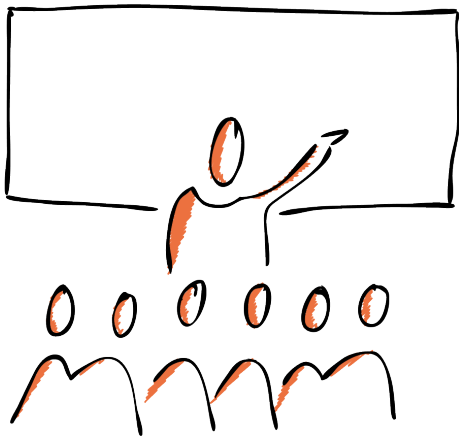
Attachment 5: Team challenge

- 1) Inflate 20 Balloons
- 2) Create a list that shows how many times each letter of the alphabet is used in your given names combined
- 3) Write a poem with 8 verses
- 4) Calculate the size of the room in feet
- 5) Do 50 push ups
- 6) Find something green and bring it here.
- 7) Have three members of the group change their outfit. Prepare before and after pictures
- 8) Find out which vowel is used most often in your given names combined
- 9) Come up with a group slogan
- 10) Find 15 reasons why to do an Erasmus exchange
- 11) Clean up the room
- 12) Collect 15 tubes of toothpaste
- 13) Take a group picture
- 14) Build a 1,5 meter tall tower made of things you find in this room
- 15)
- 16)
- 17)
- 18)
- 19)
- 20)

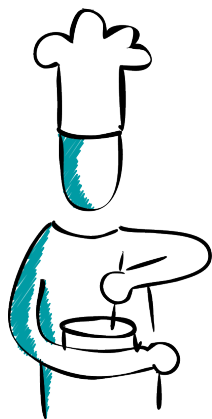
Attachment 6: Presentation puzzle



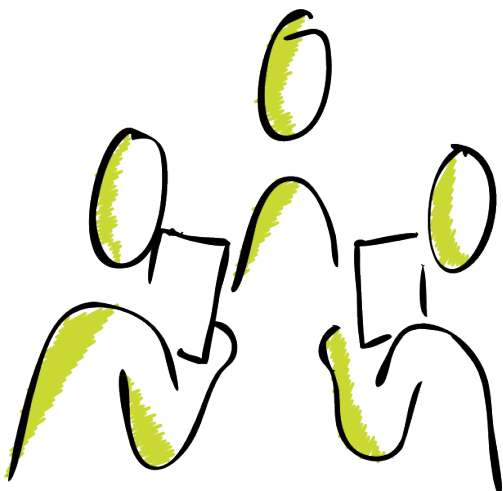
Academic Paper



class lecture



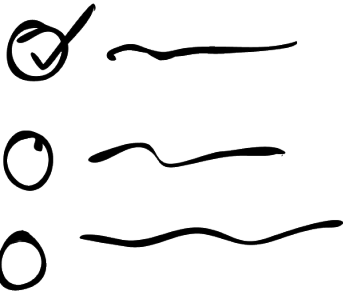
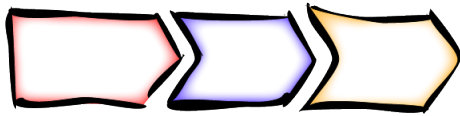
cooking show



