UNEXPRESSED
taLeNt

UNEXPRESSED TALENT
TOOLKIT

INDEX

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

Part I
Unexpressed Talent: The project and the model

THE PROJECT

The Unexpressed Talent project (UT, hereinafter), financed by the Erasmus + programme, involves 9 partners from France, Italy, Croatia, Slovenia, Spain, Portugal and Belgium, which have joined forces to analyse youth discomfort and develop non-formal educational tools and pathways for personal and social empowerment of youth.

The main goal of the project is to find solutions to decrease social and educational exclusion of young people in school age (14-24 y.o.) as well as young NEET (15-25 y.o.) by improving their active participation in civil society and increasing their personal accountability. The rationale of the project draws both on Europe 2020 strategy goals (specifically, the reduction of dropouts below 10%) and the Erasmus Plus program whose overall objective is boosting skills and competences of young people in order to improve their employability.

Considering the differences between partners' countries, both in terms of national education and training systems and in terms of the characteristics of the youth population (for example, think of the different mean age of exit from the home of the parents or the presence of young immigrants - very strong in Italy, France and Belgium and marginal in Croatia and Slovenia), a relevant phase of the project was devoted to studying and analysing the existing situation.
Subsequently, the acquired knowledge has been adapted into training tools for teachers, educators and trainers (constituting a true "UT Model") with the aim of encouraging the involvement of young people in extra-curricular activities and promoting active participation among youth.

The network of project partners strongly believes that reducing the social disadvantages of young people (especially young people at risk) can foster the inclusion in civil society, with positive effects on soft skills and the enhancement of their "unexpressed talents".
The strength of the project lies in the involvement of civil society organizations (cultural, sports, volunteering) within school activities, encouraging the creation of education and training networks.
This is obviously an ambitious goal, which cannot be overcome with the expiration of the project. The challenge, for partner organizations and for all stakeholders involved - directly or indirectly - is to continue the effort by promoting inter-institutional cooperation in preventing and combating youth discomfort.
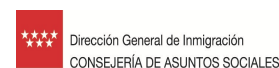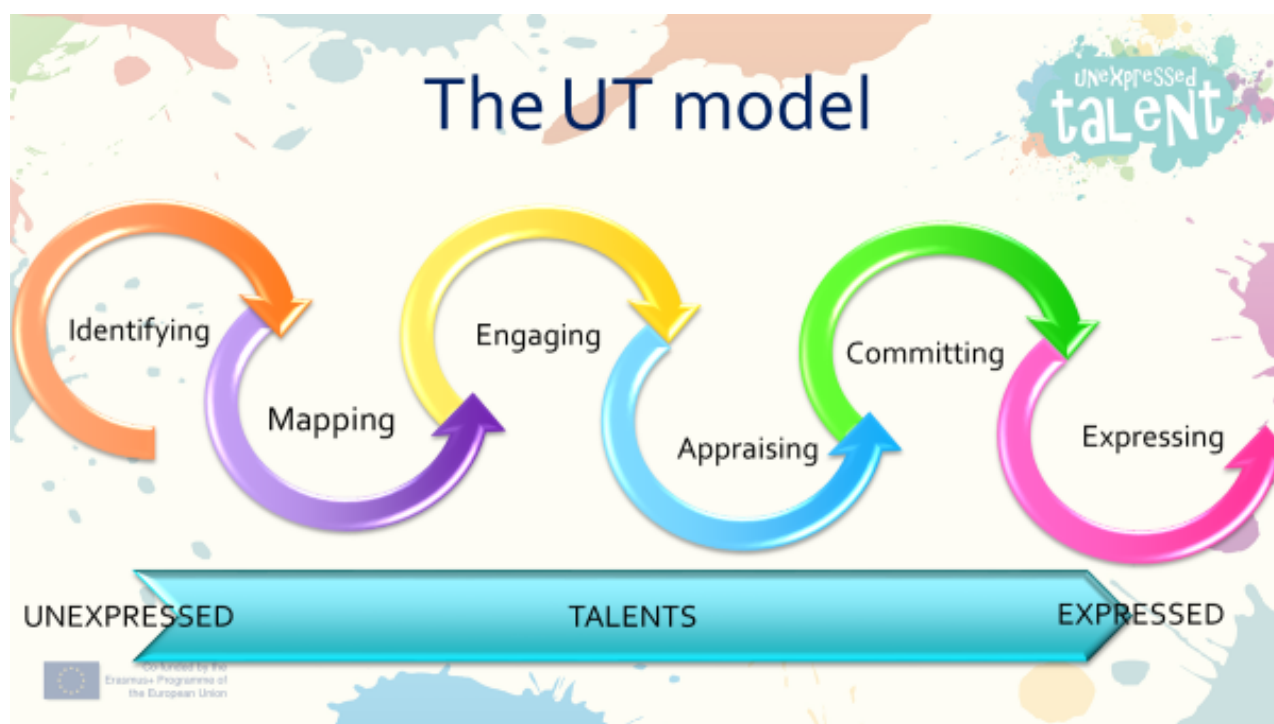
THE UNEXPRESSED TALENT MODEL

