



Youth  
in Action

# GET TO EUROPE VIA GAME



mobility



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in Action

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## ABOUT IUVENTA

IUVENTA – Slovak Youth Institute is an organization of the Ministry of Education, Science, Research, and Sport of the Slovak Republic. The activities of IUVENTA focus on the development of the young people policy and the work with young people.

Mission of IUVENTA:

- Provides for the development and approval of the results of non-formal education in the work with young people.
- Prepares for the basic materials and concept materials within the framework of fulfilling the competences of the young people policy.
- Prepares, organizes, and evaluates the educational, research, methodical, information, and consultation projects for the support and the development of the work with young people.
- Supports young people volunteering.
- Issues publications in the field of working with young people.
- Makes research into the field of young people.
- Supports involving the young people lacking opportunities.
- Supports meeting the European directives and recommendations related to the work with young people.
- Provides for the European (Youth in Action) and national (ADAM) subsidy programmes in the field of supporting and developing the work with young people.
- Coordinates the subject Olympiads and competitions.
- Carries out service for the commissions established by the Ministry in the field of working with young people, etc.

Target groups of activities provided by IUVENTA: staff working with children and young people, employees of Self-governmental regions responsible for young people, young researchers, school pedagogues, members of civic associations of children and young people, and the public.

The National Agency of the European Union „Youth in Action” Programme resides in IUVENTA, as well. The Youth in Action Programme focuses on the support of international youth projects set up on the principles of non-formal education, cultural diversity, European citizenship, participation, and involvement of young people lacking opportunities.

Eurodesk – the European Information Network for Young People belongs into the structure of IUVENTA, as well. It provides for interesting up-to-date information on the opportunities for young people in the field of education, free time, etc.

There are two national projects roofed by IUVENTA:

KomPrax – Competences for Practice, the project is being co-financed from the European Social Fund. The objective of the project is to support the quality of work with young people in Slovakia and help to develop competences of the young generation for their future practice.

PRAKTIK – practical skills through non-formal education while working with young people. The project is co-financed from the European Social Fund. The objective of the project is to create an effective system of further education for the staff working with young people and young



people leaders and to ensure implementing and spreading the innovative experience programmes.

## METHODS OF WORK WITH YOUNG PEOPLE

Are you preparing a programme for an international youth exchange, trainings, seminars, or any other youth activities? Do you have an idea about the subject but you lack ideas what tools to implement? We will be pleased to accompany you in the „mini course“ of the most frequently used methods for the work with young people along with practical advice on how to use them.

All the activities in this publication are listed by topic and have a common structure, in which, in addition to the basic characteristics, time, and objectives, you can also find a degree of complexity or questions for the analysis. Most of them are of low or medium complexity. It is only up to you to implement the activity you have chosen appropriately into the programme, to adjust it to specific objectives, to the group, the place and the environment, in which it will be implemented or to the time and the material you have, etc. Do not forget to introduce it in an interesting and easy way to the participants! Do not have your hands tied up by pure reading and following the above procedures – use your imagination! You may make up new interesting activities or improve the ones offered to you.

### Before You Get Started...

- you must be convinced that the method (and thus the activity) is appropriately chosen,
- every time when possible, try out the entire activity in advance or with a known group of participants,
- make sure that the objectives of the activity correspond with the objectives of your programme,
- define the results you want to achieve and don't be surprised by unexpected situations,
- do not choose such methods in which the participants can experience feelings you will not be able to handle (e.g. activities with excessive physical contact when the members of the group do not know each other well, or activities under difficult circumstances considering the age, psychological and mental state of the group, etc., or therapeutic methods of psychologists, etc.),
- accept the fact that some people do not want to participate in the activity (although it is rather rare in „our environment“)
- have a carefully prepared strategy of analysis and feedback
- remember that every participant in the activity has their own pace of learning process and therefore it may happen that the method chosen may someone cause an unpleasant experience. You are in the position of facilitator and must be able to analyse the situation and assess whether these difficulties were caused by the method as such or by subjective feelings and findings of the participants.

***This is why choose the appropriate method (and thus a specific activity) which does not only relate to the topic (choosing the most appropriate method, the time we have available, the objectives we want to achieve, the material we have available, etc.), but also to your skills and capabilities***



(preferred way of teaching, experience, your readiness to take a risk, skills, strengths and weaknesses, etc.), **to the nature of the group** (the number of participants, their learning styles, age, cultural background, capabilities, gender composition, special needs, etc.) **and to the environment** (room size, shape of the interior or exterior, lighting, temperature of the environment, equipment in the training room), **or to other features of the activity performed.**

## A Method or a Technique?

Before you get acquainted with individual methods and techniques we want to remind you that our interpretation is based on different theoretical resources and also draws on the practical experience of the authors.

The terms „technique“ and „method“ are often used interchangeably in real life. In our context, the term **method** refers to the way, the path, a purposeful procedure in the process of learning to achieve the desired objectives and results, while the term **technique** is understood as the means we use when applying individual methods.

Among **the methods** of non-formal education that we implement when working with young people we can list the following: lecture, discussion, brainstorming, icebreaker, energizer, case studies, group work, simulation, „buzz groups“, the method of open space, self-reflection, excursion, different kinds of games (games to strengthen the team spirit, role-plays, games confirming confidence in the team), press conference, demonstration, exercise, fishbowl, method of the so called intelligent interruption of the trainer lecture, various assessment methods, etc.

As to **techniques**, we can list a video projection, use of flipcharts, PowerPoint presentations, use of posts-it, costumes, creating puzzle of paper with different information, treasure hunt, singing, music, expression of feelings using cards, and many others.

## A Brief Characteristics of the Best Known Methods

**Brainstorming:** a method used to solve problems and produce the largest number of possible solutions or associations to a certain topic or task. All the ideas are written down and cannot be evaluated or criticised, they are analysed later on. This is a qualitative method the output of which is usually a large number of creative and innovative solutions. This is why we recommend that you read through the principles of brainstorming sessions in detail.

This method requires the ability of the facilitator to actively encourage thinking up the ideas and an increased effort in analyzing them and choosing the most suitable solution(s) at the end of the session. Brainstorming is especially suitable when working in smaller groups.

**Discussion:** it is a mutual conversation, an exchange of views between two or among more people (facilitator - participants with participants) on a common topic. It is particularly effective when the participants have at least minimal knowledge of or experience with the topic. There are two or three basic types of discussions: a managed discussion (the initiative is taken over by the facilitator who manages the discussion), a free talk (the facilitator just introduces the topic of the discussion and the debate on the issues is left on to the participants). Some sources distinguish between the managed discussion and the so called structured discussion (participants manage the discussion themselves according to the rules and principles specified by the facilitator). It is



sometimes referred to as the „**group work**“ or „**discussion in small groups**“. This is one of the most widely used methods that encourages the exchange of viewpoints among a smaller number of participants, whereas it is suitable for those who often have a problem to present their views in a large group. However, participants with a strong personality who fail to leave sufficient space to the others, represent a possible risk in this method. Another problem may occur when the principles of the discussion are not respected, or if the facilitator fails to manage the discussion appropriately.

**Excursion:** it is a scheduled visit, which is related to the topic of youth exchanges, trainings, and other educational activities. We move to real life from theory, allowing the participants to see the practical application of their theoretical knowledge, to remember it better and get inspired by it.

Although this method may seem an easy method as to the preparation at first sight, it is important that the leader agrees on the programme with the representatives of the organization visited, provides the participants with basic theory, and emphasizes the link with the theory of the topic during the visit. The structure of such a visit largely consists of practical demonstration, presentation, and the following discussion. This is a fairly demanding method suitable in particular for smaller groups.

**Energizer:** it is difficult to find a precise definition of this and the following method. In our context, the energizer is used in situations when we want to „wake up“ the group, to make them active. It is not only suitable at the beginning and when we want to break the barriers, but also during the challenging parts of the programme when the attention of the participants declines and they need to „get started“.

You can implement it well after a longer break before you start another programme. There are several energizers which relate to a wider issue of the part of the programme and thus can also serve as pleasant and easy excitation of the participants on a certain topic.

**Icebreaker:** this is a short activity the purpose of which is to break down the relation barriers, to start the relations, communication, and interaction among the participants, through informal and relaxed atmosphere to encourage the group to overcome the communication barriers or the initial shyness of the participants.

It is often an activity in which the participants are in a direct physical or verbal contact. This is why it is important to consider its specific selection with regard to the condition of the group. Due to the above you can come across unpleasant feelings and following refusal of the activity by the participants, or the viewpoints that it is an „infantile game“. The icebreakers may (may not) relate to the topic of the following programme.

**Lecture:** it is a method, in which the facilitator provides the participants with in advance processed pieces of information in verbal way. It is used especially in situations when the participants have minimum or no information on the topic and there are many of them (usually over 30 participants in the group). It is suitable in cases when it is necessary to provide a large amount of information. In comparison with other methods, this method is the least effective in terms of the process of remembering and the practical application of information.