job interview



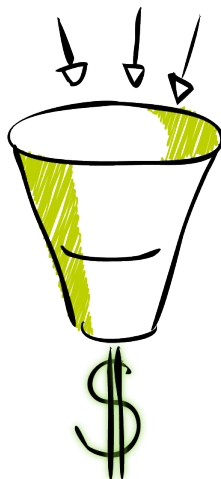
product launch



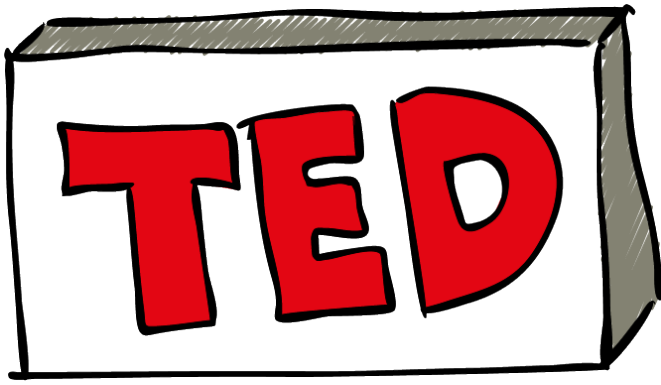
project review



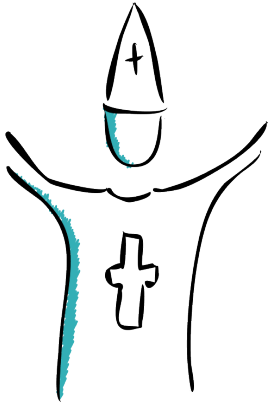
quarterly report



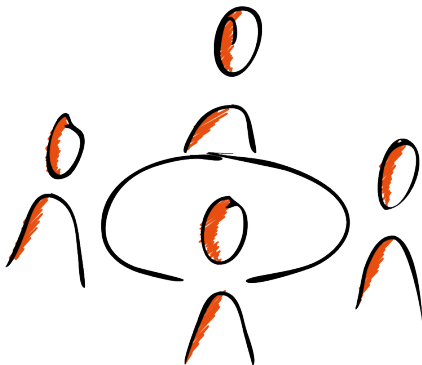
sales pitch



