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The ERASMUS+ Programme

„Stop being couch potatoes! Developing social
and entrepreneurial skills for Neets”

Project number 2018-1-SK-01-KA204-046335

Workshop scenario

General information about the workshop

Add value to your life

Name of Social Competence	Communication, empathy, assertiveness, solving problems
Name of the workshop	Add value to your life
Learning Objectives	<ul style="list-style-type: none"> ● To develop the ability to communicate verbal and non-verbal ● to increase empathy for the people around ● to increase the assertiveness ● to develop the ability to resolve problems
Duration	4 h
Didactic materials needed	<ul style="list-style-type: none"> ● sheets ● post-it ● flipchart ● pens ● markers ● video – projector ● bolls
Innovative approach	<p>Online treasure hunt with the aim to build the group https://en.actionbound.com/</p> <p>Watch inspirational videos about the importance of communication. https://www.ted.com/topics/communication</p> <p>Watch inspirational videos about relationships. https://www.ted.com/topics/relationships</p> <p>How to use google forms.</p>



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Learning results/outcomes	<ul style="list-style-type: none">● To communicate in verbal and non-verbal way● To listen to others' opinions in order to increase their communication● To be able to listen to the other and to understand the situation through their point of view● To be able to have good relationships with others● To be able to assume the decisions● To be able to take decision and to assume them● To be able to think in a logical way● To be able to see the situation in different points of views● To be able to make compromises
Attachments listed	<ul style="list-style-type: none">● N/A



Agenda of the workshop

1. Welcome and let's get to know each other!
2. Communication (verbal and non-verbal)
 - 2.1. Definitions
 - 2.2. How we behave in different situations
 - 2.3. Why is it important to communicate?
 - 2.4. The benefits of communication
 - 2.5. Involved in packaging
 - 2.6. Help finger
 - 2.7. Throw
 - 2.8. Definition of communication
3. Empathy and Assertiveness
 - 3.1. Listen
 - 3.2. Wireless phone
 - 3.3. Timeline
 - 3.4. About relationships
 - 3.5. Personal space
 - 3.6. How to take decisions?
4. Solving problems
5. Close and evaluation

Description of the activities

Activity 1	Welcome and let's get to know each other!
Didactic materials needed	<ul style="list-style-type: none"> ● sheets ● markers ● post-its ● bools ● video-projector
Type of activity	Games

Description Group building

The participants will be invited to access the action bound platform trough one QR code. Their task for this first activity is to respond to all questions/tasks (Find one person in the room with the same hobbies as you; Find 2 persons with blue eyes; Make a photo with minimum 5 persons from the room; etc.).

Zip, zap, bum

The participants will sit one the chair and form a circle. The facilitator will explain that the right neighbor will be „Zip” and the left neighbor will be „Zap”. When the facilitator will point to someone and says „Zip”, that person will need to call the name of the right neighbor, and when she/he says „Zap” - the name of the left neighbor. When the facilitator will say „Bum!” all the participants will switch places and the game will continue.

Sociometry

The participants will be asked to stay in a line and to position themselves according to their answer from left to right:

1. The distance from your home to Bucharest
2. The month in which they were born
3. How old they are
4. Smokers / Smoking
5. How many trainings they participated in
6. Experience in non-formal education
7. Experience in volunteering
8. Experience in a multicultural environment



9. Batman / Superman

10. Seaside / mountain

All those who ..."

It is an energizing exercise that can also be used as an exercise of knowledge. A circle is formed with a seat less than the number of participants. The one who does not have a chair (initially the facilitator) will introduce the exercise by specifying that it is an exercise of knowledge and energization in which the person in front will say an aspect of his or her own identity - preferably cultural aspects apply to their own people. And all those who find themselves in what has been said will be invited to change their place. The person who is left without a chair will also say another aspect, and so until the trainer stops the exercise, it would be preferable for each participant to have been at least once in front of the group.

Expectations, Contributions, Fears

Participants will receive three post-its/person. On a post-it they have to write what expectations they have from this course, on another post-it to write what they do not want to happen during the course and on the third post-it to write their contribution during the course. The tree metaphor can be used in arranging post-its. A tree will be drawn on a sheet of flipchart, its roots will make its contributions, its trunk of fears and its expectations in the crown. After the participants write and stick on the flipchart drawing, they read in public quickly, linking with what the course can offer.



Activity 2	Communication
Didactic materials needed	<ul style="list-style-type: none"> • sheets • markers • post-it • flipchart • pens
Type of activity	Lesson and Practice in group

Description

Definitions

The facilitator will ask the participants to write on post-it notes the definition of some words like: communication, friendship, listening, love etc. After that, they will stick the post-its on the wall.

How we behave in different situations

The facilitator will provide to the participants some flash cards with some situations like:

- When I have something I don't like to do, I
- When I see that some things are not done in time and I would like to see them accomplished, I
- When I work surrounded by my colleagues, I....

