



TRAINING CURRICULA

ON INNOVATIVE TOOLS IN YOUTH WORK

CONTENT

Intro	3
Training Curricula 1 – Innovative Social Tools in Youth Work	4
• Day 1 – Intro to the Innovations	6
• Day 2 – Improv Theatre, Design Thinking	9
• Day 3 – Art of Hosting	14
• Day 4 – Learning Experience Design, Humor Techniques: Clowning	16
• Day 5 – Follow-up Preparation	19
• Day 6 – Evaluation and Closure	21
Training Curricula 2 – Innovative Digital Tools in Youth Work	22
• Day 1 – Intro to the Innovations	24
• Day 2 – Digital Storytelling	27
• Day 3 – Visualisation	30
• Day 4 – PhotoVoice	33
• Day 5 – Gamification	35
• Day 6 – Follow-up and closure	38

INTRO

Project FutureLabs was focused on bringing trends and innovations to youth work in Europe, because new tools are constantly needed in order to support youth's participation in society, active citizenship, critical thinking and social inclusion. Within the project, two training courses were realised to introduce selected innovative tools to youth workers, who afterwards tested these tools in their activities with youth and multiplied them among their colleagues. Their provided feedback was incorporated into this final Training Curricula.

This document contains curricula of both these trainings for youth workers with sessions and exercises introducing and practicing the following innovative tools:

- Art of Hosting
- Humor techniques
- Improv Theatre
- Design Thinking
- Learning Experience Design
- PhotoVoice
- Digital Storytelling
- Visualisation
- Gamification

You can use this Training Curricula in multiple ways:

- Use the whole curricula of one training for your own residential trainings for youth workers, teachers, social workers or educators
- Use sessions introducing the innovative tools to your colleagues
- Get inspired by various activities you can modify for your activities with young people, etc.

If you want to get more context about these any many other innovative tools in youth work, have a look on the FutureLabs eHandbook (other output of this project). This Curricula is also linked to videos introducing how the tools look like in practice, so you can easily imagine how the activities look like. All outputs and information about the project are on the website: futurelabs.humak.fi/future-labs.

Enjoy!

TRAINING CURRICULA 1

INNOVATIVE SOCIAL TOOLS IN YOUTH WORK

- **ART OF HOSTING**
- **HUMOR TECHNIQUES**
- **IMPROV THEATRE**
- **DESIGN THINKING**
- **LEARNING EXPERIENCE DESIGN**

ARRIVAL DAY

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
15'	Intro	<ul style="list-style-type: none"> - Presentation of the project - Presentation of the team 	Official Welcome, presentations	
45'	Small team building	<ul style="list-style-type: none"> - To "get rid" of logistics things right on the beginning (signatures, lists, etc) - To stimulate the participants to reflect on their competences and their contribution towards the training 	<p>A café style activity that can include different corners and some of the logistical aspects (signature lists, etc...) in a fun way.</p> <p>Each participant has a passport that they need to stamp in each station</p> <p>Stations:</p> <ol style="list-style-type: none"> 1 - Assessment of competences 2 - Signatures and contact list (including documentation for use of image) 3 - Open Badges presentation 4 - What I have to share 5 - Map of Europe (where are you from) 6 - Photo corner <p>Prepare the stations in advance:</p> <ol style="list-style-type: none"> 1 - Assessment of competences: First chose the competences you want to assess. Then glue a paper tape on the wall with a scale. Each participant will glue a post-it with their name on the tape, according to their own assessment. (Picture in attach of the assessment done by participants) 	<p>the Innovators Passport so participants can stamp in each station</p> <p>stamps</p>
60'	DINNER			
30'	Intro 2	<ul style="list-style-type: none"> - Get to know each others names - Introduce main training logistics 	<ul style="list-style-type: none"> - Review of the previous exercise and what happened in each station (reflection). - Name game - Presentation of the main logistic guidelines 	Flipchart, markers
60'	Informal time	<ul style="list-style-type: none"> - To stimulate conversation and getting to know each other - To allow an informal time for relax and conversations 	<p>Each participant takes 3 post its. Then by talking with other people, each participant needs to discover 2 interesting things from other 3 people and write them down.</p> <p>- We will use the post-its later on the training</p>	<p>Post-its Pens</p> <p>If possible to have some drink and snacks to have a toast of welcome.</p>

YOUR NOTES:

DAY 1 - INTRO TO THE INNOVATIONS

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
15'	Check-in	Check the energy of the group to start the day		
10'	Name Game	An exercise to help participants recall the names	Name game: Western Matrix	
15'	Interactive Presentation of the week	To introduce the training	Presenting the different methodologies that will be tackled during the week and showing a visual program (journey map) on the wall. present program parts to each other + Q&A about the week	Presentation of the programme
20'	Expectations exercise	To find out participants' individual learning goals and how they match the training For the participants to reflect on their learning goals for the training	Participants are invited to create their own learning diary (online, offline, using artistic materials...) some examples are shown. In the end they are invited to write their learning goals with empowering sentences and share a short resume with the group (post its in flip chart)	Diaries Artistic materials Pens Post its Flipchart
30'	BREAK			
10'	Briefing	To create an immersive environment with role-playing by the trainers	<p>All participants come into the room and seat. On the screen it is project a slide with words: Innovators Mission Impossible. On the second slide it says: "Look under your chairs". Envelopes with the mission will be glued under each chair.</p> <p><u>Mission Impossible message in the envelope:</u> Dear participant, Welcome to Mission Impossible, you have 10 tasks to do in 45 minutes. During all the time you will be watched by 2 secret agents so you cannot cheat, you cannot talk to them asking for help. It is you in a group facing the time. Will you do it? The first task How quickly can you pass around the ball in this group? The only rule of the game is that everyone in the group has to touch the ball at least once. The second task By the end of the session the whole group should be able to say the following sentence in as many languages as possible. "I am here to learn" and write it on one flipchart The third task Take a picture with people forming the words "Mission Z", using their own bodies to make each letter The fourth task Prepare a short song about this training with choreography The fifth task Perform the song for everyone after finishing all the other tasks The sixth task Make a post on your instagram/ facebook/ snapchat/twitter about this training, using the hashtags: #onelastchancetraining #missionz #conflictresolutiontraining The seventh task Count and write down on how many Erasmus projects have you been involved in total (as a whole group) The eighth task Count the triangles in the picture (SEE BELOW) The ninth task Make a birthday's list of all people in the group. Tenth task Take a group picture with all participants, trainers, organisers</p>	Tape Envelopes with the missions Beamer Slides with instructions
45'	Innovators Mission	Team building	The participants have 45 minutes to perform the given milion	Slides with instructions