TED Talk



sermon



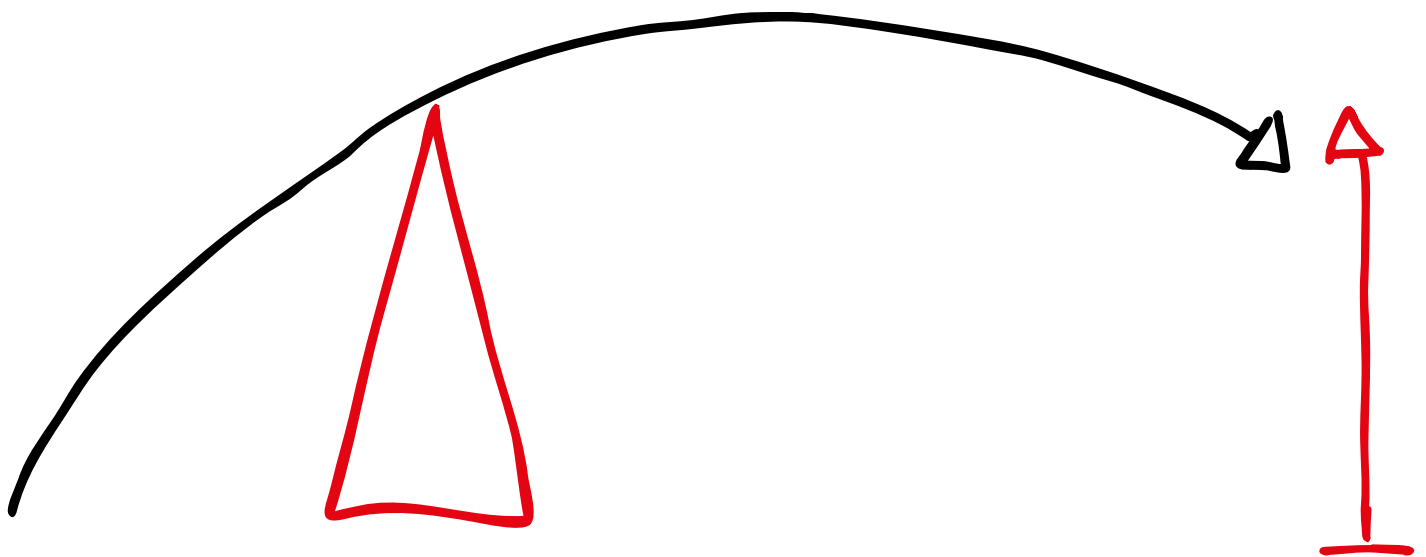
team status meeting

The REPORT

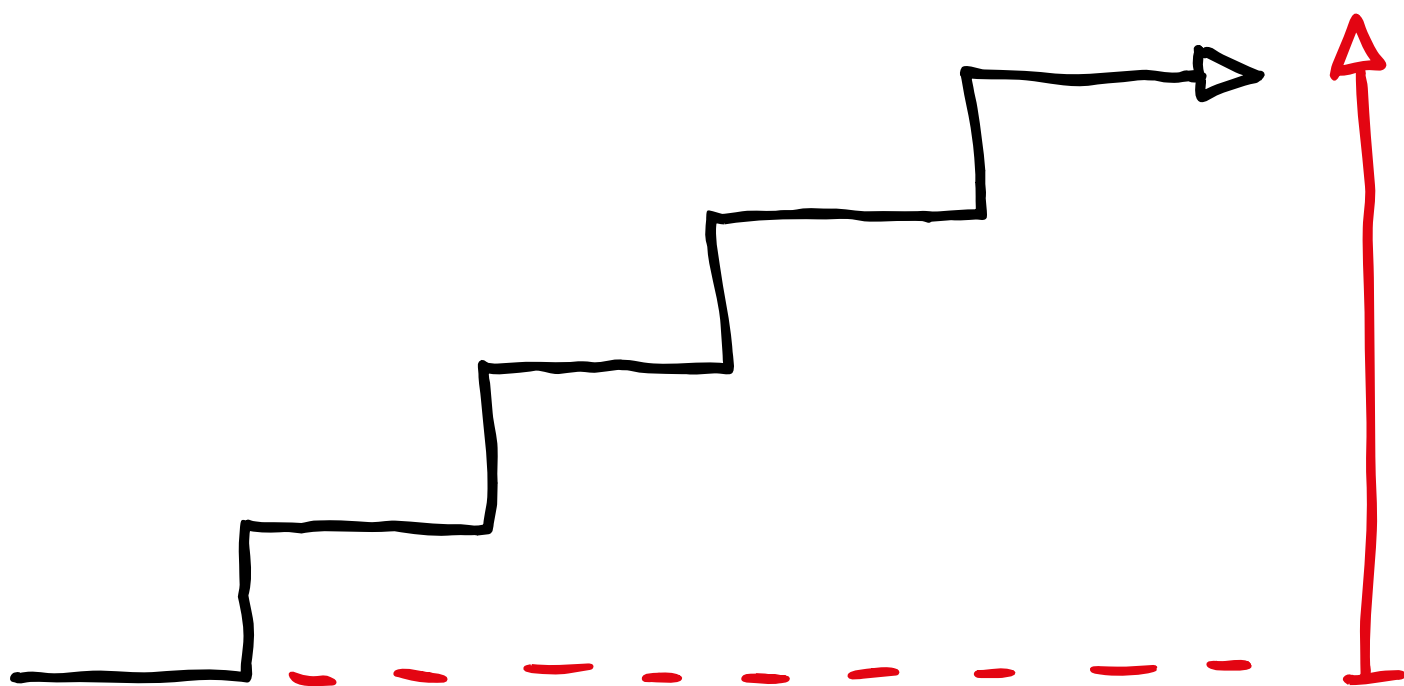
Information



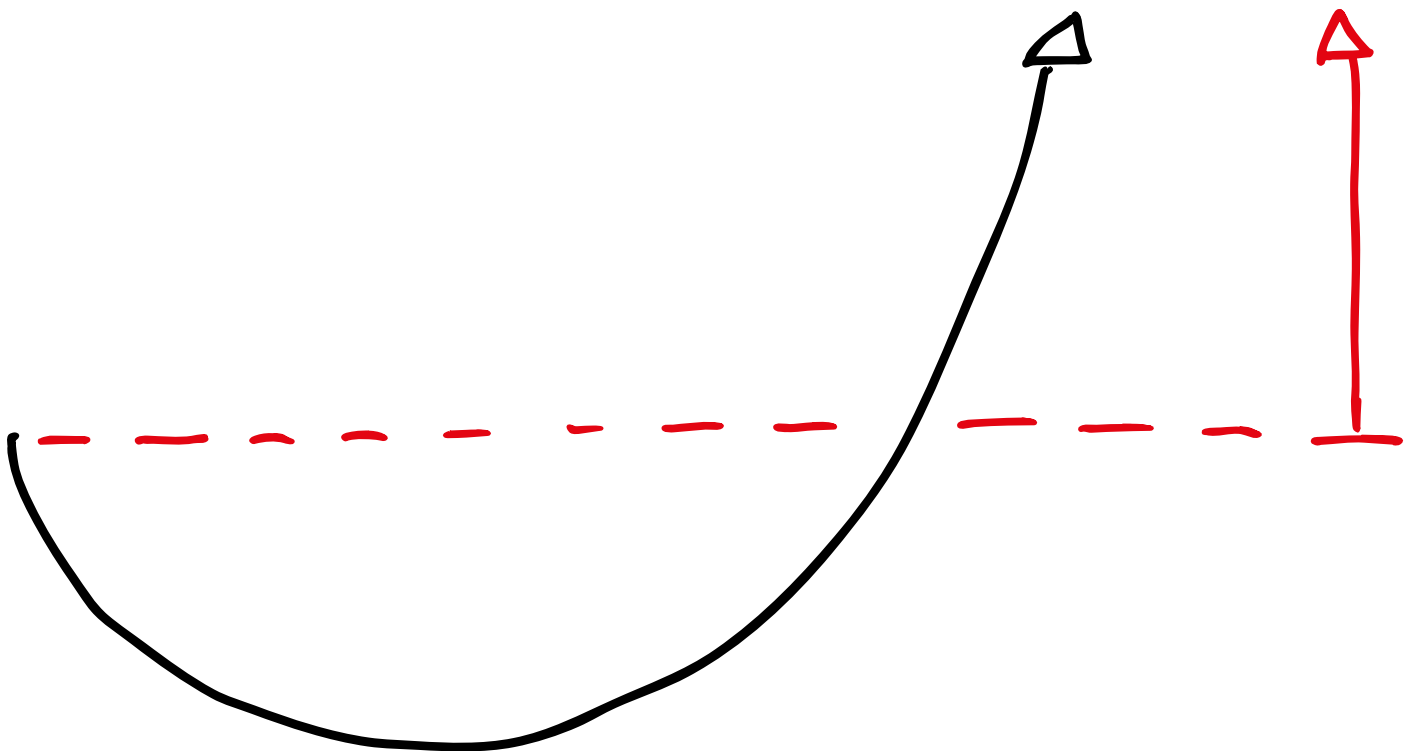
The PITCH



The EXPLANATION



The DRAMA



BRINGS DATA TO LIFE

CHANGES THE AUDIENCE'S INFORMATION

It delivers the facts. A great one makes the facts insightful and memorable

SHOWS US HOW

CHANGES THE AUDIENCE'S KNOWLEDGE OR ABILITY

It takes the audience to a new level. A great one makes it effortless.