If you decide to use it, the rule of „the KISS“ may help you. It was created by shortening the following sentence: „Keep it simple and specific“ and that tells us that we have to provide the participants with simple and specific information. In order to keep the attention of the



participants it is important to use a variety of techniques, especially of visual nature (PowerPoint presentation, the use of a flipchart, video projection, etc.) and involve the participants into the interpretation in interactive form.

**Case study:** it is in detail presented situation either in oral or written form, prepared in advance, with the objective of analysing the problem submitted and finding appropriate solutions. The case study should reflect reality as far as possible, i.e. it should represent a practical example from real life. In many cases there is no right solution to the task.

A case study can be done individually or in groups. The final evaluation should always end up with a discussion on the process and the results achieved. The participants are actively involved and pay attention, which is a great advantage of this method. Its combination with theoretical methods is suitable (e.g. with a lecture). You must not forget that this is a time-consuming method, the participants need sufficient time to understand and analyze the example.

**Role play:** in a role play two or more participants play a role in front of „the audience“ (audience are other participants in the event that the role play has fewer roles than the total number of participants). All the action takes place in a predetermined situation focused on a particular topic (usually specified on cards).

The participants must have a good understanding of their role with the assigned model of behaviour (attitudes, forms, etc.), which they embody throughout the activity. The others have to observe and later on analyze the approaches of each of the characters in relation to the topic in question. It is suitable to apply this method if your objective is that the participants experience the same situation from different perspectives, see the consequences of their actions on others, or if you want to change their attitude, to point out the diversity of viewpoints and the importance of tolerance.

The advantage of the above is activity, enthusiasm, and retained attention of the group and spontaneity of this method (not implemented precisely according to the scenario). Make sure that the participants feel comfortable and get out of their roles as soon as possible once the activity is finished. Don't forget to analyze the feelings of the participants in the analysis (beside others).

**Simulation:** basically it is an extended type of a role play, in which the participants are involved in a model situation that represents an example from real life (reality here is often simplified), whereas each of them has a role assigned. This method allows you and the participants to react and make decisions in the „real“ situations without fear of the consequences related to the decisions of the participants.

It is often used in simulations of („rehearsal of“) processes which take place over a longer period of time in various places (e.g. simulation of rehearsing a youth exchange, preparing the project of sending an EVS volunteer, etc.), but even in the most difficult topics (e.g. solution to issues related to the topic of intercultural learning, human rights, project management, etc.) It is a time-consuming method.

**Self reflection:** it is a method of own analysis of status by the participant in terms of space and time to realize his/her self, his/her viewpoints and attitudes to the subject matter and making up his/her own image of how the topic relates to the reality of each participant. It is also space for leaving the previous activities and experiences crystallize in this context. There is a number of



techniques that analyze the steps taken and confront them in relation to the present and the future.

The topic for reflection is important here. This method is not used in case of technical topics or in activities aimed at acquiring knowledge, but rather in considering complex subjects and activities based on changing the attitudes of the participants.

**Buzz groups:** these are smaller groups, which discuss on fixed or free topics without the presence of the youth facilitator. The group may also have a designated representative who will introduce the topic, or vice versa, the results of the discussion presents in the common evaluation.

Participants facilitate themselves during the open discussion. The basic principle is that no information (other than agreed for presentation in the plenary session) is passed out from the group. It is most frequently applied in case the group is too large for a common discussion or brainstorming, or if you want to achieve a rapid exchange of ideas on a simple topic within a relatively short period of time.

The common presentation of the discussion results in the plenary session is not a condition, it depends on the type and intended use of the information acquired (the information shared remains only among the members of the group or it is anonymously thrown into a box for queries, etc.). This method is commonly used in evaluation activities for the assessment of the programme, methods, approach of the facilitator and for free expression of emotions of the participants.

**Presentation:** is one of the classic and often-used methods. It is based on the performance and presentation of theoretical knowledge and information. There are many forms and techniques that we can use when applying this method. Among the examples we can list the following: ordinary reading of the presentation, the use of wall panels, flipchart, computer, or other teaching techniques, etc.

Choose this method if you want to present new information on a topic to the participants, or to make a brief summary of acquired knowledge, to present statistics, charts, essential facts. It is suitable when working with a large group and any type of participants. The activity facilitator must have good presentation skills.





## GET TO KNOW EACH OTHER – FIRST ROUND

The activities in this section are primarily focused on getting to know new people. They are especially suitable for a group which has met for the first time. The objective is to learn the names, basic information on the participants, and break initial shyness or barriers.

### STORIES OF OUR THINGS

**Topics:** Getting to know new people. Communication.

**Group size:** max. 10 participants recommended

**Time:** 15 – 20 minutes

**Complexity:** low

**Characteristics:** This get to know each other activity is focused on the initial getting to know other participants by saying the name and personal information.

**Objectives:**

- introduce yourself by saying your name and present yourself by sharing an interesting personal story
- listen and remember the information about the others

**Aids and preparation:** „container“ (a box with a lid, a bigger hat, a big scarf, a sheet/blanket, etc.) to store the things of individual participants so that the content cannot be seen.

**Instructions:** The activity consists of two main parts:

1. introduce yourself,
2. introduce another member of the group.
1. Ask the participants to think of a thing they are just wearing (or having with them) to give it for the purpose of the activity. At the same time, encourage them to choose such a thing, about which they can tell the group an interesting short story from their life.
2. Each of the participants shall introduce themselves and hand out the thing (watch, ear-ring, ring, sweater, etc.) to the facilitator and shall tell a short „story“ about the subject. For example: „My name is Iveta and I received this watch when I was 12 years old from my grandmother, I lost it twice, I wear it only on trips, etc. ...“.
3. Everyone who tells the short story shall put the thing into the „container“.
4. When all the participants introduce themselves, let each participant choose one thing from the „container“, other than their own.
5. At the end each participant has to say the name of the person who the thing belongs to and repeat the story about it.

**Notes:**

We recommend that the activity be carried out with a smaller number of participants to retain their attention to and interest in personal stories.

## I AM LOOKING FOR PETER

- Topics:** Getting to know new people. Communication.
- Group size:** min. 20 participants recommended
- Time:** 15 – 20 minutes
- Complexity:** low
- Characteristics:** This get to know each other activity is focused on the initial getting to know other participants and breaking ice in the group.
- Objectives:**
- to learn the names of individual members of the group
  - to learn the basic information on one specific member of the group

**Aids and preparation:** sheets of paper, pens, a hat/basket (or other container), self-adhesive labels (in case of variation)

### Instructions:

1. Each member of the group shall write his/her name on a small sheet of paper (can have 1/8 of A4 format).
2. The facilitator shall collect all the sheets of paper with the names and put them into a hat.
3. Following this, the facilitator shall hand out the sheets of paper to the participants so that nobody has the paper with his/her own name.
4. After starting the activity, every player begins to look for a person whose name is written on the paper by asking the names. Question like: „Are you Peter?“ can be answered only by „Yes.“ or „No.“ One person can place a question only once. Should the player fail to guess the name he/she must place the paper back into the container and pull out another sheet of paper.
5. Once the player finds the person looked for, both players take a seat away from the remaining players and introduce themselves within one minute. After that the player, who has just found the person looked for, takes a seat and the other one continues in searching.
6. The game is over when all the players are sitting.

### Variations:

Self-adhesive labels can be used instead of sheets of paper. If the player finds the wanted person, he/she shall stick the "label" on his/her shoulder. The facilitator may suggest some questions or topics to be discussed in pairs for one minute, e.g. study, interests, friends, family, etc.

### Notes:

It is appropriate to do this activity during the first meeting of the group, the members of which do not know each other (e.g. multilateral youth exchanges and others). We recommend that the chairs be arranged in a circle so that at the end of the game you have the participants sitting in the circle again but in different places.





## INTERPOL INVESTIGATES

- Topics:** Getting to know new people. Communication. Cooperation.
- Group size:** min. 8 participants
- Time:** 30 minutes
- Complexity:** low
- Characteristics:** This get to know each other activity is focused on getting to know other participants (their names) and breaking ice in the group.
- Objectives:**
- to encourage personal interaction among the members of the group
  - to meet the others personally

**Aids and preparation:** forms of police protocols (according to the pattern protocol) or the pictures of the participants (in case of variation)

### Instructions:

1. The facilitator shall introduce the game as follows: „Imagine that from now on each of you is an Interpol agent who must find out information on the internationally wanted extremely dangerous person“.
2. Each agent (participant) is assigned one case, i.e. the facilitator shall give him/her a police protocol with the name of one person from the group. Each police agent is, at the same time, a criminal searched for by another detective.
3. The task of the agent is to fill in the police record with the data necessary for the investigation department in such a way that he/she is not recognized.

How to do it?

It is only possible if we ask the other participants about the suspected person who know this person.

### Analysis and evaluation:

*We shall offer you a few ideas for the analysis:*

1. How many parts of the questionnaire did you fill in without asking somebody else?
2. Did you follow any strategy while obtaining the information?
3. Did you know whom to ask to find out the information on your „case“?
4. What is your viewpoint, from the perspective of the „suspect“, of the information of the other participants about you?

### Variations:

You can hand out pictures to the participants instead of the police protocol with the name.