	Impossible		During this period a clock will be project and the music of Mission Impossible movie will be playing Stop Watch: http://www.online-stopwatch.com/countdown/	Beamer Soundtrack of Mission Impossible Speakers and laptop
35'	Debriefing	In a circle, participants reflect on what were the outcomes and process of the previous exercise.	Debriefing questions: - How was the mission? - What happened? - How did the group perform? - Was everybody involved?	Flipchart Markers
30'	Group Rules Agreement	The purpose of this exercise is to allow participants to state guidelines to follow as a group so there's a good environment during the training and everybody respect the venue and each other.	Can the participants give any recommendations for their future work together? The facilitator puts some flipchart papers on the floor and the participants fill in with suggestions. In the end all agree on it and sign.	Flipchart Markers
120'	LUNCH	To facilitate conversations with different people	Animated lunch with talking cards that prompt pax to present themselves more during the meal, in small groups. Leave the papers on the lunch table facing down. Before lunch tell to the group that whenever they feel like they can turn each paper, read the question, and each person can answer it.	Print out and cut pieces of papers with questions.
20'	Interactive presentation about Innovation	To clarify the terminology and introduce the topic of the training	Powerpoint with info about the different kinds of innovation and the importance of mainstreaming. 1. Buzz Groups on the question "What is innovation" 2. Collecting ideas in a flipchart and clustering to explain the concept of innovation 3. Slide on the process that leads creativity towards innovative results	Flipchart Markers Slide
10'	Examples of Innovation in Youth Work	To clarify the terminology and introduce the topic of the training	Show cases of innovation in youth work from around the globe (digital, social marketing, etc) Cases 1. Lifefaker.com 2. Action bound 3. Guerrilla marketing "young homeless"	
30'	Creativity and Innovation applied to YW	To clarify the terminology and introduce the topic of the training	Small groups discussion about "What's needed for youth work to be a more innovative sector?" "What do Youth Workers need to be more Innovative?" Plenary sharing.	
25'	The Innovators Exhibition - Setup	To stimulate the creativity of the participants for presentation of tools and organisation.	The participants will prepare their stands for the market. Before the training the participants will receive info for preparing in advance for this market and bring the material needed pre-made. The participants need to create: a flipchart, leaflets, anything that can present in a visual way the tool or resource that they will present, a well a brief description of the tool/ resource and other material that may help to promote it. They would do the same for their organisations.	Flipchart Markers Bostik Paper Tape Paper Scissors Tables
5'	The Innovators Exhibition - Start	To stimulate active participation	Exactly like a market, people will wonder around seeing the stands and products. The trainers should support to create a real exhibition environment, by being the Master of Ceremony, being waiters serving food and drinks, etc	

			Each participant will receive 3 business cards. During the exhibition they move around to get to know the other organisations and tools. Each time they like one they can give their business cards so they can keep in contact and learn more after the training.	
30'	BREAK		It is done during the exhibition Classical music playing and coffee break served by waiters (team)	White shirts, vest and bow per team member
45'	The Innovators Exhibition - Continuation	To present tools and organisations To stimulate cooperation and networking	Exactly like a market, people will wonder around seeing the stands and products. The trainers should support to create a real exhibition environment, by being the Master of Ceremony, being waiters serving food and drinks, etc	
15'	Exhibition closure	To reflect on the previous experience To reach a conclusion of the innovative methods, tools and organisations	Brief conclusion on what were the "products" and why they are innovative. Some questions for debriefing: - Which innovative products did you saw and why they are innovative?	
30'	Daily Reflection		A relaxing environment will be created for pax to reflect and write/draw while doing their reflection with music, dim light, pillows, etc... (every day can have a different kick-off (10min) : a small meditation to begin, short buzz groups, a massage, a triggering question, a diagram, etc) afterwards participants use this reflection time, until dinner, autonomously.	
30'	Free Time		The participants can use this time to claim their badges	
60'	DINNER			
30'	Cultural Identity Night prep		Official Opening of the activity	
90'	Cultural Identity Night	Getting to know each other, team building	No individual presentations. Only moving around and sharing freely or in exchange of something	

YOUR NOTES:

DAY 2 – IMPROV THEATRE, DESIGN THINKING

Tutorial videos:

Improv: <http://futurelabs.humak.fi/tutorial-videos/humour-techniques/>

Design Thinking: <http://futurelabs.humak.fi/tutorial-videos/design-thinking/>

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
10'	Check-in	<ul style="list-style-type: none"> - To support emotionally the participants and check their energy - Connect the present day with the previous one 	<p>An exercise to check the energy of the group to start the day and presentation of the program of the day</p> <ol style="list-style-type: none"> 1) Ask the group how they feel 2) Project a video with the pictures from last day 3) Reinforce the claim of Open Badges 4) Present the program of the day 	
20'	Warm-up exercises	<ul style="list-style-type: none"> - to get familiar with various simple improv techniques 	<p>We start immediately with these exercises after a short presentation of the daily program (on the day before, inform participants to bring comfortable clothes.)</p> <p>A Well Balanced Raft – Warm-up exercise to work on self-awareness and group awareness.</p> <p>Participants are told the whole floor of the room is one raft. As a group they need to keep it balanced and make sure there is not more weight in one side then in the other side. The group will move around until a balance is reached. After that, tell participants that they are all nervous because of the balance of the raft and therefore they need to move all the time, while still keeping the balance.</p> <p>Zombie Attack – Warm-up exercise to work on group awareness, concentration and fast reaction.</p> <p>The raft eventually sunk and one person died (elect one person and tell him/her he should die a slow death) but not all is lost because this person will come back as a zombie (tell the person to stand up again as a zombie). Now this person will walk around and try to catch other people. If a zombie catches anyone, he/she becomes a zombie too (and therefore act as if dying a slow death and then raise as a zombie and try to catch other humans). Neither the zombies neither the living humans can run, however, if a zombie is approaching someone that person can save her/himself by saying the name of any other human. That human becomes then the zombie (while the original zombie becomes a normal human, for some reason we can't really explain ☺). The game goes on until there is only one human left, who will surely succumb to a severe zombie attack.</p> <p>Freeze – Warm-up exercise to work on self-awareness and fast reaction.</p>	

			Back to normal life in the raft, ask participants to walk around keeping the raft balanced by making sure everyone is well distributed on the space at all times, as before. Time to time, scream "Freeze". On that order, everyone should stand still and look around paying attention to those close to them and those who are far away. Say, "Go" to get the group walking around again. Repeat several times.	
60'	Humor Techniques - Improv I	- to get familiar with various simple improv techniques	<p>Beginners Improv group exercises</p> <p>Embodied imagination Do it – Exercise to develop imagination and physical expression. Follow the same steps as the exercise before (Freeze), but after saying "freeze" give the group an action they should do once you say "Go" again. Possible actions are: washing the dishes, falling in love, going to toilet, falling a sleep, etc. In the beginning you can propose actions that participants can preform by themselves (like washing dishes) but as you go you can propose actions that lead to a bigger level of interaction between them and enables the group to start to create stories together like: being in a bar, or in a cemetery, or in a plane. If needed remind participants that they can think of different situations or take up on different roles. For example: you can easily mime with your hand that you are washing a plate when someone tells you to wash the dishes. But if you think further you can also: break a plate, fight with a really tuff stain, dance while washing or simply open the washing machine. The idea is to look for the story inside the story.</p> <p>Verbal fluidity Passing words around – Exercise to reduce inner-censorship and increase speed and confidence in our own reactions. In a circle tell a random word to the person on your side. That person should then think fast of another word that comes to mind when hearing this first one and pass it to the person next to him/her. That person will do the same and so it goes around the circle. You can continuously start new "strings" of words, ensuring that after a while, everyone is in a steady rhythm of hearing a word and telling another word to the next person with almost no waiting time. A string of words can be "white – snow – cold – fridge – beer – drunk – violent – storm – black – witch - ..."</p> <p>Making New Proverbs – Exercise to practice collaboration and creating sentences together. In small groups of 5 or 6, use the same principle as in the exercise before to create proverbs collaboratively. One person starts by saying one word and one by one everyone will complete the proverb with the next word. It's over when the group decides that the proverb is complete. A new proverb can be: "When-rain-falls-hard-no-man-goes-mad." Once one proverb is finished the next person can start a new proverb.</p> <p>1st Debriefing Sit in a circle with the group and ask participants to share their feelings during the exercises. Relate the groups' findings and insights with the practice of Improv Theatre and explain its main principle: "Yes, and..." as well as the importance of improvisers establishing together the main dimensions of the scene/story they are creating - Who are we? Where are we? What are we doing? - in the beginning of a scene. The next</p>	