GETS US OVER THE HURDLE

CHANGES THE AUDIENCE'S ACTIONS

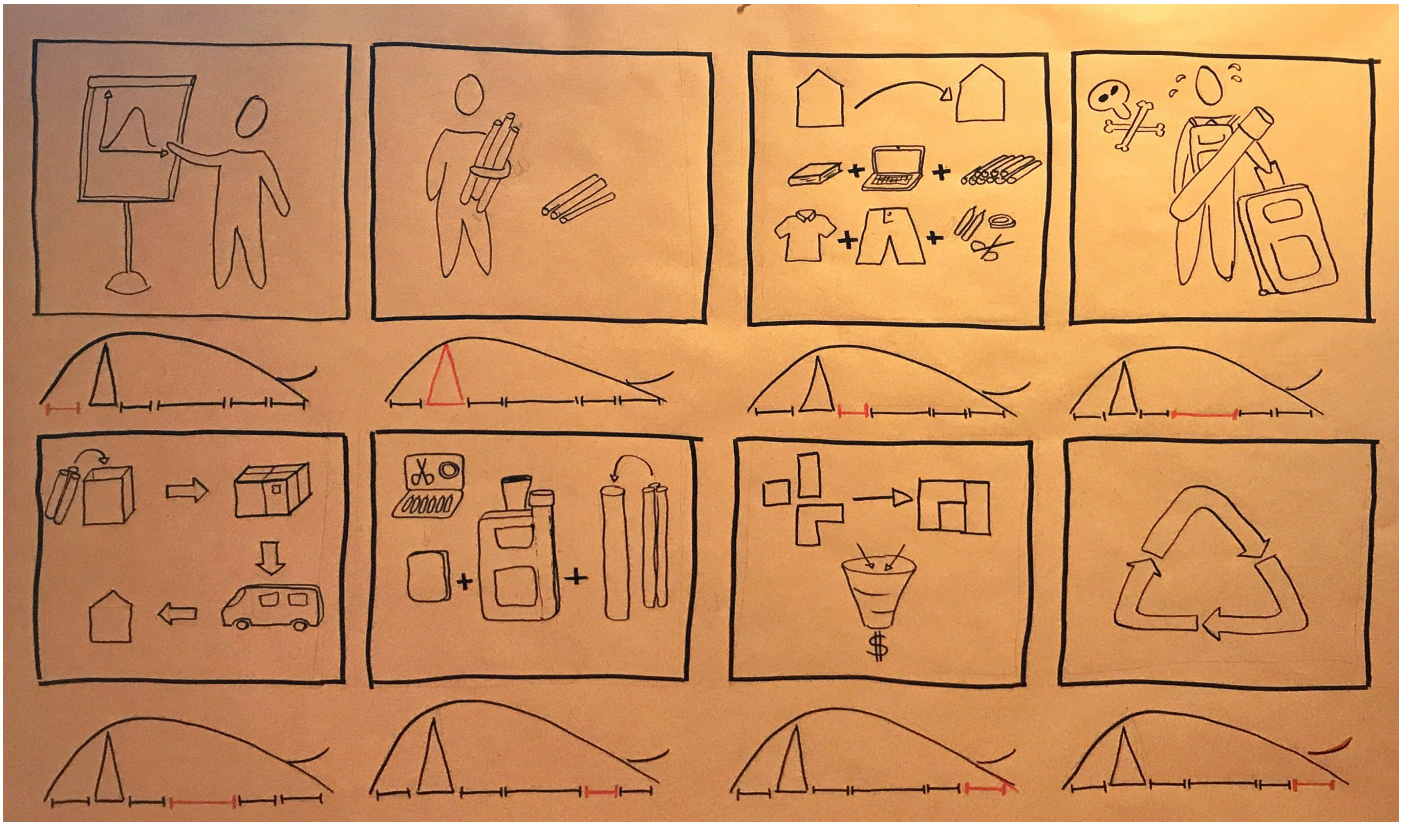
It gives a solution to a problem. A great one makes this solution undeniable