Worksheet: Interpol investigates

INTERPOL

POLICE PROTOCOL – INTERNATIONALLY WANTED PERSONS

---

NAME AND SURNAME

---

ALIAS

---

ADDRESS

---

PLACE OF BIRTH

---

CURRENT JOB/STUDY

---

HOBBIES

---

BASIC SKILLS

---

POSSIBLE HIDING PLACE

---

POSSIBLE COMPLICE

---





## CHAIN

**Topics:** Getting to know new people. Communication.

**Group size:** 15 – 25 participants recommended

**Time:** 15 – 25 minutes

**Complexity:** low

**Characteristics:** This get to know each other activity is focused on getting to know other participants (their names) and the first contact among the group members.

**Objectives:**

- to get acquainted with the names of the participants
- to support the initiative of approximating the other group members

**Aids and preparation:** sheets of paper (white/colour), pins, markers, a list of all group members – their names

### Instructions:

1. Provide each participant with a clean sheet of paper. Their task is to write their name at the top of the paper and pin it. Then the facilitator quickly goes around to all participants and adds another name of a group member to his/her own name. The names are linked together with an arrow.
2. The participants must find the person whose name is written on their paper. They ask others for their names until they find the wanted person. Once they find each other, they introduce themselves and share basic information (e.g. the city of origin, school/employment, hobbies, etc.).
3. Then the person who was found writes a name of another group member on the paper of the player who found him/her and with the arrow connects his/her name with the name of the new participant who is to be found (you can write a name of any member of the group).
4. The activity is at the end once the players have the names of all the participants written on their paper.

### Variations:

1. You can hand out identical sheets of paper with printed names to all the participants (the name of the „owner“ is at the top along with an arrow with the name of the first person to be found). Proceed in the same way as described above except that the participants draw only the arrows that link the names.
2. You can also simplify the activity. The participants shall only find the person and say hello using an interesting greeting.

### Notes:

The facilitator has to be careful not to forget a name of any participant. Once you work with a larger group, do not forget to place a name list in a visible place so that the participants can check themselves.



## LIE DETECTOR

**Topics:** Getting to know new people. Communication.

**Group size:** 8 participants and more (even number)

**Time:** 15 minutes

**Complexity:** low

**Characteristics:** This get to know each other activity is focused on getting to know other participants.

**Objectives:**

- to get acquainted with the participants
- to develop intuition and observe
- to find similarities and differences

**Aids and preparation:** pens and activity worksheets

### Instructions:

1. Divide the participants into pairs and ask them to sit opposite to each other. Each of them will have 5 minutes to make a conversation with his/her sparring partner following the questions from the questionnaire (see the example). The task of the responding party is to provide truthful answers, with the exception of three cases. Once the interview is finished the „reporter“ marks (according to him/her) three false entries in the questionnaire.
2. After the first interview, the participants exchange their roles. Finally, they compare their results and identify whether or not they were able to identify the false answers correctly.
3. A short analysis is made in the plenary session.

### Variations:

1. The interview can have an open form, i.e. every „reporter“ asks his/her own questions according to what he/she is interested in.
2. If the conditions allow, you can read aloud all the answers of all the group members at the end. The others are trying to identify the false statements.

### Notes:

If you have enough time you can change partners in pairs.

This game is primarily suitable for the group, in which the members do not know each other, but also suitable for the groups, in which the members know each other already. In the second case the objective is to evaluate their level of knowledge (how well they know each other).





**Worksheet:** Lie detector  
*(Sample questions for an interview.)*

## LIE DETECTOR

| QUESTION   | ANSWER | True                     | False                    |
|--|--------|--------------------------|--------------------------|
| How many siblings do you have?                     |        | <input type="checkbox"/> | <input type="checkbox"/> |
| Are you the eldest one?                            |        | <input type="checkbox"/> | <input type="checkbox"/> |
| Where is your family from?                         |        | <input type="checkbox"/> | <input type="checkbox"/> |
| What school subjects are you best at?              |        | <input type="checkbox"/> | <input type="checkbox"/> |
| What are your hobbies?                             |        | <input type="checkbox"/> | <input type="checkbox"/> |
| What is your favourite colour?                     |        | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have any talisman?                          |        | <input type="checkbox"/> | <input type="checkbox"/> |
| How do you like to spend your holiday?             |        | <input type="checkbox"/> | <input type="checkbox"/> |
| What is your favourite music?                      |        | <input type="checkbox"/> | <input type="checkbox"/> |
| How did you spend the last New Year's Eve?         |        | <input type="checkbox"/> | <input type="checkbox"/> |
| What book did you read for the last time?          |        | <input type="checkbox"/> | <input type="checkbox"/> |
| What films do you like most?                       |        | <input type="checkbox"/> | <input type="checkbox"/> |
| What is your favourite sport?                      |        | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you like any specific sportsman or sports team? |        | <input type="checkbox"/> | <input type="checkbox"/> |
| What personality do you admire?                    |        | <input type="checkbox"/> | <input type="checkbox"/> |

GET TO EUROPE  
 VIA GAME



## YOUR "HALF"

- Topics:** Getting to know new people. Communication.
- Group size:** min. 12 participants recommended (preferably even number)
- Time:** 15 minutes
- Complexity:** low
- Characteristics:** This short get to know each other activity is focused on the first contact among the group members.
- Objectives:**
- to get acquainted with the participants – their names
  - to start the first interactive situation in the group

**Aids and preparation:** sheets of paper of „puzzle” type with a statement (two parts belonging together for one pair)

### Instructions:

1. Prepare sheets of paper with statements in advance and split them into two parts (style of „puzzle“). Put all the halves into one pile, stir them up and ask each participant to pull out one paper.
2. Every participant shall walk among the others, trying to find his/her „half“ (his/her half of the paper has to fit with the second half). Whenever two players meet together they say their names. In case their „halves“ fit together, they read the statement. Then they take a seat and briefly introduce each other. If the puzzle does not fit they continue searching.

### Sample statements on the „halves“:

- separate words of either general nature or some key words related to the topic of the meeting (e.g. Slovakia, intercultural learning, exchange of experience, participation, democracy, tolerance, etc.)
- whole questions serving as „starters“ for the coming discussion to get to know each other, e.g. When and where were you abroad for the last time? What are your hobbies? Do you play a music instrument? and many others. Use your imagination!

### Variations:

The sheets of paper can be divided to three, four, or more parts and in this way the participants will get to know each other in small groups.

### Notes:

It will be fine if the sheets of paper have identical colour and you cut them in a more complex way to make it more difficult for the group members to get acquainted and get to know more participants.

Should there be odd number of participants the facilitator shall join the activity, as well.





## PING-PONG

- Topics:** Getting to know new people.
- Group size:** does not matter, min. 8 participants recommended
- Time:** 10 – 15 minutes
- Complexity:** low
- Characteristics:** An easy activity to practice the names of the participants and have fun.
- Objectives:** - to practice the names of other participants

### Instructions:

1. Everybody stands in a circle and they say their names one after the other.
2. After that, the facilitator steps into the middle of the circle, points at someone from the circle and says either „ping“ or „pong“. If he/she says „ping“, the person pointed at has to say the name of the person standing on the left side. If he/she says „pong“, the person pointed at has to say the name of the person standing on the right side. If he/she says „ping-pong“, all the group members have to quickly swap places. The person remains in the centre of the circle.
3. The person in the middle points at the other members until someone makes a mistake in saying the name or has a wrong reaction. Only then he/she is replaced by the person who made a mistake.

### Notes:

This activity can be played while sitting, as well.



## GET TO KNOW EACH OTHER – SECOND ROUND

These get to know each other activities are intended especially for the groups that have already met and know each other (e.g. in case of reciprocal youth exchange meetings, repeated meeting of volunteers, etc.). However, there is still potential to learn something new about each participant, check your memory and empathetic skills.

### MY CHOICE

- Topics:** Getting to know each other. Communication.
- Group size:** does not matter (preferably even number)
- Time:** 20 – 30 minutes
- Complexity:** low
- Characteristics:** An entertaining get to know each other activity is focused on learning the values and personal preference related to various aspects of every-day life.
- Objectives:**
- to learn better the values and personal preferences of other group members
  - to practice the skill of decision-making
  - to find out more details about the other group members

**Aids and preparation:** worksheets, pens

### Instructions:

1. Explain to the group that the activity is focused on our everyday decisions, which are sometimes trivial and sometimes very important.
2. Hand out the worksheets to the participants and let them take time to fill in the worksheets. In every line on each page of the worksheet there is a pair of things (two meals, two objects, etc.) and the participants have to choose one of them. No line can remain unmarked. Add the reasons for every decision.
3. Once all the participants are finished with filling in the worksheets, the facilitator shall ask the group members to make pairs a share their decisions and reasons for them.
4. Then create groups of four people and briefly discuss their decisions.

### Analysis and evaluation:

Finally, make a joint evaluation in the plenary session and you can use the following questions:

1. Was it difficult for you to choose only one option?
2. What influenced your decision to choose?
3. What do you think what kind of external influences effect your decisions?
4. Do you usually decide impulsively, instinctively, or rationally?
5. Were your decisions, in comparison with the others, similar in many ways?
6. What was the most interesting about the decisions of the other group members foryou?