			exercise will help participants understand these principles in practice.	
30'	BREAK			
30'	Humor Techniques - Improv II	<ul style="list-style-type: none"> - to get familiar with various simple improv techniques - to understand how to use these to support young people 	<p>Continuation of improv exercises</p> <p>Setting scene basics Freeze – Exercise to increase awareness, foster risk-taking and improve the capacity to start scenes together. The group sits (or stands) in a circle and two persons (A and B) start a scene from a random word given by anyone. The facilitator will say freeze when the main aspects of the scene are clear. Improvisers A and B will freeze the action by standing still in their positions, like statues. A new person (C) from the circle goes them to the centre and taps one of the improvisers on the shoulder (let's say he tapped on the shoulder of Improviser B). B will leave the scene and C takes his exact position and starts a completely new scene inspired by the body positions that were "inherited" from the scene before. In this case, A and C will start a new scene. The improviser that joins the scene should be the one kicking off the new story until both have created the main dimensions: Who are we, Where are we, What are we doing. Then the facilitator will say freeze again and a new person will substitute one of the improvisers, starting a new scene again. The facilitator can also say freeze even if the improvisers didn't manage to develop a coherent scene beginning, it's important that there is a bit of rhythm and that all participants can be in the centre at least once.</p> <p>A dubbed soap opera – Exercise to develop collaborative storytelling skills In teams of 4, participants are invited to make a dubbed soap opera. The public proposes the title of the soap opera and that's the inspiration for the team to start. Two improvisers are acting out the scene without talking (but moving the lips as if they were) while the other two are out of the scene but making the characters voices. Every one is improvising and should act as one team together to make the best scene possible.</p> <p>2nd Debriefing 1. Explore with participants the feelings and findings brought by the last exercises. Relate their experience with important Improv skills such as active listening, not being afraid of making mistakes, reacting honestly, pausing, accepting your partner proposals, etc. 2. In buzz groups ask participants to discuss how can these exercises be used to develop life skills in young people. 3. Ask participants to share some of the conclusions from the buzz groups in the big group. 4. Present a short summary of Improv history and how it relates to a participatory approach to theatre.</p>	
15'	Transference to my reality		Individual time to write down the exercises and think on how they can be used in my daily YW	
30'	Group sharing about the individual reflections		Participants are invited to express which exercise and how will they use.	
15'	Improv Closure		Closure by trainer	

			Final Q&A	
120'	LUNCH			
10'	Design Thinking presentation	- To introduce Design Thinking as methodology to be used in Youth Work	The trainer will present the concept of Design Thinking and how it is adapted to different methodologies and backgrounds. The one that we will use is based on 6 steps. More information can be shared with documentation before or after the training. e.g. How Design thinking is based on changing from Ego to Eco	<ul style="list-style-type: none"> • Flipcharts • Markers
80'	Design Thinking I practice	To allow participants to practice Design Thinking methodology To learn by doing the first 4 steps of this approach of Design Thinking	<p>In small groups the participants will learn and practice in real time one of Design Thinking approaches. At this session we will cover 4 stages. The topic to work with will be Youth Work. This approach of Design Thinking will be centred in 4 of 6 stages: Problem/ Challenge; Insights and Needs; Persona; Ideas; Prototype; Feedback. Each stage is done in 20 minutes.</p> <p>- To explain one step and allow the participants to work on it, based on the topic of Youth Work - Reflect upon the conclusion of each step</p>	<ul style="list-style-type: none"> • Flipchart in each table with the 6 steps • Post-its, markers and pens in each table
30'	BREAK			
40'	Design Thinking II	To allow participants to practice Design Thinking methodology To learn by doing the last 2 steps of this approach of Design Thinking	<p>Continuation of the previous exercise. On this session the participants will work on the last 2 stages: Prototype and Feedback</p> <p>Each stage will be done in 20 minutes. On the first stage the team build a prototype of their idea. On the second stage they present their prototype and get feedback from the other teams.</p> <p>- To explain one step and allow the participants to work on it, based on the topic of Youth Work - Reflect upon the conclusion of each step</p>	<ul style="list-style-type: none"> • Play doh • Lego • Papers • Pen • Markers • Scissors • Diverse material which can be used to develop the prototype
20'	Design Thinking conclusion	To reflect on the methodology and connect it's use within Youth Work To share ideas on the transferability of this method to Youth Work	To gather the main conclusions of the exercise and this method and how it can be further used in Youth Work. Debrief about the learning experience and clarify any last questions.	<ul style="list-style-type: none"> • Flipchart • Markers
30'	Daily Reflection	To allow time and space to reflect on the learning outcomes	<p>A relaxing environment will be created for pax to reflect and write/draw while doing their reflection with music, dim light, pillows, etc... (every day can have a different kick-off (10min) : a small meditation to begin, short buzz groups, a massage, a triggering question, a diagram, etc) afterwards participants use this reflection time, until dinner, autonomously.</p> <p>1) Put a calm music 2) Guide the participants to relax and find their space</p>	<ul style="list-style-type: none"> • Dixit cards • Sound system with calm music
30'	Free Time		The participants can use this time to claim their badges	
120'	DINNER			
120'	Free Time		Optional board games	

YOUR NOTES:

DAY 3 - ART OF HOSTING

Tutorial videos: <http://futurelabs.humak.fi/tutorial-videos/art-of-hosting/>

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
10'	Check-in	<ul style="list-style-type: none"> - To support emotionally the participants and check their energy - Connect the present day with the previous one 	An exercise to check the energy of the group to start the day and presentation of the program of the day 1) Ask the group how they feel 2) Project a video with the pictures from last day 3) Reinforce the claim of Open Badges 4) Present the program of the day	
10'	Art of Hosting I	To introduce the tool	Short presentation about the topic	
50'	Using the Art of Hosting	To experience the method	1. Inviting everyone to take an object from the room that symbolises their wishes for the groups' learning process. Sitting in a circle everyone can explain their wish and place their object in the middle (you can establish that middle with a circle of or a spiral drowned on the ground. Establishing a council with its rules and principles (see hand-out about the Way of Council) 2. Hold with the group a conversation about why is Youth Participation important. 3. Introduce the concept of World Café and debate further the topic in small groups. Each table can have a relevant sub-topic like: What do young people need in order to participate? How can youth workers create more opportunities for young people to participate? What obstacles to participation are there?	Random objects Flipcharts Markers
30'	BREAK			
40'	Art of Hosting II	To understand properly the tool and learn how to facilitate using the Art of Hosting	4. Back in the circle ask participants (that were the table reporters on the last call to recall the main conclusions from each table) 5. Debrief the World Café and the Way of Council as tools (Did it support the conversation? Can it be used in your daily youth work?) 6. Present the concept(s) behind the Art of Hosting by spreading written information about the tools and the principles behind the AoH approach and share a video about the topic. 7. Buzz groups on how can we use the At of Hosting in Youth Work.	Presentation Video – notebook, beamer...
10'	Individual time	Reflection focused on participants' practice		
20'	Transference to my reality	Plenary to share the individual reflections and uses of the approach		
10'	Art of Hosting Closure	To close the topic	Closure by trainer Final Q&A	
30'	Mid term evaluation	To evaluate how the training goes so far	Two mailboxes: one for feelings with dixit cards and one for things to keep and things to change	
120'	LUNCH			
240'	Free Time			
30'	DINNER			

YOUR NOTES:

DAY 4 - LEARNING EXPERIENCE DESIGN, HUMOR TECHNIQUES: CLOWNING

Tutorial videos:

Clowning: <http://futurelabs.humak.fi/tutorial-videos/clowning/>

Learning Experience Design: <http://futurelabs.humak.fi/tutorial-videos/learning-experience-design/>