BREAKS OUR HEART, THEN MENDS IT

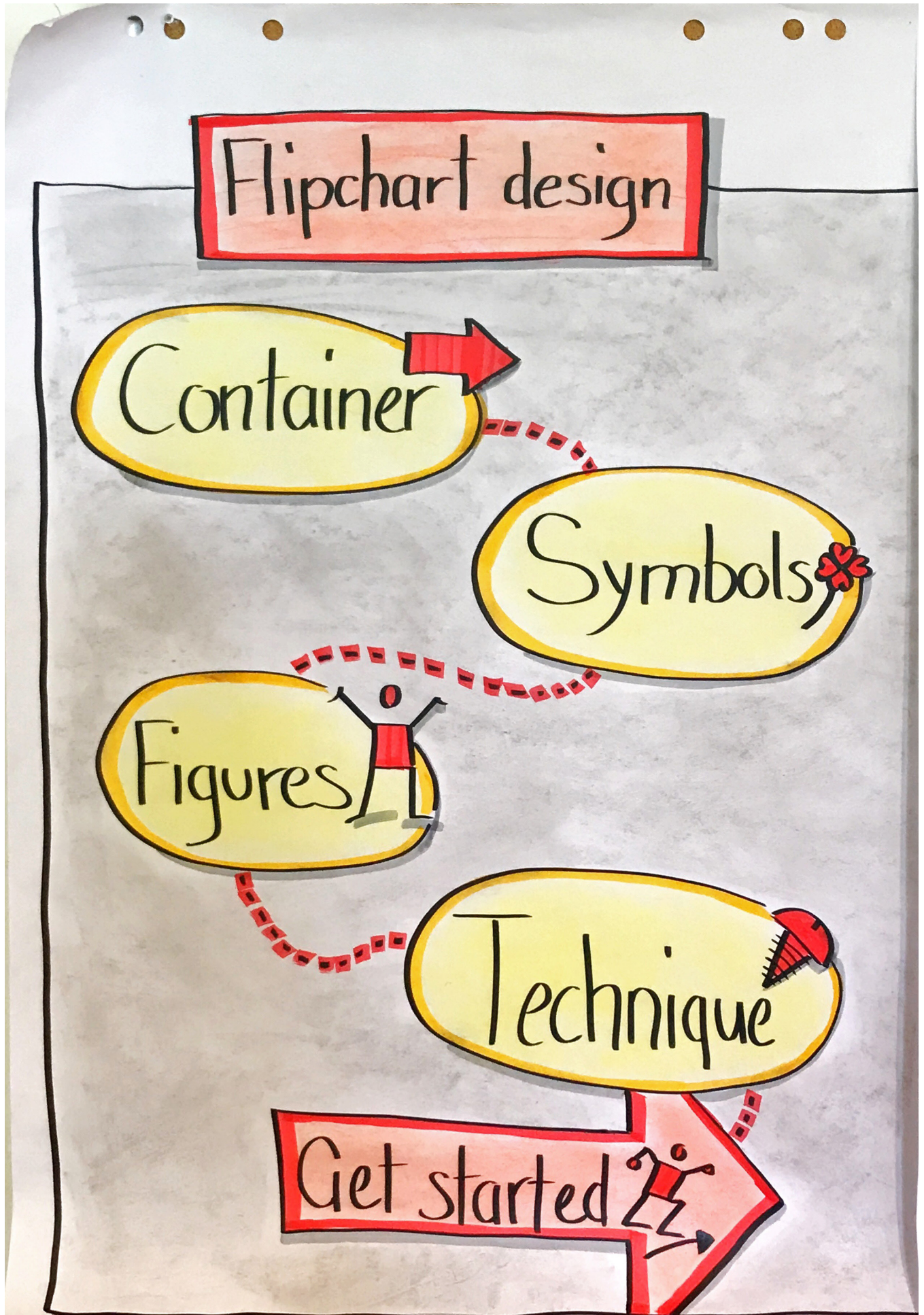
CHANGES THE AUDIENCE'S BELIEFS

It makes us feel someone's struggle. A great one makes us feel it is our own.