The aim of the toolkit is to provide a wide range of usable, sound but adaptable and engaging methods to assess and self-assess basic soft skills for young people with fewer opportunities as well as young in general and to help young people assess their own soft skills and to detect and valorise their inclinations and capabilities and improve key skills and lead them towards more active and productive involvement in school, society and possibly, labour market.

In order to reach this aim we developed a model that lead to the creation of an empowerment tool to foster autonomy and self-recognition of skills in order to make talents easily emerge and consequently build strategies to valorise and promote them.

1) IDENTIFYING UNEXPRESSED TALENTS

The first step, which in the project corresponds to the research analysis (Output 1), aims at analysing the main factors influencing youth discomfort and early school leaving (ESL, hereinafter), and the structural and systemic factors that keep talents from expressing.

OBJECTIVES

The main objectives of this step are:

• To provide a sound analysis and baseline situation of the reasons for unexpressed talent and risks/data on ESL or exclusion from any form of social/economic activities (NEETs)

• To ensure that the perspective of all players is included in the analysis and a holistic approach to the issue emerges

• To use qualitative and quantitative data and information to make meaningful connections (cause-effect, root-problems) to design and implement actions and strategies linking formal and non-formal education organizations in the effort to foster expression of talents and empower them while keeping them in school or facilitating their activation and employability.

MAIN METHODS AND TOOLS

- Semi-structured questionnaires for youth (multidimensional, based and adapted from the research questionnaire)
- Interviews with groups of youths, teachers, NGOs, on specific issues
- Focus groups with stakeholders
- Analysis of available local research and data

2)MAPPING TALENTS

Identification of a set of soft skills linked to some key competences. Her you'll find the activities we used in this phase of the training path.

OBJECTIVES

Mapping unexpressed talents has a manifold meaning in the UT model and entails attention to different aspects. It is a pivotal step, which must be continually monitored and updated. It refers to at least four mapping dimensions:

- The process of focusing on the "skills and competences" that need activation for the target group
- The process of initial self-reflection and group formation as preliminary step for competence assessment
- The process of continually reconsider such choices because of in-depth research and interaction between formal and non-formal education and activities with the target group
- The process of identification of places/contexts/ alliances /stakeholders to engage in the whole UT pathway.

These four dimensions contribute to the overall objectives of this step:

• To support the identification of knowledge, skills and competence the youths acquired in their lives so that they become increasingly aware of their potential and (unexpressed) talents

• To proactively seek for solutions for the emerging needs related to the gradual emersion of talents

• To pave the way for the positive exploitation and valorization of community resources and stakeholders, especially non-formal education actors, but also local authorities, cultural and sports

organizations, companies and other relevant actors of the local network

MAIN METHODS AND TOOLS

For the purposes of the experimentation, different methods and tools developed:

I AM, I HAVE, I'D LIKE
(Card #1)

AIMS

To support group socialisation
To start the process of self-awareness raising
To develop self-narration skills

MATERIALS

Pictures and photos can be used to support participants.

STEP-BY-STEP

1. A blank sheet card is distributed among participants, the trainer asks them to divide the sheet in 3 parts: on the top of the first part they have to write "I am…", on the top of the second part "I have…", and on the top of the last part "I'd like…". Trainers can use the card provided in the next page.
2. Participants are now invited to freely complete the sentences in one go. They can use pictures and photos provided by the trainer (photo-language technique): everybody, standing up in turn, analyses the photo collection (prearranged on the tables) and identifies three photos expressing the identified characteristics, without moving/taking them. Everybody goes back to her/his place and notes down the selected images.
3) In turn everybody presents the answers to the prompt lines; others should not comment.