After all the participants finished the task for each topic, they will stick the answers on the wall.

Why is it important to communicate?

The facilitator will split the big group into small groups and she/he will give them the task to discuss with each other why it is important to communicate?

The benefits of communication

In small groups, the participants will have the task to answer the following question: what are the benefits of communication?

Involved in packaging

Participants form pairs. Each pair will have a gift to wrap, but each partner will use one hand, the second holding it back.



Help finger

Pack a few small gifts. Ask participants to form teams and distribute each gift to each team. Teams have to open the gift using one finger of each participant.

Express the news

The participants will have the tasks to express one news on the impact of the following emotions: shock, pleasure, doubt and surprise.

Throw

The participant will sit on the chairs, blindfolded. Their task will be to throw a ball from one to another without seeing and speaking. After some minutes they will be allowed to see and speak. The exercises will end with one discussion about the difference between doing the exercise in both ways.

Definition of communication

The facilitator will present the definition of verbal and non-verbal communication and will invite the participant to watch inspirational online videos about the importance of communication.



Activity 3	Empathy and assertiveness
Didactic materials needed	<ul style="list-style-type: none"> • sheets • markers • post-it • flipchart • pens • bolls
Type of activity	Lesson and Practice in group

Description

Listen

The facilitator will ask the participants to close their eyes and to listen to every sound they hear and to be aware of them.

Wireless phone

The participants have the task to transmit one simple word from one to another, whispering. After that, they will have the task to: whisper a sentence, then a sign made on the back with the finger and the more complicated sign. Debriefing: complexity vs simplicity of the messages; why some messages were transmitted in such a way in the end and why some of them didn't make it.

Timeline

The facilitator will ask the participants to create on a flipchart paper one timeline and to add the most important relationships from their lives. After that, they will have the task to add in a table the following elements: how they feel in each relationship; what they like and what they don't like about the respective person; why they consider the relationships positive or negative. The last step of the activity is to identify the common points of the relationships that each participant adds in their timeline. The participants will present in a big group their timeline.

About relationships

The participants will be involved in one discussion about how to build relationships; how they work, when we need relationships and how to put limits. The facilitator will write down all the ideas and at the end the participants will identify from the table made in the last session the values after they guide in the relationship. To close this activity will invite the participants to watch inspirational videos about relationships.

Personal space

The participants are sitting in pairs, face to face and the facilitator asks them to position themselves at the “right” distance that they consider appropriate while the partner stays in the same place. They are guided by the facilitator in finding the appropriate distance, in which they feel comfortable (the personal space was respected). The pairs will change and the exercise will be repeated. At the end, on the debriefing part, the group will establish the non-verbal language which indicates the facts that the personal space was broken.

How to make decisions?

The facilitator will ask the participants to use as a subject of analysis one difficult situation from their life. They need to analyze the difficulties of the situation (why is the situation difficult; if they can resolve it; what they hope to improve; what are the communication obstacles; how they can overcome these obstacles?). The task is individual

Activity 4	Solving problems
Didactic materials needed	<ul style="list-style-type: none"> ● sheets ● markers ● bolls ● post-it ● flipchart ● pens
Type of activity	Lesson and Practice in group

Description

Wool webs

The big group of the participants will be divided into teams of equal numbers. The facilitator will give each team a ball of yarn. The task will be to create a web using only the yarn. Once the teams have finished, the team will be switch around so that every team has a web other than their own. Each team then blindfolds one team member. The goal is for the blindfolded individual to unwind the web following the verbal instructions of their teammates. In order to be successful, team members must concentrate, and give/follow directions. The first team that has dismantled the web wins this game.



To Do Scavenger Hunt

This scavenger hunt game involves solving a list of problem activities. Begin by dividing your group into teams. Give each group a list of to do activities. The list should begin with some simple tasks, with increasingly more difficult activities. Some suggested activities are:

- Write a one-hundred-word poem on a given theme.
- Find an object readily available in the area in which you are playing
- Drink a whole can or glass of a liquid
- Solve a Sudoku or crossword puzzle
- Write out all the lyrics of a song

Move It!

Divide your group into two teams. Line up the two teams front to back. Have the two groups face each other. Using chalk, spray paint, or masking tape (depending on the play surface) mark a square space for each person to stand on with one extra empty space between the two facing rows. You may also use a piece of paper for each person. The goal is for the two facing lines of players to change places.

Place these restrictions on movement:

- Only one person may move at a time.
- A person may not move around anyone facing the same direction.
- A person may not move backward.

A person may not move around more than one person on the other team at a time



Activity 5	Close and evaluation of the workshop
Didactic materials needed	<ul style="list-style-type: none">• sheets• markers• post-it• flipchart• pens• markers• bolls
Type of activity	Group activity, google form

Description

All participants will be invited to take a card (Getting Acquainted) and to think about:

1. What they learned about them during this training?
2. How they will use the things that they learn in their daily life?

After this session, the participant will be invited to fill one evaluation google form.