In the event that you have used option 2:

1. Have your previous choices changed?
2. What influenced the change in your opinion?

**Variations:**

1. You can prepare a worksheet with three or more alternatives instead of two options.
2. You can allow the participants to change their choices when discussing in pairs.
3. Once the discussion of people of four is finished, you can combine the two groups and learn the decisions of 8 people.

**Notes:**

The contents of each of the options in the worksheet can be adjusted to the age and interests of the participants. Depending on the above, you can use more personal or situational topics, e.g. marriage – parenthood, a short-term EVS – a long-term EVS, etc. You also have to adjust the questions for the analysis to the age and mental level of the group members.

*Worksheet to the activity: My choice*

|   |  |
|---|--|
| <input type="checkbox"/> a chocolate ice cream        | <input type="checkbox"/> a vanilla ice cream   |
| <input type="checkbox"/> Saturday                     | <input type="checkbox"/> Sunday  |
| <input type="checkbox"/> to live alone                | <input type="checkbox"/> to live with friends  |
| <input type="checkbox"/> “The Simpsons“               | <input type="checkbox"/> “The Friends“   |
| <input type="checkbox"/> to have children             | <input type="checkbox"/> have no children  |
| <input type="checkbox"/> Coca-cola                    | <input type="checkbox"/> Pepsi   |
| <input type="checkbox"/> Spartak Trnava (Real Madrid) | <input type="checkbox"/> Slovan Bratislava (FC Barcelona)                                  |
| <input type="checkbox"/> warm climate                 | <input type="checkbox"/> cold climate  |
| <input type="checkbox"/> to work in a bank            | <input type="checkbox"/> work in a school  |
| <input type="checkbox"/> jeans                        | <input type="checkbox"/> a suit/costume  |
| <input type="checkbox"/> a good car                   | <input type="checkbox"/> a good motorbike  |
| <input type="checkbox"/> hamburger                    | <input type="checkbox"/> pizza   |
| <input type="checkbox"/> sea                          | <input type="checkbox"/> mountains   |
| <input type="checkbox"/> to get married               | <input type="checkbox"/> to live „without a paper“ <small>(just in a relationship)</small> |
| <input type="checkbox"/> an action movie              | <input type="checkbox"/> a romantic film   |
| <input type="checkbox"/> to dance                     | <input type="checkbox"/> to listen to music  |

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## LIES

- Topics:** Getting to know each other. Communication. Empathy.
- Group size:** max. 12 recommended
- Time:** 15 – 20 minutes
- Complexity:** low – medium
- Characteristics:** An entertaining get to know each other activity is focused on getting to know each other, testing the skill of empathy, and assessing the abilities of another person.
- Objectives:**
- introduce yourself in an innovative and interesting way
  - feel empathy for another person and try and assess his/her characteristics

**Aids and preparation:** sheets of paper of A4 format (preferably colour paper), markers (pens)

### Instructions:

The activity consists of two main parts. The first one is an individual work and in the second part we are working together in the group.

1. Provide the participants with pens and ask them to write their names in the middle of the paper, preferably rotated to the width.
2. Then ask them to write a short statement in each corner of the paper. The statement being a sort of „something interesting“ or „something special“ from their life that nobody from the group knows. The condition is that statements in three corners of the paper are true and the fourth statement is a lie that may not be easily identifiable.
3. After completing the individual tasks collect the sheets of paper and accidentally pull out one of the presentations from the pile. Read the name of the person who shall step into the middle. After this, read the statements the person wrote about himself/herself. Repeat them again and show to the places (preferably to four corners of the training room) related to the statements. The participants shall step to the place, which, according to them, corresponds to the false statement. Once all the players are definitely in their places, the participant in the middle shall reveal, which of the statements was a lie. The task of the players is also count the „points“, i.e. cases, in which their estimation was correct and they have detected the false statement.
4. At the end the total score of every player is assessed and the reasons why it was sometimes easier (e.g. an obvious lie, or some group members may know each other better) and sometimes more complicated to guess „the lie“ are briefly analysed. It is recommended to take a moment to explain the importance of the concept of empathy and its impact on our lives.

### Variations:

It is less time-consuming when the facilitator does not read the statements to all the group members but rather the participants walk around the training room (open space), they meet someone, they read their statements to each other, and try to guess the false statement. If their first attempt is successful, they can put down a point.

### Notes:

The activity is not difficult but if you want to meet all of the above objectives, it is necessary that the group facilitator shall explain the rules well and encourage the group to creative solutions and let sufficient time for reflection during the individual phases of the activity. This activity is also





suitable for the groups, whose members do not know each other.

If the participants are unable to „get started“ the following example can help them:

*Sample statements:*

- 1. When I was a pupil at primary school, I competed in a short-distance run.*
- 2. I had three fractures when I was a child.*
- 3. I like a spinach soup.*
- 4. I never go to bed before midnight.*

The participants can change in reading the individual statements. Finally, the sheets of paper containing the statements shall be displayed in a visible place so that the participants are able to ask the others for things they are interested in throughout the programme.



# ENERGIZERS

In the following section we have picked up such energizers for you, which can be clearly described and are not based on a complicated description of audio or physical creations.

## SNAKE

**Group size:** preferably from 10 to 20 participants  
**Time:** 5 – 10 minutes

### Instructions:

The participants stand in a row and each of them is holding a person in front of him/her around the waist and in this way they form a „snake“. The task of the first person in the series is that he/she is trying to catch the last person („head grabs the tail“), whereas the snake shall not break up.

We can repeat the task several times and every time change the order of the participants.

## PENGUINS AND FLAMINGOS

**Group size:** we recommend min. 8 people  
**Time:** 10 minutes

### Instructions:

All the participants except for one are penguins and can make only small steps. Their hands are at the body, palms are straight in horizontal position. One person is a flamingo, who makes big steps (but is not running), and opens and closes the large beak with the extended arms (like a stork). The flamingo is chasing the penguins and when he/she catches somebody, the person caught becomes the flamingo. This activity is usually played several times. In each round, somebody else is the flamingo at the beginning. Determine the limits of the playing room in advance.

### Notes:

If you have a larger group, „the new flamingos“ may assist the original flamingo to catch the penguins. If there are fewer participants, the above flamingos leave the game.

## GRAB THE PALM WITH THE POINTER!

**Group size:** does not matter, min. 8 people recommended  
**Time:** 5 – 10 minutes

### Instructions:

Create a circle. Every participant straightens up the pointer on his/her right hand and lays the palm of the left hand on the tip of the pointer of his/her neighbour. When the facilitator says:



ENERGIZERS



„NOW“, everybody quickly pulls down the right hand and tries to grab the pointer of his/her team mate by closing his/her palm. You may not move downward the closing palm, you can simply close it. The person, whose pointer was grabbed by his/her neighbour, falls out of the game. The game is played until only one person is left.

**Notes:**

If you catch the pointer with your palm but it slips out, this is not considered to be valid. The facilitator should stand in the way that the participants cannot see his/her mouth and cannot prepare their reaction in advance.

**DO YOU LIKE YOUR NEIGHBOURS?**

**Group size:** does not matter  
**Time:** 10 – 15 minutes

**Instructions:**

The players sit on chairs in a circle, one player stands in the middle. The player in the middle freely asks someone sitting: „Do you like your neighbours?“ The player sitting can answer: „Yes, I do.“ and in that case the persons sitting on his right and left must swap their places. Or he/she can say: „Yes, I do, but I prefer people who...“ (who had a good night's sleep, play a musical instrument, like chocolate, etc.). In this case the people who meet the above criteria must swap their places. In both cases the objective of the player in the middle to sit down on a chair. If he/she succeeds, another person shall stand in the middle and the activity continues in the same way.

**Variations:**

This energizer can also be used to repeat the names of the participants, whereas the first question is: „Who are your neighbours?“ and the player asked shall say their names. Then the activity continues with the questions as described above.

**PROGRAMMERS**

**Group size:** does not matter, but must be a multiple of number 3  
**Time:** 10 – 20 minutes

**Instructions:**

Create groups of three. One person in the group is a programmer and the other two are his/her robots. At the beginning of the game, both robots are standing back to back. Robots are walking headwards. If the programmer rotates the head of the robot to the left, the robot moves to the left, etc. If the robots bump into each other, if they hit the wall, a chair, or another obstacle, they shall remain walking in the place until the programmer changes their direction. The objective of the programmer is to get the robots to hug. Everyone shall try the role of the programmer in the activity.

**SCREAMER**

**Group size:** 5 – 45 participants  
**Time:** 10 minutes



**Instructions:**

Ask the members of the group to „line up in a circle“. It is important that each player needs to be able to see the eyes of everybody else.

Explain the rules: When the facilitator says: „Heads down!“, each player has to bow his/her head and thinks of a person who he/she will look at after hearing: „One, two, three!“. If the person is looking at someone who is looking at somebody else, nothing happens. However, if the person is looking at someone who is looking right back at him/her, they are both to point in a very exaggerated manner at the person and let out a scream or yell for a few seconds. They are then out and take their places outside the circle. Once the „screamers“ have left the circle, the circle closes in and the game continues until you are down to two people. You can repeat the game several times.