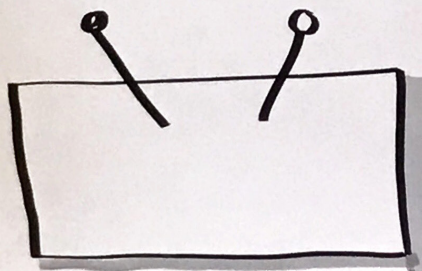
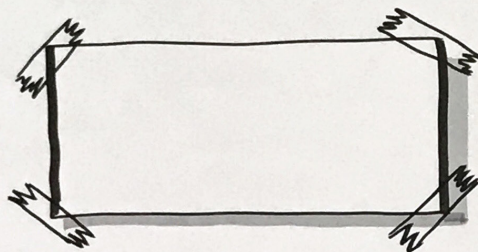
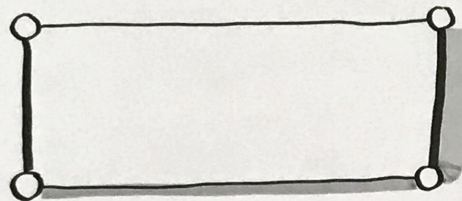
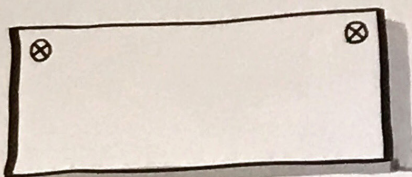
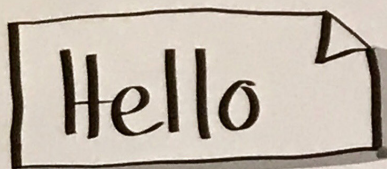
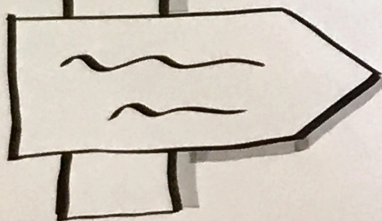
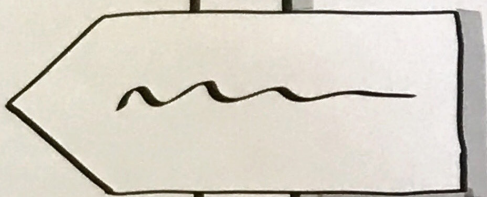
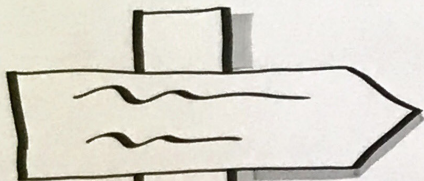
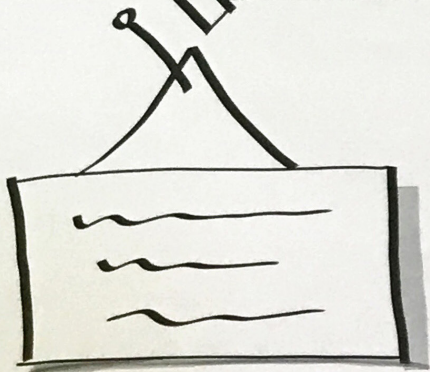
Attachment 7: The Pitch



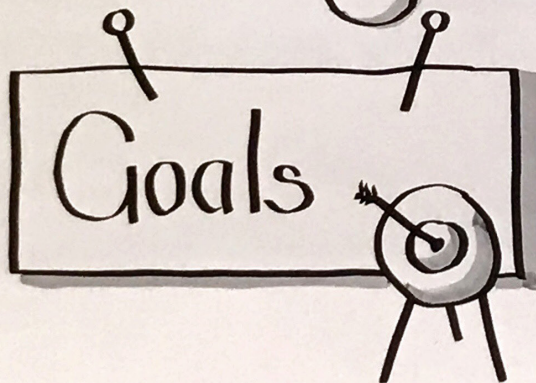
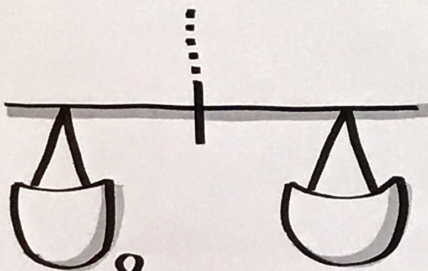
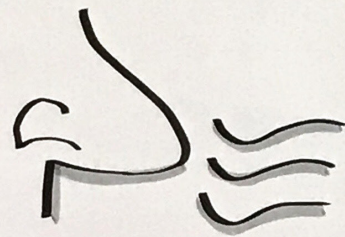
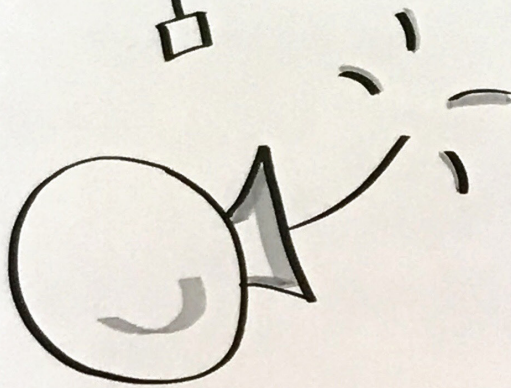
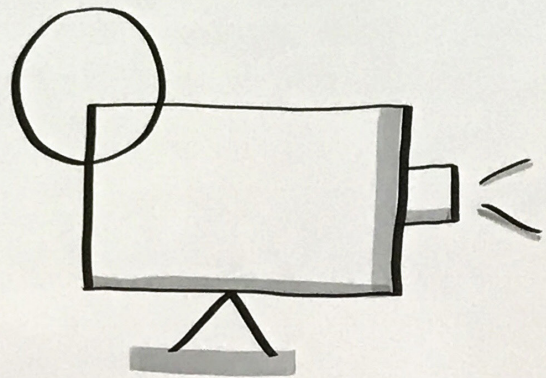
- 1) Windup
 - We are here, because we are trainers and love to present with flip charts.
- 2) The Hurdle
 - We all know the problem: how difficult it is to bring a flip chart to the venue.
- 3) The Vision
 - Imagine an easy way to bring all your stuff to the training.
- 4) The Options
 - The old-fashioned way, luggage, backpack and a flip chart roll – very inconvenient.
 - Sending the training material by post. Expensive and you're never sure if it arrives in time.
 - An overall solution: A luggage system with detachable flip chart roll and material case.
- 5) The Close
 - By investing in this innovative new product, the return will be great.
- 6) The hook
 - And it is made out of recycled and sustainable material!