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
10'	Check-in	<ul style="list-style-type: none"> - To support emotionally the participants and check their energy - Connect the present day with the previous one 	<p>An exercise to check the energy of the group to start the day and presentation of the program of the day</p> <ol style="list-style-type: none"> 1) Ask the group how they feel 2) Project a video with the pictures from last day 3) Reinforce the claim of Open Badges 4) Present the program of the day 	
30'	Experiencing	Pax are invited to explore an engaging learning environment	<ol style="list-style-type: none"> 1. Create different little spaces and invite participants to use these spaces in groups of 3. Each space should prompt a reflection about their own educational design practices and patterns. The spaces created during this TC were: <ol style="list-style-type: none"> a. Intimacy: A hidden bed where participants were invited to discuss how intimate do they promote that people get in the activities they prepare: Do you ask them to touch each other? To share deep emotions? To share personal stuff? Do you create emotional moments? b. Freedom: A video that showed a young person that doesn't go to school (TED Talk on unschooling) and the following questions: When you design an activity how much freedom do you give people to learn? Do you plan different learning options participants can choose from? Did you ever prepared sessions with no structure at all? Do you trust participants will learn during unstructured time? c. Space: Show pictures of different learning spaces and prompt the questions: How do you prepare a learning space? Do you change the setting frequently? Do you decorate? Did you ever transform the space into a fantasy world? How? d. Comfort Zone: Make a hidden corner with a bottle on the floor as in the Truth or Dare game. Prompt the questions: How much do you challenge your participants? Do you like to make uncomfortable questions? Do you prefer to get people out of their comfort zone or do you prefer not to take risks? e. Physicality: Make a space (possibly outside) with a ball available, and prompt participants to pass the ball around (or invent any other game) while they reflect & talk about: How much you allow participants to use their bodies during the learning process? Are they mostly sitting in your sessions, or moving around? 	

			f. Conceptual/practical learning: Prepare a little space where participants can learn something through theory or through practice. In this TC we prepared a space outside with circus materials (juggling objects) the questions to reflect upon while learning this technique where: How is the balance between theory and practice in your sessions? Do people get participants to put in practice what they are learning?	
15'	Debriefing the previous experience		After the participants have travelled through all the stations hold a discussion about the insights they might have had or the patterns they found in their on behaviour as educational designers.	
15'	Learning Experience Design I	Intro to the topic (PPP)	Powerpoint presentation about the relevance of Learning Experience Design in Youth Work.	
30'	First steps into designing a learning experience	- to understand properly how the designing work step by step	<p>In small teams of 4 or 5 invite participants to design a common learning space that will hold different “corners”. Each corner developed by one of the groups. This design process will be done step-by-step:</p> <p>Step 1: The topic to be explored in that whole space is taken randomly from a pile of possible topics, by one of the participants. Once the topic is chosen each group can separately brainstorm subtopics within that main issue (eg: if the main topic chosen is Human Rights, each group can brainstorm small aspects that can be explored when learning about human rights such as: freedom of speech, torture, laws, conventions, etc.). The brainstorm of each group should be recorded in a piece of paper.</p> <p>Step 2: After choosing the main topic and exploring possible sub topics, inform participants that a theme for the space will also be chosen. Themes can set a creative scenario that prompt new ways of designing a learning space (examples of themes are: a factory, a museum, a fun fair, a planet, etc.) Once the theme is chosen randomly, from a pile of possible themes, by one of the participants, the groups can now brainstorm about characteristics of that space (in this case the theme chosen was “museum” so participants brainstormed about aspects and objects present in museums such as: silence, guards, art, old pieces, patrimony, fire exits, etc.) The brainstorm of each group should be recorded in a piece of paper.</p>	
20'	BREAK			
30'	Learning Experience Design II	- to understand properly how the designing work step by step	Step 3: Randomly give each group a paper with an indication of what the space they will design should stimulate (eg. a space to debate, a space to reflect, a space to find new information, etc.) Now each group will design their part of the space (in this case a part of the Museum of Human Rights). Give enough time for participants to come up with a learning space and to make a small 3d representation of it. Make available enough materials for it: paper, glue, scissors, cardboard, modelling clay, etc.	
15'	Participants shortly prepare a presentation for others	- to understand properly how the designing work step by step	Step 4: Invite participants to bring their 3D representations to the main table where the full museum will be represented. Groups should place their prototypes in the table and present their ideas to each other.	
15'	Writing how to use it in my reality	- to understand properly how the designing work step by step	Debrief the full process focusing specially on the added value of such a design process compared with their conventional ways of designing educational activities. Collect lessons learned.	
30'	Final plenary	Sharing ideas on how to use it and final wrap up		

120'	LUNCH			
20'	Who is a clown?	Introduction to clown and clown history Create a background and theory for the following exercises	Different pictures are presented in a powerpoint presentation. Participants need to select those ones that they consider that are a clown and why. The trainer will debrief about who is a clown or not and why. Present the powerpoint. 1) ask which one of the figures are clowns.	Powerpoint presentation Projector Laptop Speakers
70'	Clown discovery exercises	To discover the art of clown To understand different concept of clown	Different exercises that makes the participants discover the art of clown and their inner clown 1) Warm up with facial and body expressions 2) Walk around and stretching	Clown nose (one for participant) Music (calm, party and circus) Sound system
30'	BREAK			
30'	Humor Techniques - Clown II	To reflect on what is a clown and its importance See clown acts to better understand it	Getting back to clown, reflect and present clown videos. 1) Free walking as clowns 2) Invisible shopping - In couples participants walk in a "supermarket" and do shopping, but without objects. Everything using the imagination only Patch Adams video: https://www.youtube.com/watch?v=byPJ22JDFjl Slava video: https://www.youtube.com/watch?v=nfy2_KEe9K8	Project Laptop Speakers
30'	Clown in Youth Work and debriefing	To reflect on the use of clown in Youth Work To share common ideas	Exercise of brainstorming with a clown mindset on how to use it in Youth Work 10 minutes to write individually how they can use this method Make final conclusions and share comments on what the participants developed, what were the learning outcomes and how they can apply it in Youth Work	Flipchart with 3 columns: "What you develop"; "Learning Outcomes"; Apply in Youth Work"
30'	Daily Reflection		A relaxing environment will be created for pax to reflect and write/draw while doing their reflection with music, dim light, pillows, etc... (every day can have a different kick-off (10min) : a small meditation to begin, short buzz groups, a massage, a triggering question, a diagram, etc) afterwards participants use this reflection time, until dinner, autonomously.	
30'	Free Time		The participants can use this time to claim their badges	
60'	DINNER			
90'	Guess my passion		Team game of guessing each others hobbies and passions	

YOUR NOTES:

DAY 5 - FOLLOW-UP PREPARATION

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
10'	Check-in	<ul style="list-style-type: none"> - To support emotionally the participants and check their energy - Connect the present day with the previous one 	An exercise to check the energy of the group to start the day and presentation of the program of the day 1) Ask the group how they feel 2) Project a video with the pictures from last day 3) Reinforce the claim of Open Badges 4) Present the program of the day	
15'	Practical Ways to Implement the tools with Young People	- to prepare the practical testing by the participants	Intro to the follow-up part of the project + Q&A	
30'	The tools in practice	- to prepare the practical testing by the participants	Presentation of a few ideas on how to implement the methods directly with YP (Pax, in buzz groups - are invited to list other ways to use the tools during this presentation) Make Handout with the list of methods learned and suggestions of its use.	
20'	Seeing more possibilities	- to prepare the practical testing by the participants	Pax will, on-by-one, add post-its to the board of tools with ideas of other uses they can see for that tool	
15'	Time to choose	- to prepare the practical testing by the participants	Pax take individual time to look at the board and think of realistic ways to implement one or more of the tools back home. Trainers are available for consultancy - Including during the comfort break Intro to the Handout "Follow-up Plan"	
30'	BREAK			
15'	What challenges does this task bring	- to prepare the practical testing by the participants	Pax, in pairs, think of their main challenges when planing/facilitating a session	
60'	Facilitation and Multiplier Techniques	- to prepare the practical testing by the participants	According to participants requests a session will be delivered on "How to plan a session - practical tips" A few tips and tools will be prepared beforehand	
15'	Final debriefing			
120'	LUNCH			
10'	Follow-Up Dissemination Planning Presentation	To allow the participants to engage in follow-up planning, so they can act as multipliers	The trainer will present some ideas of possible follow-up activities and empower the participants to establish a plan of action with those or other activities. Some of the possible activities: workshop, presentation, article, video, open day, etc. 1) The trainer introduces a bit of Erasmus + and the importance of having multipliers events and dissemination 2) The trainer gives examples of follow-up activities implemented in other projects such as: half-day workshops, article in a blog, video, presentation in powerpoint, informal discussion with friends and colleagues, etc.	
50'	Action Plan	To provide time and space for the participants to make a specific plan of action on what they will implement after the training.	The trainer will present the main features of an action plan: What (description of the activity), Who (who are the facilitators), When (dates of the activity), Where (venue of the activity), With (support organisations or people), Whom (target group). After the presentation of the trainer the participants will work on their action plan. They	Flipchart with the following columns written: What; Who; When;