**PIGLETS**

**Group size:** does not matter

**Time:** 10 minutes

**Instructions:**

Ask the participants to „line up in a circle“ and challenge one volunteer to step into the middle of the circle. Put a scarf on his/her eyes so that he/she cannot see and the others start to walk (or jog) around. Once the person in the middle of the circle says „STOP!“, everyone shall remain in silence without moving.

Then the participant with his/her eyes closed points at someone from the circle and says „KROCH!“ (oink in English). The player pointed at must answer to this greeting with „KROCH, KROCH!“ but in such a way that he/she changes his/her voice so that the player in the middle of the circle cannot identify him/her.

If the player in the middle guesses the name of the person pointed at, they swap their places and the game continues. If he/she fails to guess the correct name, yet there are two more attempts.

**Notes:**

The interjection „kroch“ can be substituted by a sound of another animal but in this case you must not forget to change the name of the energizer.

**PRISONERS AND WARDENS**

**Group size:** does not matter

**Time:** 10–15 minutes

**Instructions:**

Divide the group into two sub-groups so that there is one more player in one of the groups than in the other. The members of the first group (of the smaller one) shall be „the prisoners“ and they shall sit down onto the chairs arranged in a circle, whereas one chair remains empty (excessive chair). The second group of players shall be „the wardens“. They shall stand behind the chairs on which „the prisoners“ sit and cannot touch them.

One of the wardens shall stand behind the empty chair. His/her task is to wink at any prisoner and he/she shall try to escape as quickly as possible towards the empty chair so that the „warden“ standing behind him does not touch him/her. If „the warden“ touches him/her, the player must go back to the chair. If he/she makes to escape, „the warden“ with an empty chair shall wink again at someone else.





## HUTUTUTÚÚÚ

**Group size:** does not matter

**Time:** 10–15 minutes

**Instructions:**

Divide the participants into two teams and mark the playing area into two halves (e.g. with a string, scarves, etc.). The task of every team is to get the players from the second team onto their side of the playing area.

The game goes as follows: One person takes a deep breath and enters the territory of the other team. While being on the territory of the other party, he/she must keep saying „Hutututuuu...“ (on one breath) and try to touch as many players from that team as possible. The players keep running away not to be caught or try to hold him/her on their territory. If they succeed and the player goes out of breath and stops screaming, he/she must become part of their team. If the player manages to get back to his/her territory in time, all the players who were caught must become part of his/her team. Then a player from another team is up (his/her turn).

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## STRENGTHENING THE TEAMWORK

When working with young people or in any of the Youth in Action Programme projects we shall not avoid cooperation with people, i.e. working in a team. This is why we must not only think of the objectives and outputs but we have to pay attention to the relationships in our team. This field has its own specific aspects and should be studied in detail in expert literature. In the following section you can find a range of practical activities and inspiration in this field.

### CONNECTED

- Topics:** Cooperation. Motivation. Entertainment.
- Group size:** preferably between 10 and 20 participants
- Time:** 15 minutes
- Complexity:** low
- Characteristics:** It is a short activity focused on the motivation to the teamwork and strengthening the relations in the group.
- Objectives:**
- to strengthen the cooperation among the group members
  - to relax and have fun

**Aids and preparation:** wooden sticks with painted ends as follows: 1. One end of blue colour and the other one of red colour, 2. Both ends having blue colour, 3. Both ends of red colour

#### Instructions:

1. Each participant shall receive a wooden stick (ice cream sticks or other wooden stick) with painted ends.
2. The task of the participants is to create a chain joint, i.e. to „connect“, so that each end of their sticks is connected with the end of a stick of the same colour of another participant within the time limit (1 minute or 2 minutes, depends on the size of the group).
3. The task can be repeated 2 or 3 times but the time limit shall be shorter. Another possibility is that you measure the time of their first attempt and motivate the participants to overcome it in subsequent repetitions.

#### Analysis and evaluation:

A short evaluation of the task and cooperation in the team shall be made at the end of the activity. You can use the following questions as inspiration:

1. How did you like the task? How did you feel?
2. What procedure did you choose? Was it effective?
3. Are you happy with the result achieved? Is there any similarity with the present condition in your team?

#### Variations:

1. The task must be fulfilled in complete silence (no articulated speech, no sounds).
2. We can allow the participants to exchange their sticks.
3. Implement the activity in groups of three people first. Then join two groups, etc. until the whole group is joined.





**Notes:**

The person who is conducting the activity must verify in advance whether it is possible to „connect“ all the sticks with the provided colour combinations.

**PIPELINE**

**Topics:** Cooperation. Communication. Problem solution.

**Group size:** does not matter

**Time:** approx. 35 – 40 minutes

**Complexity:** medium

**Characteristics:** It is an activity focused on strengthening the cooperation in the group and mutual communication when solving common problems.

**Objectives:**  
 - to strengthen the cooperation among the group members  
 - to emphasize the importance of every group member

**Aids and preparation:** cardboard toilet paper pipes (or half-pipes made of plastic or larger kitchen paper clothes pipes) for every participant, a ball (water), objects to create an obstacle track either indoor or outdoor

**Instructions:**

1. Everyone stands at the beginning of the track. Introduce the activity to the participants. The task is to transport the ball in the pipeline from the starting point A to the end point B so that the ball does not fall out.
2. Show the beginning and the end of the track to the players and stress various obstacles (e.g. the track goes along the trees, chairs, under the table, downstairs, etc.) they have to overcome. Should you have any specific conditions (e.g. a time limit), tell the player about them at this time.
3. Provide the participants with the pipes and the ball and give them 5 minutes to prepare the strategy.
4. When the time for preparation is up, release the ball at the beginning of the pipeline. If the group fails to successfully handle the task let them have another attempt or count the failed attempts.
5. Make an analysis of the activity at the end (you can make use of the questions listed in previous activities).

**Variations:**

1. You can use water instead of balls but in this case half-pipes of plastic must be used.
2. You can give the participants a time limit to be achieved or overcome or to attempt to finish the activity within the shortest time possible.
3. Another variation is that you do not specify the starting and the end points but you ask the group to transport the ball in the pipeline as quickly as possible. Each player shall be involved only once.

**Notes:**

Be sure to select an appropriate size of the ball, which passes through the centre of the pipe without any problems. The total length of the track must be longer than all the tubes that make up the pipeline. Choose difficulty of the track and limits based on your knowledge of the team/group. If the team members know each other well and effectively cooperate, you can even choose a physically difficult track and short time limits. We may also use the paper for the



production of half-pipes bent to oval, when needed.

## CORD SEQUENCE

- Topics:** Cooperation. Communication. Problem solution.
- Group size:** max. 10 participants recommended (suitable for several groups)
- Time:** 10 – 15 minutes
- Complexity:** low
- Characteristics:** It is a short and effective activity focused on strengthening the cooperation in the group and finding shortcomings when solving problems.
- Objectives:**
- to strengthen the cooperation among the group members
  - to make the teamwork more effective

**Aids and preparation:** pieces of cord of different length for each of the participants, a tailor meter

### Instructions:

1. Cut the cord into pieces of different length and give one piece to each participant. The rule is that no piece should be longer than one meter. Hand out the cords to the group members.
2. The task of the players is to line up into a row according to the length of the cord (the longest being the first and the shortest being the last). Everyone needs to hold the piece of cord in both hands and the cord must be straight throughout the game. It is not allowed to communicate using speech, sounds, or gestures. The time limit for fulfilling the tasks is 2 minutes.
3. When the time is up, the facilitator shall check the correct row layout with the tailor meter. (In case there are several groups engaged in the activity, the time shall be stopped at the moment the first group is done.)
4. Gather the participants and evaluate the activity.

### Analysis and evaluation:

Sample analysis questions:

1. Were the rules followed throughout the game?
2. How did you organize to fulfil the task?
3. Did you choose the best strategy at the first attempt or did you try several strategies?
4. Who took upon himself/herself the task of the activity coordinator?
5. Did anyone have a passive attitude during the game?

### Notes:

If you want you can specify one observer for each of the groups. In this case the observer shall start the analysis.

## JOINED PATH

- Topics:** Cooperation. Communication. Differences.
- Group size:** does not matter
- Time:** 90 minutes
- Complexity:** medium
- Characteristics:** It is a short and effective activity focused on strengthening the cooperation in the group or finding the shortcomings when solving common problems.
- Objectives:**
- to outline possible risks of the teamwork





- to outline the ways how to avoid the risks
- to teach the group how to cooperate

**Aids and preparation:** arrows, selection and marking the path with arrows (the more difficult the path the more interesting activity implementation), scarves for binding the eyes

**Instructions:**

1. Ask all the participants in the group to see the path set and marked with arrows. Each player is walking alone at his/her own pace, whereas the participants of the group do not wait for each other.
2. Once the players come back to the launch site, ask the group to catch their hands (to line up) and go through the path again connected. The objective is to go through the path together so that no one gets disconnected.
3. Then ask the group to choose only one participant who shall have his/her eyes open in next round. The others shall bind scarves round their heads so that they cannot see anything. The group shall once again hold their hands, no one can become disconnected. The objective is to go through the path only being guided by the person who can see the path.
4. Once the group comes back (depending on the number of participants) ask the players to choose one more group member who shall guide the group with his/her eyes open. It is up to the group, the facilitator shall not interrupt their discussion. The group members shall choose not only the guides but also how and where they are placed in the row and what instructions shall be used to guide the group.