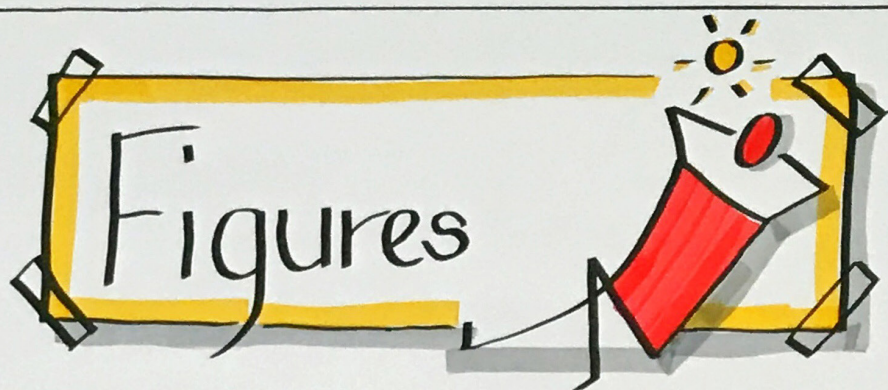
Container



Symbols



Figures



1. bars



2. body



3. shoulders
head



4. legs (long)



5. arms



6. attributes

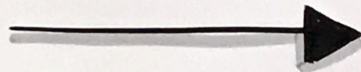
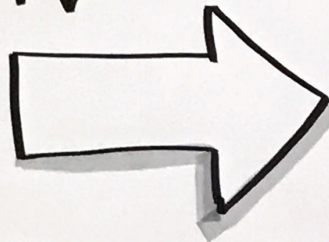


Technique

1. Shadow

2. Frame

3. Color



Tips & Tricks



2-3 colours



frames + shadows



block letters



container



symbols



templates

Attachment 9: Project space working structure

| Time ↓ | Place → | | | | | | |
|-------------|---------|-----------------------|--|--|--|--|--|
| 11:00-12:00 | | | | | | | |
| 12:00-12:15 | | Meet in plenary | | | | | |
| 13:30-14:30 | | | | | | | |
| 14:30-14:45 | | Meet in plenary | | | | | |
| 14:45-15:45 | | | | | | | |
| 15:45-16:00 | | Meet in plenary | | | | | |
| 16:00-16:30 | | Next steps in room... | | | | | |

Attachment 10: Project Description

Project Idea:

Participants:

What?

Why?

When?

Who?

Where?

What do you want to do?

Remember the smart goals

What is the structure of the project?

Come up with an action plan and try to define the different steps.

How can you advertise your project?

Who do you want to reach with your idea and what are the best ways to do this?

How could you realize your idea financially (if necessary)?

Additional ideas:

4. References

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