			<p>should work inside their national team but they are free to move around and support other groups.</p> <p>The trainer explains to the participants that they will need to create their own action plan of they will implement after the training, at local level.</p> <p>The trainer explains the different columns written on the flipchart, which will be the things that they need to define.</p>	Where; With Whom. Markers Paper Pens
30'	Visualization	To support the feeling of achievement and empower participants to implement their local activities and to have a clear vision on what needs to be done until the implementation of the activity.	<p>Guided meditation in timeline, to start by achieving the activity and then moving back step by step on what was needed to be done.</p> <p>1) The trainer explains to the participants how the exercise will work: the participants will form pairs, and one person will be guiding the other.</p> <p>2) One of the persons closes the eyes and image that it's on the time period where the activity as been implemented. Then the other person guides by making questions like: How do you feel now? With whom you are? Where are you?</p>	Calm Music (laptop or phone with speakers)
30'	BREAK			
60'	Presentation of the Action Plans	To present the action plans To assign support people to each other.	<p>Each national group will present their action plans and gather feedback.</p> <p>We can assign on trainer or team member to each group to support and assist in the follow-up, after the training.</p> <p>Buddies - Little helpers that will support after the training</p> <p>1) Ask participants to share in the big group their plans, so the trainer can write on the flipchart and all can see it.</p> <p>2) If needed, the trainers can assign themselves in supporting the participants on the follow-up activities, after the end of the training</p>	Flipchart with the following columns written: What; Who; When; Where; With Whom. Markers
30'	Daily Reflection		A relaxing environment will be created for pax to reflect and write/draw while doing their reflection with music, dim light, pillows, etc... (every day can have a different kick-off (10min) : a small meditation to begin, short buzz groups, a massage, a triggering question, a diagram, etc) afterwards participants use this reflection time, until dinner, autonomously.	
30'	Free Time		The participants can use this time to claim their badges	
60'	DINNER			
60'	Free Time			

YOUR NOTES:

DAY 6 - EVALUATION, CLOSURE, DEPARTURE

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
10'	Check-in	<ul style="list-style-type: none"> - To support emotionally the participants and check their energy - Connect the present day with the previous one 	An exercise to check the energy of the group to start the day and presentation of the program of the day 1) Ask the group how they feel 2) Project a video with the pictures from last day 3) Reinforce the claim of Open Badges 4) Present the program of the day	
80'	Self-Assessment	To reflect on the learning process To allow participants to talk between them and support each other	Time for participants to reflect and assess their learning outcomes. Walk the talk. In pairs participants walk together and remember to each other all the sessions of the training, and talk about what they learn and take with them. Ask the participants to make a circle. Tell them that the most important now it will be to reflect on their learning process. Than in pairs, the participants can walk around on the venue, and discuss with each other what they have learnt, what were the outcomes and what they will take with them.	
30'	BREAK			
60'	Evaluation	To evaluate the training process and reflect on the achievements	Different exercises to evaluate the training (methods, trainers, logistics, etc.) An online form would be good so the participants can fill in and we can have clear data to reflect. This part is up to you to define accordingly to the way you prefer to evaluate training. You can do it with online forms, with movement exercises, with self-reflection, talks in small groups,	Flipcharts Post-its Markers Pens
30'	Final conclusions	To provide space and time for final comments.	Debriefing and farewell exercise The trainers asks the participants for final words and anything that they would like to express regarding the training and the group.	
60'	LUNCH			
	Departure			

YOUR NOTES:

TRAINING CURRICULA 2

INNOVATIVE DIGITAL TOOLS IN YOUTH WORK

- **DIGITAL STORYTELLING**
 - **VISUALISATION**
 - **GAMIFICATION**
 - **PHOTO VOICE**

ARRIVAL DAY

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
10'	Welcome evening	To welcome participants	<ol style="list-style-type: none"> 1. Informal welcome- 40-50 minutes minutes of informal get to know each other 2. Logistics- about the monastery- very short Lucie 3. Shortly Future Labs- TC part of a bigger project, this TC is 2nd training- more tomorrow 	
10'	Name introduction	To get familiar with each others' names	<ol style="list-style-type: none"> 1. Round of names, where we come from 2. Standing up, names and simple movement (one person says their name, then everyone repeat) 3. Standing up, names and the gesture (one person says their name, then everyone repeat with the gesture) 	
30'	World Map	To get to know each other	<p>Facilitator asks people to put themselves in the room according the place where they come from. then check with them their country. No mistakes, it's free interpretation of the geographic map!</p> <ul style="list-style-type: none"> - Where are you from - Last place you visited besides CZ R and your country (topic: an amazing challenge) - A place where you love to go but never been (topic: your hero) - A place where a familiar or friend lives (topic: the first time you faced or did something new..) - Where you could live or like to move if you could (Embarrassing thing that happened) <p>Then ask the last place they visited and check the position on the human map- then ask participants to compose griups of 4 people- sitting on the floor and talking in 3 minutes of a topic ("An amazing challenge") at the end asks 1 person per group to tell the adventure of another in the group.</p>	
2'	Timetable note		Remember the timings- breakfast and 1st session	
5'	Good night energy	To close the day	Passing ball of kindness and positive energy saying some words of thank you or nice to meet you	

YOUR NOTES:

DAY 1 - INTRO TO THE INNOVATIONS

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
40'	Getting to know each other	To welcome participants in the training environment and start the process of getting to know each other. To allow everyone to present themselves and why they are here.	1. Official welcome 2. Logistics info 3. Name game with balls (throwing the ball and saying the name) 4. Presentations - round of names, why are we here? Participants+ Team (and our role) THEME OF THE MORNING IS: CONNECTION	flipchart: bubbles for names + questions: name, country, why are we here balls for name game
30'	5 BOARDING STATIONS	To allow participants in an easy going way and gamified way to 'board' in the training by completing few tasks To measure participants competences by self-assessment To allow participants express their expectations, contributions and worries towards the training	Present the 5 stations and the player board (after every station, move level up) 1. Where are you from? Draw a post-card from your home place and prepare a name tag 2. Express your expectations, contributions, fears 3. Documents: Signature list + GDPR for filming 4. What is your daily work like? write your daily office tasks with short description and your name 5. Self- assessment of your competences: digital tools, digital storytelling, visualisation, photo voice, gamification, english, erasmus plus, Give 30 minutes complete them and celebrate the moments Making a 'player board' to count the progress	big flipchart post-its pens colourful papers balloons
20'	Interactive Presentation of the week	To build an understanding about the project and the program of the training	Presenting briefly the project - infographic Present program Q&A	visualisation of program visualisation of the project
30'	BREAK		During the break, empty the training room to prepare for the Mission Impossible - prepare change the clothes - black clothes plus glasses - put missions envelopes under the chair - presentation, music	
5'	Briefing	To let participants immerse into the team building experience	All participants come into the room and seat. On the screen it is project a slide with words: Innovators Mission Impossible. On the second slide it says: "Look under your chairs". Envelopes with the mission will be under each chair. Trainers play role of the secret agents When participants enter the room, project the slides with 'Mission Impossible Music'	projector music black clothes - facilitators presentation
45'	Mission Impossible	To build the group letting participants discover the group roles and dynamics	Let participants in a self-managed way complete all missions Use the countdown	
20'	Debriefing	To debrief on the experience, to reflect on the group building process and its dynamics	In a circle participants reflect on what were the outcomes and process of the previous exercise. Checking the missions one by one Trainers get out the roles Debriefing questions: - How was the mission?	