**Analysis and evaluation:**

Ask the following questions:

1. How did you perceive the path when going through it on your own, not being dependent on any other player?
2. What are the advantages and disadvantages of such going through the path?
3. How did you perceive the path when being in the row with your eyes open?
4. How did you perceive the path when only one team member could see the path? Why did you choose this person? What were the advantages and disadvantages of this kind of activity level?
6. What are the basic rules of successful cooperation?
7. What did you learn about yourself and teamwork thanks to this activity?

**Notes:**

You can implement the activity both outdoor and indoor in a larger training room, in which you can prepare different obstacles (chairs, tables, boxes, etc.)



## AKTIVITIES IMPLEMENTING THE ISSUE OF PARTICIPATION

Nowadays, the issue of civil participation and youth participation is rather frequently referred to. If you are in any way involved in working with young people you shall certainly come across this topic. What actually is the participation? We could translate it from the English word as „zapojenie sa (involvement)“ or „účasť (engagement)“. But what do we mean by being engaged or involved in? E.g. to be engaged in public decision making. Public decision making means that members of the public participate and decide on the matters that have implications on public resources and public direction. It can refer to different fields related to promotion, protection, and care of children and young people, to health, environmental protection, etc.

There arose a document in the Council of Europe bearing a long title: „The European Charter On The Participation Of Young People In The Life Of Municipalities And Regions“. In the introduction of the Charter it is said that „Participation in the life of villages and towns provides young people with the opportunity of identifying themselves as citizens rather than just residents. Participation of young people assumes that they show their willingness to live together with others in the street, in the part of the village, city, or region, and be actors of the social change.“ Thus, according to the Charter, it is insufficient just to live in a village or a town but it is necessary to participate in it and decide how the life there shall look like.

For better understanding what participation involves and what different fields it includes we offer you several activities from the Council of Europe publication „Have your say!“.

### OUR PARTICIPATION

- Topics:** An overview of the participation.
- Group size:** between 4 and 25
- Time:** 30 – 60 minutes
- Complexity:** low
- Characteristics:** The activity is focused on publishing and sharing the experience with participation, on its evaluation and mutual inspiration and motivation.
- Objectives:** - to share the experience of the group members in the field of participation

**Aids and preparation:** a large piece of paper so that each participant has enough space to draw their outline, colour pencils, markers, colour paper, scissors, glue, tape, old magazines with pictures

#### Instructions:

- Using the material available the participants shall draw an outline showing the milestones that represent the most important experience in the field of youth participation, such as:
  - When and how they participated in organizations, groups, communities;
  - When and how they were involved in the process of publishing the participation.
- The participants present their overviews and talk about their experience in the field of youth participation.





**Analysis and evaluation:**

Ask the following questions:

1. What kind of participation did you mention most frequently?
2. What factors affect young people, including you, to participate?
3. Now, when you have seen the overviews of the others, are there any elements you did not mention but you could?
4. Do you think that all the mentioned elements are the elements of participation? Why?

**POLICIES DIAMOND**

- Topics:** Local policy supporting the youth participation.
- Group size:** does not matter
- Time:** 90 minutes
- Complexity:** medium
- Characteristics:** The activity is focused on thinking over and discussing the content of key areas of the state policy in relation to children and young people and on the participation of young people in the life of municipalities and regions of the SR.
- Objectives:**
  - to introduce the contents of the European Charter regarding the participation of young people in the local and regional self-government
  - to support the discussion on local policy of young people and participation of young people in it
  - to support the skill of negotiating

**Aids and preparation:** a set of cards for each of the groups

**Instructions:**

Ask the group members what the words „local policy” mean according to them.

1. Briefly introduce the areas the Charter covers to the participants.
2. Divide the participants from the same regions or countries into smaller groups (4 people) and hand out a set of cards to each of them.
3. Explain the procedure to the participants. Each of the groups should first discuss the „relevance“ of the areas written on the cards for their own country/region. Then they should agree which of the areas are the most important for young people and which the least. The cards should be then put into a model of the diamond. At the top of the diamond there should be the area that is the most important. Right under it there should be other two cards next to each other, which represent very important areas. Under these there should be three more cards (put next to each other), which are of average importance. Under the three cards, there should be two cards next to each other, which, according to the participants, are not so important and, finally, the last card, which represents the least important area.
4. Ask the groups to present their diamonds and justify their decision.

**Analysis and evaluation:**

Ask the following questions:

1. What does the word „relevant” mean according to you? How did you define this word?
2. Which areas were the most relevant in the groups? Why?
3. What are the differences between the diamonds?
4. What affects the local participation of all the young people?



5. Are you happy with your diamonds? Why?
6. What have you learned during this activity?

**Variations:**

As an alternative, the diamond can contain the European Charter on the Participation of Young People in the Life of Municipalities and Regions. We recommend that you use this option if you are working with an international group.

**Notes:**

Contents of the key areas and action plans of state policy in relation to children and young people in the Slovak Republic for the years 2008 – 2013:

[http://www.iuventa.sk/files/documents/Legislativa/173-schvalena\\_koncepcia.doc](http://www.iuventa.sk/files/documents/Legislativa/173-schvalena_koncepcia.doc)

The European Charter on the Participation of Young People in the Life of Municipalities and Regions reads as follows:

[http://www.minedu.sk/data/USERDATA/MSPolupraca/MsDaM/REaSI/2006\\_europska\\_charta\\_o\\_participacii.pdf](http://www.minedu.sk/data/USERDATA/MSPolupraca/MsDaM/REaSI/2006_europska_charta_o_participacii.pdf)

*Activity cards „Policies Diamond“*

Free time

Employment

Residence

Education

Environment

Participation in social and political life

Family

Health and healthy life-style

Mobility

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## RIGHTS AND PARTICIPATION

- Topics:** The rights of young people required for the participation.
- Group size:** a minimum of 8 participants
- Time:** 90 minutes
- Complexity:** medium
- Characteristics:** Reflexive activity focused on linking theory and practice related to the rights and participation of young people
- Objectives:**
- to make an overview of rights that are required from the young to be able to participate
  - to explore the relationships between the rights of young people and the participation
  - to reflect on how the rights of young people are respected in different local contexts

**Aids and preparation:** flipchart and markers

### Instructions:

1. Divide the participants into groups of 4 – 6 people.
2. Ask each of the groups to write as many examples of the rights associated with the participation as possible (within 5 minutes).
3. Collect the answers in the discussion in the plenary session.
4. Ask each of the groups to select 10 from all the examples which, according to them, are essential for the meaningful participation in the local context.
5. Let the groups present their lists.
6. Invite all the participants to the discussion in the plenary session.

### Analysis and evaluation:

Questions related to the results of the group work:

1. What are the similarities between individual lists? (Which rights were mentioned by all the groups or by most of the groups)?
2. Which rights did not appear in both lists? Why?
3. What criteria did you use in deciding which rights is/is not "essential"?

Questions related to the rights in general:

5. What is the relation between the mentioned rights and the youth participation?
6. Can we consider these rights to be human rights? Why?

Questions related to the local situation of the participants:

7. Which rights are not respected in your local context? Why?
8. How can young people claim these rights?

### Notes:

The activity requires the capability of the facilitator to respond to a variety of responses related to the issue which is associated in particular with his/her sufficient theoretical knowledge of the reference documents but also of the situation with regard to the participation of young people in the local, regional, or national context.

You can find The European Charter on the Participation of Young People in the Life of Municipalities and Regions on the following website:



[http://www.minedu.sk/data/USERDATA/MSPolupraca/MsDaM/REaSI/2006\\_europska\\_chart\\_a\\_o\\_participacii.pdf](http://www.minedu.sk/data/USERDATA/MSPolupraca/MsDaM/REaSI/2006_europska_chart_a_o_participacii.pdf)

Charter of Fundamental Rights of the European Union:

<http://eur-lex.europa.eu/sk/treaties/dat/32007X1214/hm/C2007303SK.01000101.htm>

The Universal Declaration of Human Rights:

[http://www.informovanypacient.sk/source/download/Vseobecna\\_deklaracia\\_ludskych\\_prav.pdf](http://www.informovanypacient.sk/source/download/Vseobecna_deklaracia_ludskych_prav.pdf)

### WHAT HAPPENS IF IT DOES NOT HAPPEN?

**Topics:** Barriers to the participation.

**Group size:** does not matter

**Time:** 90 minutes

**Complexity:** medium

**Characteristics:** It is an activity that emphasizes the importance of the participation, based on the assumption of non-participation of young people in the life of local community.

**Objectives:**

- to examine the barriers to the participation
- to understand the consequences of the lack of participation
- to develop creativity

**Aids and preparation:** flipchart and markers

### Instructions:

1. Divide the participants into groups of 4 – 6 people.
2. Think of the possible consequences of non-participation of young people at the local level in groups (what happens if the participation „does not happen“).
3. Each group has the task to prepare a short role-play showing one of the possible consequences.
4. Each group presents a role-play and the others guess.

### Analysis and evaluation:

Ask the following questions:

1. Did any role-play remind you of any situation you experienced in your community?
2. What were the factors or barriers blocking the youth participation?
3. How can they be manifested in the local context?



## SMALL CHAT WITH THE SLOVAK LANGUAGE

Do you have an EVS volunteer in your organization and does he/she learn the Slovak language? Are you organizing trainings for foreign volunteers or youth exchanges, seminars, or meetings? You have just come across the list of language exercises which will be not only an interesting addition to your programme but possibly the motivation for coming up with your own activities which will enrich your teaching the Slovak language or another foreign language.

### LANGUAGE STICKERS

**Group size:** it can be done well in pairs but preferably 6 people and more

**Time:** 10 – 20 minutes

**Complexity:** medium

**Characteristics:** The activity can be used when teaching the Slovak language (Slovak for foreigners). It is intended for practicing the vocabulary of parts of the body in a fun way, cooperation and welding the group together.

**Objectives:** - to practice the vocabulary of parts of the body

**Aids and preparation:** a set of stickers, pens

Prepare a set of labels with parts of the body in the Slovak language for each of the groups (chin, neck, hand, elbow, etc.).

#### Instructions:

1. Participants shall be divided into groups of three or pairs.
2. Each group of three shall receive a set of labels with parts of the body.
3. The participants shall select one of them which will be „the dummy“ and they will stick the labels on the correct part of the body.

#### Analysis and evaluation:

An entertaining show of „the dummies“ and checking if all the parts of the body labels are in the correct place.

#### Advice how to facilitate the activity:

It depends on the language level of the participants but the activity may continue with explaining the idioms containing parts of the body, e.g.:

- Som v tom až po uši.
- Držím ti palce.
- Išiel si oči vyočiť.
- Išiel na nej oči nechať.
- Mám toho plné zuby.
- Nepchaj do toho nos.
- Padol jej do oka.
- Išiel si krk vykrútiť.



- Na obed máme plúčka a kolienka.
- Máš to v paži.
- Netrhá mi to žily.
- Nemám na to žalúdok.
- Zlom väz.
- Vylez mi na hrb!

**Variations:**

1. The activity can be used for teaching other foreign languages, as well.
2. The activity can be used during an international exchange as an energizer to break the language barrier – parts of the body shall be written not only in one language but it can be a mixture of all the languages of the participants.
3. Another alternative is to let the participants name other parts of the body (let them put down as many as they know) or to make a small competition among the groups in this way and to fill in the missing words together at the end. We can also let them list individual parts of the body in other languages (not only in mother tongues but in all the languages they master).

**LINE****Group size:** minimum 8 people**Time:** approximately 10 minutes**Complexity:** medium**Characteristics:** It is a simple role-play which can be used for teaching the Slovak language (Slovak for foreigners) but also as an energizer during an international exchange or training.**Objectives:**

- to practice simple vocabulary for the expression of daily activities (to read, to write, to listen to music, to sing, etc.)
- to strengthen the cooperation in a group

**Aids and preparation:** small sheets of paper, pens

Prepare a small sheet of paper for each of the participants.

Sample texts on sheets of paper (depends on the language level of the volunteers)

- You are the first person in a line. You are listening to music on MP3 player.
- The person in front of you is listening to music. The person behind you is singing. You are reading newspapers.
- The person in front of you is reading newspapers. The person behind you is having a dog noisily barking. You are writing an SMS in your cell phone.
- The person in front of you is writing an SMS. The person behind you, etc.....

**Instructions:**

1. A short entry: Tell a story or imagine a situation in which the participants have to stand in a line (e.g. to buy tickets to the cinema, etc.).
2. Each participant shall receive a small sheet of paper with the information on how he/she is using the time when queuing and what the person in front of him/her and behind him/her is doing.
3. If necessary, please explain the unknown vocabulary.
4. The task of the group is to form a line in such a way that everyone is standing in the right place.



**Variations:**

The activity can be used to break the language barrier as an energizer – the participants shall play the individual activities as a pantomime.

**Notes:**

The facilitator has to make sure that there do not arise mistaken moments when the participants organize themselves, i.e. to select individual statements in such a way that everyone has a clearly stated position in the line.

Should the activity be used as an energizer during an exchange or a training (or in the English language), it is fine to use a variety of activities and things that have actually happened during the exchange or training.

**THE TIME**

- Group size:** preferably approx. 10 participants  
**Time:** approx. 20 minutes, depends on the group size  
**Complexity:** medium  
**Objectives:** - to support the communication in Slovak  
 - to teach the participants how to arrange an appointment in the Slovak language

**Aids and preparation:** clock made of paper or plastic or a picture of a clock on the flipchart, sheets of paper with texts

Sample texts on the sheets of paper:

1. You have time on Tuesday at 3:00 pm.
2. You have time on Friday at 2:30 pm.
3. You have time on Thursday at 9:00 am.
- etc.

**Instructions:**

1. Repeat the days of the week in Slovak and the way we express the time in Slovak. If necessary, you can practice it a few times.
2. Write the following question on the flipchart: „WHEN DO YOU HAVE TIME?“ (When can we meet?) and the names of all the participants in a list.
3. Provide each participant with a card with the information on when he/she has time. Make sure everyone knows to express the information correctly in Slovak.
4. Make a conversation with one of the participants so that the other group members can arrange an appointment in Slovak.
5. The objective of the activity is to arrange an appointment with each of the participants.

**Analysis and evaluation:**

Finally, fill in the data on the flipchart when the participants have time.

Discuss any questions associated with the grammar, pronunciation, etc., or focus on cultural and linguistic differences associated with the expression of the time, the understanding of time and arranging an appointment.



*To conclude:*

## TONGUE TWISTERS

Below you can find several tongue twisters that can not only enrich the language lessons but can be good energizers both in international and exclusively Slovak groups.

- Strč prst skrz krk.
- Pštros so pštroscou a malými pštrosícatami išli na pštrosí ples.
- Pán kaplán v kapli plakal.
- V kravíne na klavíri hrala Klára Králová.
- Keď sa môže ježko zježiť, môže sa aj mačka zmačkať?
- Keď naolejujeme linoleum, linoleum bude naolejované olejom na linoleum.
- Jeleňovi pivo nelej.
- V našej peci myši pištia, v našej peci psík spí.
- 333 strieborných prepelíc preletelo ponad 333 strieborných striech.
- Šašo suší osušku.
- Guľôčka v jamôčke.
- Poslali ma naši k vašim, aby prišli vaši k našim. Ak neprídu vaši k našim, tak že prídu naši k vašim.
- Išli krty na maškrty – prvý, druhý, tretí, štvrtý. Piaty robil nanič vrty, nevzali ho na maškrty.

*You can find some more tongue twisters both in the Slovak language and in other languages on the following website: <http://www.madness.sk/jazykolamy-slovenske.php>*





## EVALUATION ACTIVITIES

Feedback is a concept present in many forms not only in science but also in everyday life. In any meaningful activity we need to know whether we are moving in the right or in the wrong direction. We are working with a „living material“ and therefore, if we want to get the accurate information from young people whether we are on the right or wrong path, we have to use as creative forms as possible. Try to forget the form of a questionnaire and get inspired by the following activities. Many of them can be used in the interim, as well as final evaluation of your activities, projects, teamwork, etc.

### EVALUATION IN A CIRCLE

- Topics:** Evaluation. Communication. Cooperation.
- Group size:** more than 8 participants
- Time:** 15 minutes
- Complexity:** medium
- Characteristics:** It is an interesting evaluation tool suitable for the evaluation of the activity, a part of the programme, or relations in the group.
- Objectives:**
- to evaluate the condition of the group, the time period, or a specific activity that finished
  - to promote the idea of belonging to a group and a sense of importance of each of its members

**Aids and preparation:** colour sheets of paper, markers

#### Instructions:

1. Prepare the colour sheets of paper (a larger number than the number of participants) and at the top of each sheet of paper write a sentence or a question related to a certain aspect of the activities evaluated or with the group. Put the paper on the table or on the floor.
2. Each of the participants takes one sheet of paper, reads the statement and his/her task is to finish it. When done, he/she shall move the paper to the right. Tell the participants not to think of what to put down for a long time. Spontaneous associations are preferred. We repeat it until the paper arrives to the first player.
3. All the statements are read aloud at the end of the activity.

#### Analysis and evaluation:

It is possible to write the statements on a flipchart paper and post it in a visible place, or just to put them down and hand the copy of the summary evaluation to each of the participants.

*Sample topics for evaluation in form of unfinished statements:*

- I liked... most.
- The funniest thing was ...
- As to ... (name of the participant) I appreciate that he/she is ... (write a feature)
- Thanks to get to know each other activities I...
- We should improve...