			<ul style="list-style-type: none"> - What happened? - How did the group perform? - Was everybody involved? 	
20'	Group Rules Agreement	To establish the group agreement and common understanding how we want to learn and be together for this training days	Building common rules around our learning and participation in this training Present to participants idea of having a common agreement and ask for suggestions and recommendations. Categories to cover: <ul style="list-style-type: none"> - communication - relationships - space - learnings - other Final contract is agreed by everyone Examples <ul style="list-style-type: none"> - learning is our concern but is your responsibility - no cups in the room - silence in the corridor- where we have rooms 	flipchart template post-its pens
10'	LUNCH			
30'	Interactive presentation about Innovation and digitalisation	To build common understanding about what is innovation and digitalisation, what are the examples in different areas of our life and in educational sector and youth work	Powerpoint with info about the different kinds of innovation and digitalisation	Presentation canva
60'	Group work discussion	To discuss and work together in small groups and prepare presentation using canva.com on few different topics	Small groups discussion about: <ol style="list-style-type: none"> 1. What's needed for youth work to be a more innovative and digitalised sector? 2. Find the most amazing examples of innovation in youth work and innovation from countries where you come from 3. What are or could be the obstacles, difficulties for innovation and digitalisation in youth sector? 4. The innovative objects /products that most made a revolution in your life (explain also why) Possible to make an infographic?? canva, piktochart	Laptops, tablet projector
30'	BREAK			
5'	The Innovators Exhibition - Start		Inviting for the exhibition and presenting the rules <ul style="list-style-type: none"> - 5 minutes per group - small Q&A after The trainers should support to create a real exhibition environment, by being the Master of Ceremony	bell for announcing the time
40'	The Innovators Exhibition	To present the results of groups work	4 groups 5 minutes presentation, 5 minutes questions	laptop projector
15'	Exhibition closure	To gamify the process giving awards for the best presentation	Closing by choosing the best presentation, voting online using mentimeter www.menti.com Giving a recognition badge/ item Create immerse environment	

20'	INDIVIDUAL REFLECTION WITH BADGES	To reflect on owns learning and recognise the competences	Using a design collection of badges for this project: https://www.badgecraft.eu/ Give a short presentation of badges the beginning, invite everyone by emails	
20'	GROUP REFLECTION	To reflect on owns learning and share within group, to give suggestions for trainers, experts and logistics	A relaxing environment will be created for pax to reflect in the groups (everyday same groups to be more and more comfortable for sharing) DIXIT CARDS http://en.libellud.com/games/dixit	DIXIT CARDS
60'	DINNER			
	Free evening			

YOUR NOTES:

DAY 2 - DIGITAL STORYTELLING

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
15'	MORNING CIRCLE	To check the group energy and start the day, to present the program and elements of the day	<ol style="list-style-type: none"> 1. Explain that every morning we will have a morning circle time- time to 'land' in the training and welcome the day, check how we are 2. Comment on yesterday's reflection and feedback 3. Present the program of the day 4. Energizer: walk around the room with different speeds (1- very slow, 10- very fast) with different speed give greetings to people you meet <ul style="list-style-type: none"> - greeting in your own language - greeting of a friend that you have not seen for a long time - greeting after something sad just happened - group hug 	
20'	It's all about the content	To present different ways to tell a story, story telling techniques	Presentation of the idea of digital storytelling and its history. Having a digital campfire and participants are sitting around the campfire (three screens in triangle on the floor). Some examples about digital storytelling. Building the timeline for digital storytelling with labels.	Colour pens Big white paper sheets
55'	Methods of Storytelling and storyboarding	To understand the importance of preparing the story before practical tasks	<p>The session continues to methods of storytelling: what kind of stories are there around and how to write a good story and convert it to the visual storyboard? How different factors like selected media, target audience, technology and distribution channels affect to the stories.</p> <p>Exercise of a good story. The group will divided into five part. The inspirational cards can be used in order to create a story. Each group build one scene according to rules. Then we make experiments of different factors and they effects to story. After that the storyboard is visualised.</p> <p>The attachment presents different story telling traditions and techniques plus how the manuscripting process with the story board can be done in a easy way (word attachment)</p> <p>It also gives some practical tips for making video-stories for the social media</p> <p><u>Background</u> Theories of the story telling dates back to the Ancient times. We still follow some basic rules of the manuscripting ideas talked by Aristotle in the ancient Greece. In order to make a story, you have to know some basic principles for the main elements of it: beginning - middle - ending. What kind of plot leads to the ending. Also the narrative styles varies. The story has to be planned well before rushing to make it whether it be a comic book, an article or - as in this workshop - the video. Manuscripting with detailed plan of the scenes make the shooting faster and more effective.</p>	Pens Paper sheets for visual scene planning and writing the story Alternatively tablets and e-pens
30'	BREAK			
90'	Camera work practice and manuscripting	To practice usage of the tool	Clinic: Rhythm of visual story telling. How to tell the story by using different picture framing, camera movements and angles (45 minutes). Practice session is based on the ready-made storyboards.	Pen, different colours Large white paper

			<p>Clinic continues with starting to create own visual storyboard for the own visual story (45 minutes for manuscripting). Participants create a one minute story for the subject divided to 12 – 15 different shots. (length 45 minutes)</p> <p>Camera work and shooting from the manuscript. We are practising to use different image sizes, camera movements and angles (45 min.)</p> <p>Making of visual storyboard. Participants use ready-Made empty storyboard with framelines for 12-15 shots and place for writings.</p>	<p>sheets Camera</p>
120'	LUNCH			
90'	Clinics: video shooting session and video editing	To practice how to shoot a video and edit it by using general editing tools.	<p>Basics of video editing (more will be done during the editing session) 30 minutes. Clinic: Shooting the video (30 minutes) and video editing (30 minutes)</p> <p>We start editing by watching through all essential clips. Then selection of clips and putting them in correct order in timeline. Explaining the idea of timeline and tools. Cutting and shortening clips. Framing and zooming tools. White balance and colours. Different filters. Adding sound and effects etc. Transition. Speed (slow motion). Adding titles and text. Finalizing and rendering. Downloading to youtube etc.</p> <p>Participants are shooting their video. They need for editing 12 x 4 sec. clip, but it is better to shoot double or triple amount what needed. Also they are recording essential sounds.</p> <p>After shooting the groups start editing according to rules and advices given to them.</p>	<p>Video editing software (iMovie or similar) Video editing PC/iPad/Pad Camera, Mobile Phone (with a camera) Applications: video editing tool, camera, voice recorder</p>
30'	BREAK			
50'	Feedback and Evaluation	To practice how to shoot a video by petting and giving feedback.	<p>Feedback session on the videos. Experience and evaluation on the working and the works fulfilled. Discussion on the youth and the video. Video is the most important media for the youth at this moment. Youth consume more videos in YouTube than watch television. How youth workers could step to the next level in reaching the youth with the video.</p> <p>We start feedback by watching the videos and having feedback discussion: - Participants are giving five good points in each video and two suggestion for improvements. How was story? - Alternative endings.</p>	
10'	REFLECTION		How did I learn and what did I learn on it Reflection could also be a common storyboard of group.	
20'	REFLECTION WITH BADGES		Using a design collection of badges for this project: https://www.badgecraft.eu/en/projects/4883	
20'	REFLECTION GROUPS		<p>A relaxing environment will be created for pax to reflect and write/draw while doing their reflection with music, dim light, pillows, etc... (every day can have a different kick-off (10min) : a small meditation to begin, short buzz groups, a massage, a triggering question, a diagram, etc) afterwards participants use this reflection time, until dinner, autonomously.</p> <p>#how they could use those methods they have learnt today in their daily YW life ? -</p>	

			make a visual board for that	
90'	DINNER			
30'	Evening activity			

YOUR NOTES:

DAY 3 - VISUALISATION

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
10'	MORNING CIRCLE		<ol style="list-style-type: none"> 1. How are we? Show the level of your energy with your hands from down to up 2. Comment on yesterday's reflection and feedback 3. Present the program of the day 4. Energizer 	
30'	Visual notes and Infographics (Theory)	<p>to learn different styles for visual sketching and infographics</p> <p>to know the difference of infographics and visual notes,</p> <p>to build an easy gallery for basic characters for sketching (to overcome the false belief that a person could not draw visual notes)</p>	<p>Session starts with introduction how we perceive and see things. This basic knowledge helps to realise that you do not have to make photorealistic images in order our brain recognizes them to something we want them to see.</p> <p>First show different ways for making visual notes, different sketchers and different styles: complex and simple. Good idea is to show work of Icelandic cartoonist Hagleikur Dagsson's work. He draws simple images with strong messages.</p> <p>With Powerpoint, show how to create graphs and piecharts in excel and copy them to Powerpoint. Show how to create a presentation which is in customised size. Show how to combine own graphics and drawing with Powerpoint's own graphics.</p> <p>Attached the presentation and an simple example with which you can demonstrate infographics creation with the powerpoint.</p> <p>Theories of seeing, perception and visual hierarchies. Visual notes and infographics. How to make visual notes, presenting techniques and tools. Demonstrating different visual notes and practicing own noting techniques. (45 minutes)</p> <ul style="list-style-type: none"> - The sessions overlap with each others blending presentation of examples and practising together., - How we perceive things, some basic rules for seeing and presenting the Gestalt principles - Examples of graphic recording = sketch notes = visual notes: Some tips and benchmarked tools - Sketching practice I: basic elements <p>(If the session is longer: Sketching practice II: Live visual recording of TedTalk etc (to be selected later) - needs more time for this)</p> <ul style="list-style-type: none"> - Done with pen & paper if participant does not have digital pencil. - Comparison, evaluation and discussion - Infographics: difference to visual notes - Presenting some examples - Workflow: sketch first - digitalise second - Basic elements of infographics - Infographing practice I: Making of an infograph based on the text 	<p>Pens (different colour markers)</p> <p>Paper</p> <p>IPad + pencil or similar for digital sketching</p> <p>PC with Powerpoint 2013 or newer</p>
45'	Visual notes and Infographics (Making of)	to learn concrete tools of visualisation	<p>Making visual notes on a given presentation. (45 minutes)</p> <p>Converting the text to the graphics.</p> <ul style="list-style-type: none"> - Presentation of the works, discussion and feedback 	
30'	BREAK			
16'	Visual notes and Infographics		Practical sketching continues	

74'	(Making of) Manuscripting session (Planning)	To make a short manuscript for the animation session	<p>Manuscripting for the animation clinics (next session): 30 seconds story for animation, same story will be converted to different kinds of animation</p> <ul style="list-style-type: none"> - Students work in a groups of 4 persons - Based on the Day 2 session on manuscripting the group creates a visual manuscript which is broken to the scenes for 30 seconds long animation. - Designing/sketching the elements (characters, objects, evt. background) for the animation (if applicable) - Recording the voice-over - the storyline / presentation is recorded to the length of the animation. Using own mobile phone/ipad/PC 	Paper and pens PC
120'	LUNCH			
90'	Animation Clinics	To create animation with Lego To learn the principles of making animation with the powerpoint, technique practice (see the attachments)	<p>Clinic one: Powerpoint animation Clinic two: Lego and Stop Motion animation 45 minutes work for both, working in Gross</p> <p>Trainer brings lego-figures. Short presentation for stop motion app and LEGO animations. Practising to make motion with Lego Figures and using Stop motion app. Division to groups! Giving themes and groups start planning and making storyboard for LEGO animation. (NOTE: see the previous session) Jarmo leads graphical animation groups. Presenting how to use the tools and instructing the groups. Work is done with computers or Pads depending on the animation tool selected. Filming the LEGO animation. We need tripods and lights. The length of animation is max. 15 sec. (8 motion per sec.) Editing and finalising the stop motion video. Uploading to Youtube.</p> <p>Drawing and finishing the animation, making intro and outro texts. Finalising the cuts and uploading it to YouTube.</p> <p>Finished animation here: https://youtu.be/GJChoKMQCiw Lego and other animation examples here.</p>	PC (for Powerpoint animation workshop) iPad for filming and editing (iMovie) Characters for stop motion animation Camera, mobile phone (shooting + recording the audio) Rig for the camera
30'	BREAK			
50'	Feedback and Evaluating		<p>Going through the animations and visualisations. Discussing on the works and methods. Reading has become unpopular among the younger generation. The trend is to the visual story telling and visualization. Do we meet this in our every day work?</p> <p>First Night for lego and other animations and feedback. We are using flipcharts.</p> <p>Every animation have own flipchart and participants can write comments on it.</p>	
10'	REFLECTION		What did we learn and how helpful was that-.	
20'	REFLECTION WITH BADGES		Using a design collection of badges for this project: https://www.badgecraft.eu/en/projects/4883	
20'	REFLECTION		A relaxing environment will be created for pax to reflect and write/draw while doing their	

	GROUPS		reflection with music, dim light, pillows, etc... (every day can have a different kick-off (10min) : a small meditation to begin, short buzz groups, a massage, a triggering question, a diagram, etc) afterwards participants use this reflection time, until dinner, autonomously.	
90'	DINNER			
	Informal night		Participants are free to decide the activity- informal night	

YOUR NOTES:

DAY 4 - PHOTOVOICE

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
25'	The Good Photo	To understand how a good photo should look like	Photo as a communication and as a story form Light, frame, focus, sharpness, objects, colour, filter Video in social media Ethics - What you can and what you can't photograph Powerpoint presentation	
5'	Giving a task-adding to the presentation as the last slides		Before leaving, please remind the task for PhotoVoice- Rules on ethic of taking photos (se CONNECTOR manual) topic ideas: micro innovation, daily innovation Remind participants to take photos on a given topic Rules on ethic pf photos: CONNECTOR Manual	
120'	Cultural visit	To relax and get to know local environment	Visit and photo	
120'	LUNCH			
5'	AFTERNOON CIRCLE		1. How are we? How was the visit? 2. Comment on yesterday's reflecion and feedback 3. Present the program of the day 4. Energizer	
20'	EXERCISE	To understand the basic of PhotoVoice tool	Bunch of photos on the floor- pax walk around and are free to choose one, make a story using papers and pens and then share in pairs	
20'	What is Photo Voice	To understand the basic of PhotoVoice tool	Trainer gives random 8 papers with words connected with Photooice method (Influence, experts, community,...) and ask each how these words can be connected with it. Facilitators adds info and show visual examples of projects- Explains and show poster on SHOWED method Info on PhotoVoice SHOWED method	
45'	Photo Voice ACTION-Photo choosing and text!	To practice the basic of PhotoVoice tool	Participants during the Cultural visit have taken photos showing/related to the topics assigned: (MICRO INNOVATION) Now they chose the photo that more fits what they want to show- individually. Then chose a text to illustrate the chosen photo on the given topics and start to combine photo and text.	
30'	BREAK			
15'	Finalise the process		Each participant, after combining graphically, on CANVA or other tools, text and photo, uploads the photovoice photo on the Facebook Group	
30'	Photo Voice		Ultimate products are projected and briefly explained by each- Each s called to explain	