- I do not want that ... repeats again.
- What I missed was...
- I hope I will never forget...
- I felt badly when... because of...
- This work/project/activity we work(ed) on was intended for...
- I feel good because...
- I find it a great success that...
- I have never thought that...
- What helped me most was...
- Originally I wanted to...
- I did not know whether...
- I keep having before my eyes the moment when...
- Unfortunately, I could not...
- Now I am feeling...

**Variations:**

The final reading of the statements in the group can be replaced by presenting on the wall board (flipchart papers on the wall) in a visible place so that everyone can read them or leave a comment.

**Notes:**

The activity facilitator must know what he/she wants to evaluate and what the importance of outputs for further work in the group is.

**EVALUATION WITH A PALM**

- Topics:** Evaluation. Communication.
- Group size:** does not matter
- Time:** depends on the size of the group
- Complexity:** low
- Characteristics:** An interesting evaluation activity in graphic form.
- Objectives:**
- to evaluate the meeting, work in the group, or part of the programme
  - to get feedback in writing

**Aids and preparation:** paper of A4 format (preferably colour paper), pens/markers for all the participants

**Instructions:**

1. Hand out the sheets of paper to every participant and let them calk their palm and fingers.
2. The task is to write the opinion (evaluation) into each finger according to the following proposal:
  - Thumb* – what was beneficial to me
  - Pointer* – what I want to emphasize (positive or negative)
  - Middle finger* – what I did not like
  - Ring finger* – what I liked very much
  - Little finger* – what was redundant
3. Post the palms with opinions onto a wall board and leave them there for a longer time so that everyone can have a look at the evaluations.



**Variations:**

1. Instead of the evaluation aspects you can choose your own aspects (evaluation of accommodation, food, specific parts of the programme, each of the days, etc.)
2. If the group is small and there is open and confidential atmosphere you can read the evaluations aloud.
3. The evaluations do not have to be made anonymously. You can type the name on the paper.

**Notes:**

You do not have to dictate the participants what „finger“ has to contain what information. You can draw a pattern (an outline of the hand and evaluation aspects) on the flipchart paper and let their evaluation be more liberal.

In case of an anonymous evaluation you can develop a discussion depending on the evaluation and feedback from the participants.

**CIRCLES**

**Topics:** Evaluation. Communication. Cooperation.

**Group size:** minimum 6 people (preferably even number)

**Time:** 20 minutes

**Complexity:** medium

**Characteristics:** Evaluation focused on sharing the course, feelings, knowledge, and opportunities from the previous activities.

**Objectives:**

- to evaluate the level of the knowledge acquired in the previous activity or activities
- to share personal experience and objectives

**Aids and preparation:** a rope (optimal length of 30 metres), questions prepared on sheets of paper

**Instructions:**

1. The activity facilitator shall mark four big circles with the rope in the room: course, feelings, knowledge and opportunities. Each of the circles contains one question that relates to the previous activity or activities.
2. The participants move from one circle to another in pairs and share their answers to the questions.

*To make it clearer we can write the questions on a sheet of paper or on the floor with a chalk.*

Course: What happened?

Feelings: What did I feel?

Knowledge: What does it mean?

Opportunities: What shall be next?

**Variations:**

Participants may put down their answers and then introduce them to the others.

It is also possible to alternate the pairs.



**Notes:**

This activity is proposed to be included only if the group has certain experience with the evaluation, the participants know each other and have no problem with sharing them.  
This activity is a direct application of the Kolb's cycle.

**CARDS**

- Topics:** Evaluation. Communication.  
**Group size:** does not matter  
**Time:** depends on the size of the group  
**Complexity:** low  
**Characteristics:** A creative evaluation activity with dynamic course.  
**Objectives:** - to evaluate the course of the activity

**Aids and preparation:** a set of joker cards

**Instructions:**

When the previous activity of the programme is finished, each of the participants shall draw one or two cards from the pack of cards. The colour and value of the card shall decide on the opinion. The given card determines on what or whom the participant shall give his/her feedback:

*Red* – something positive

*Black* – something I did not like

*Ace up to number six* – something about an individual

*Number seven up to the King* – something about the group

*Joker* – comments on the group facilitator/trainer

**Notes:**

You can also use other cards than joker cards. In this case, however, adjust the evaluation to individual colours, characters, and card numbers. If necessary you can also change the content of the evaluation.

**GOAL**

- Topics:** Evaluation. Setting the objectives.  
**Group size:** does not matter  
**Time:** 20 – 30 minutes  
**Complexity:** medium  
**Characteristics:** An evaluation activity associated with reflection and the objectives set.  
**Objectives:** - to set the objectives in advance and evaluate achieving the objectives  
 - to think over and analyze own condition before and after the activity

**Aids and preparation:** a paper goal, paper balls and pens for all the participants

**Instructions:**

1. The activity facilitator shall place a large drawing of a paper goal onto the wall. He/she shall introduce the coming activity of the next programme (what is expected, what is going to be done, the objectives of the activity).
2. Prior to the activity, all the participants shall write down their personal objectives on the paper





- balls they would like to achieve in the course of activity.
3. Then, after a short reflection, they place them on the floor in front of the goal in such a distance which currently reflects their feelings how close they are to the objective (the goal represents the objective).
  4. When the activity is finished, the participants shall review the position of their ball. They move it closer to the goal or they find out they have scored (they have achieved their objective).
  5. The activity is followed by a group discussion regarding the changes of ball positions.

**Variations:**

In addition to the objectives we can evaluate processes taking place in the group by using this method. It can be applied even in the long-term feedback, whereas moving the balls is evaluated several times on an ongoing basis within a longer time period.

**Notes:**

The activity facilitator plays an important role in this activity. He/she must be able to choose an appropriate activity which can be measured and evaluated in this way. His/her task is to handle the analysis of the activity, as well.

**OPINIONS DEMONSTRATION**

- Topics:** Evaluation.
- Group size:** does not matter
- Time:** 15 minutes
- Complexity:** low
- Characteristics:** An activity focused on the evaluation without verbal expression.
- Objectives:**
- to evaluate the activity (the whole programme) by the position in the room
  - to observe evaluations of the others

**Aids and preparation:** any object (a book, a flower, a candle, etc.)

**Instruction:**

1. The activity facilitator puts an object selected into the middle of the room. This object represents a statement the facilitator says, e.g.: „We have cooperated in an effective way.“
2. The task of the participants is to stand in such a distance around the subject that corresponds to their degree of agreement with the statement (the closer the participant stands at the object the more he/she agrees with the statement).

**Variation:**

1. The participants shall not stand around the object themselves but they place there their personal object (a watch, a sweater, a ring, etc.).
2. We can combine spatial positions with a comment explaining the personal reasons depending on the composition and condition of the atmosphere in the group.
3. The participants can stand in a straight line (instead of objects) in the direction of a specified scale, the ends of which mean full approval and disapproval.

**Notes:**

The statements may be different, they may relate to the activity (process, feelings, objectives, etc.) but we can also evaluate the whole programme or various organisational aspects (satisfaction with the accommodation, food, trainers, the atmosphere in the group, etc.).



## SEVEN SENSES

- Topics:** Evaluation.
- Group size:** does not matter
- Time:** 20–25 minutes
- Complexity:** low
- Characteristics:** Evaluation in form of a personal reflection and sharing with the others.
- Objectives:** - to evaluate the activities based on perception by different senses

**Aids and preparation:** sheets of paper and pens for all the participants

### Instructions:

1. Encourage the participants to find a nice place and note the following:
  - 7 things they have seen
  - 6 things they have touched
  - 5 things they have heard
  - 4 things they have tasted
  - 3 things they have smelled
  - 2 things they have thought
  - 1 thing they have felt with their heart
2. Finally, all the participants meet and compare their notes (either in a circle or in case of a large group they walk around and share their assessments).

### Notes:

It is suitable to use the following activity when evaluating longer time periods (the programme of the day, the whole youth exchange, etc.).

## WAYS

- Topics:** Personal feedback.
- Group size:** does not matter
- Time:** depends on the objective (a day, a week, etc.)
- Complexity:** low
- Characteristics:** A visual evaluation activity to show the development of relationships in a group.
- Objectives:** - to express personal feedback  
- to show the development of relationships in the group

**Aids and preparation:** colour threads for embroidering in four colours, a pin for each participant, a card with the characteristics of colours, cork (polystyrene) wall boards, labels with the names of the participants.

### Instructions:

Affix the number of pins into a circle equal to number of people present. Mark each of them with a label with the name of each participant.

1. Explain the participants the meaning of individual threads, e.g.:
  - Green* – “I would like to know you better.”
  - Blue* – “I enjoyed the cooperation with you.”





*Red* – „I do not understand something between us.”

*Yellow* – „I am looking forward to our future cooperation on the project.”

2. All the participants can connect their pins with a pin of anybody else with a chosen colour. Gradually a colour net is created that reflects the development of relationships in the group. The participants can ask the selected person(s) for more information related to feedback.

**Notes:**

The best is to make such an evaluation on several consecutive days. You can change the colours and the evaluation statements and choose them according to your needs.







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