	Exhibition		his/her photovoice product in 1 minute- audience can briefly comment on the impact.	
15'	Debriefing		<ul style="list-style-type: none"> - How did you feel in using this method? - Did you see results and impact? - What did you discover? which skills improved? - How could you use it in your work with Youth? 	
20'	REFLECTION WITH BADGES		Using a design collection of badges for this project: https://www.badgecraft.eu/en/projects/4883	
20'	REFLECTION		A relaxing environment will be created for pax to reflect and write/draw while doing their reflection with music, dim light, pillows, etc... (every day can have a different kick-off (10min) : a small meditation to begin, short buzz groups, a massage, a triggering question, a diagram, etc) afterwards participants use this reflection time, until dinner, autonomously. Let participants download action bound for the following day	
60'	DINNER			
90'	FREE NIGHT with PARALLEL SESSION organised by participants			

YOUR NOTES:

DAY 5 - GAMIFICATION

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
15'	MORNING CIRCLE		1. Welcome, thank you for the evening activities 2. Comment on yesterday's reflection and feedback 3. Present the program of the day and words of the day 4. Energizer- paper scissors rock WORDS OF THE DAY: - PRINCIPLES - DIY	
5'	Introduction	To start the activity: gamified or not	Splitting into 2 groups 1 group comes with other trainer to the other room 2 other group stays in the training room	
17'	Normal activity: Presentation about monastery	To experience a non gamified	Normal lecture presentation about monastery, its history - lecture style ARRANGE THE ROOM - desks, chairs - classroom Role play of a strict teacher presenting facts about monastery This activity happens in 2 groups simultaneously	
5'	Changing groups		One group goes to the other room and the other comes back	
17'	Experience: Get lost in monastery-gamified activity	To experience a gamified activity in the form of a treasure hunt	Actionbound - get to know monastery, treasure hunt	app qr code
25'	Analysing both experiences, what were the differences?	To debrief about differences about 2 different experiences	1. Differences 2. Projecting Actionbound results 3. Input on the Actionbound Link for actionbound: https://en.actionbound.com	
30'	BREAK			
5'	DEFINITION	Objectives for all gamification session - To learn about gamification and its main principles - To learn how to gamify youth work daily activities - To learn how to plan a gamified experience - To experience over the week gamification elements	Presenting simple definition: <u>GAMIFICATION Using game elements, mechanics, ideas in non game contexts</u>	
33'	Definition and Gamification Framework 1		1. What is gamification? Work in pairs with puzzles of different elements of gamification Flipchart--> connecting the puzzles and the middle one: FUN To split groups in pairs and give them one element puzzle to discuss on with some additional questions around game elements and what they like/ don't in games in general and why they think this puzzle is the gamification element.	Flipchart - puzzle template 9 puzzles
7'	Brainstorming and		Brainstorm on:	

	discussion		<ul style="list-style-type: none"> - What kind of examples of gamification we already know from this training - what examples we know from our daily lives - Where in our work we could use it? 	
20'	How can we gamify a learning experience?		<p>Realistic principles and more examples. Online and offline gamification. Explain it based on making mission impossible or actionbound Design gamification - present the steps 0.Why to gamify? Values, needs 1. Know the players and the context 2.Define the objectives 3. Design the experience 4. Test 5. Give it a try 6. Improve and do it again</p> <p>Then show the example of Mission Impossible or Action Bound based on those steps</p>	
25'	Do it yourself	To plan gamified activity	<p>Plan a gamified experienced based on specific situations adapted to YW environment Give the instructions: Examples - choose the specific topics to gamify based on daily activities of pax (known from day 1) - gamify the weekly meeting of your team between youth workers and volunteers - in youth center you will be receiving important guests and you need to greet them and give information about youth center's history - gamify that - You are organising a cultural activity, gamify it</p>	Print the instructions for each group
90'	LUNCH			
45'	Finalise your Gamification	To plan gamified activity	Groups have 30 minutes to finalise the gamification activity in YW	
5'	Entering the reality		<p>Starting the presentation</p> <p>1. MUSIC FROM GAMES 2. WHICH GROUPS STARTS - draw making 'stage' exciting atmosphere, music etc.</p>	
10'	GROUP 1: SHARING	To practice gamification (to all following sessions)		
5'	GROUP 1: FEEDBACK, LESSONS LEARNT			
10'	GROUP 2: SHARING			
5'	GROUP 2: FEEDBACK, LESSONS LEARNT			
10'	GROUP 3:			

	SHARING			
5'	GROUP 3: FEEDBACK, LESSONS LEARNT			
30'	BREAK			
10'	GROUP 4: SHARING			
5'	GROUP 4: FEEDBACK, LESSONS LEARNT			
25'	REFLECTION: CLOSING CONTENT, HARVESTING TIME		Open circle What are we taking from this day? Finish the sentence: For me the best in gamification is... WORD CLOUD What is still not clear and need to be work on? Which things will be implemented in their daily work?	
20'	REFLECTION WITH BADGES		Using a design collection of badges for this project: https://www.badgecraft.eu/en/projects/4883	
20'	LAST GROUP REFLECTION		symbol cards	
60'	DINNER			

YOUR NOTES:

DAY 6 - FOLLOW-UP AND CLOSURE

TIME	ACTIVITY TITLE	GOALS	DESCRIPTION	MATERIALS
30'	MORNING CIRCLE		1. Welcome, thank you for the evening activities 2. Comment on yesterday's reflection and feedback 3. Present the program of the day and words of the day BREAKING THE BUBBLE 4. Energizer- Writing on the backs Writing on the backs: Each one gets a paper and puts on their backs, all participants can walk around the room to leave message for others. When we are done, put the papers in the envelopes without seeing it and putting in the envelope to open on the travel back home	
20'	Practical Ways to Implement the tools with Young People	To introduce participants to the Erasmus Plus and the idea of the follow up and testing activities	Intro to the follow-up part of the project- 1. WHY IS IT IMPORTANT TO GIVE BACK TO THE COMMUNITY 2. WHAT IS FOLLOW UP? 3. WHAT IS Erasmus +	Erasmus Plus offline power point
15'	Silent floor discussion	To evaluate each method and reflect each one could be used in pax work context	4 flipcharts- silent floor on each method - overall feedback, questions, feelings, - needs - draw - what comes to their minds 4 methods - concrete ideas where to use them 1. Present the idea of a silent floor discussion - no speaking, just writing/drawing individually 2. Give 15 minutes, put some soft music 3. Walk around to see the results	4 flipcharts with written methods
5'	VOTING ON REALISTIC CHOICES WITH POST-ITS		Vote on 2 methods that you think you can test within 2 months 2 colour post-its orange Youth blue Youth Workers	2 types of coloured post-its
10'	Test pack - presentation	To present all needed documents from 'Test pack'	Facilitators show the forms needed for the testing and answer questions on test actions and reporting data. GOOGLE DOC WITH RULES - TUTORS, DEADLINES, TARGET GROUP ETC. GOOGLE DRIVE SESSIONLAB	Google drive
10'	THE ACTION PLAN	To start planning the follow up activity	Participants start planning their follow up	Google Doc-actionplan
30'	BREAK			
50'	Preparation	Continuation of working on action plan		
40'	Presentation of Action Plans	Pax present their plans		

120'	LUNCH			
30'	Recap	To remind of the whole training	Role play - 10 -15 min to prepare 3 to show - 5 days presented by 5 groups	
40'	Evaluation stations	To evaluate all training process in all its aspects: from learning to the logistics and organisation	Similar to the day 1 we will use the player board idea and 5 stations but for this time for training departure 1. Adjust your barometer of competences 2. Final evaluation online 3. Draw a postcard from the venue 4. Did you meet your expectations 5. Networking flipchart	Flipcharts with stations
30'	Last circle	YARN TOSS	Throwing the yarn, last words and connections of participants	
20'	Youthpass, Open Badges certificate	Recognition of competences with certification		
60'	DINNER			
	Farewell evening			

YOUR NOTES:



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