TIPS

This activity is particularly suitable to let people in a new group know one another; the trainer can discuss about individual answers in one-to-one meeting with participants and start the reflection about oneself.

TIME

Approx. 30 - 40 minutes.

Suitable for **GROUP** work.

SOURCE

Adapted from "*Age in tandem*".

I AM, I HAVE, I'D LIKE
(Card #1)

Without thinking a lot, complete the following table, by explaining all the aspects or all the wishes that describe you the best.

I am…

I have…

I'd like to…

NAME _____

A SUCCESSFUL EXPERIENCE
(Card #2)

AIMS

To facilitate the identification of individual strategies, resources, and skills, and the ability of speaking of oneself in positive terms.

MATERIALS

Possibly, use the card provided.

STEP-BY-STEP

The exercise is about remembering a personal experience that was accomplished successfully despite difficulties.
The activity can be carried out both as writing exercise or an oral one.
A preliminary introduction about the concept of skills/competences can be made in order to socialise and put specific terms and the language used into a common framework.
1) The trainer prepares an example of a tough experience successfully overcome and describes it to the participant(s).
2) The trainer asks participant(s) to recall an episode that provided a challenge but was successfully dealt with. Participant(s) can use the card provided to describe their experience or the trainer can tell them to divide a blank sheet into 3 parts and describe the starting situation on the top, actions undertaken to change this situation in the middle part, and results obtained on the last piece of paper.
3) Voluntary exposition of some experiences in plenary session follows.
4) The trainer invites participant(s) to reflect on the experience recalled and tries to let skills emerge. The last two steps can also be carried out with the crossed interview technique that is dividing the group into pairs and let participants ask questions to each other. Finally a group discussion can be made to socialise outcomes of the interviews.

TIPS

This activity is suitable for individual work as well.
The trainer can discuss about individual answers in one-to-one meeting with participants and dive into the identification and assessment of individual skills.

TIME

Approx. 45 minutes (15 minutes for the individual work and 30 minutes for the plenary discussion)
Suitable for INDIVIDUAL and GROUP work. Part of this activity can be carried out as "HOMEWORK" as well.

SOURCE

Adapted from "*Age in tandem*"

A SUCCESSFUL EXPERIENCE
(Card #2)

The initial situation

Actions undertaken

Obtained results

Name _____

JOHARI'S MATRIX
(Card #3)

This workshop is particularly designed to make participants aware of the perception of oneself as well of the others. So, it is also useful as an assessment and self-assessment activity.

The workshop is rather complex and comprehends a series of activities that here are presented separately, but should be considered and used complementarily and sequentially.

The workshop will better function in groups of people that already know one another.

Please be aware that assessment can easily be confused with judgement and so take all necessary countermeasures to avoid that this activity becomes a sort of "showdown" among participants.

AIMS
To understand what influences the perception of oneself, of the others and of the surrounding environment

To understand how these perceptions bear on the representations of one's competences

To assess one's competences

To reflect on the importance of the feedback as a method for improvement and change

TIME
2 hours

Suitable for **GROUP** work. Groups should be divided into smaller groups of 4-5 people each.

TIPS
The trainer can discuss about outcomes of this activity in a one-to-one meeting with participants and dive into the assessment of individual skills.

MATERIALS
Matrixes provided in this toolkit can be printed and copied; alternatively blank papers can be used, but matrixes should be created by participants themselves according to the trainer's instructions. Of course pens are needed.

SOURCE
Adapted from "*Age in tandem*".

SELF-PERCEPTION
Card #3a

STEP-BY-STEP

1. The trainer presents the workshop with a short theoretical introduction about perceptive processes and self-representation. The trainer can used famous pictures such as the "old woman or young lady" or the "Goblet or 2 facing profiles". These examples can help participants understand perceptive mechanisms.
2. The group is divided into smaller groups of 4/5 people each.
3. The first activity is carried out individually: each participant should fill in **Matrix 1 "Self-perception"** (Card #3a) following these instructions: "According to the image you have of yourselves, fill in the matrix quickly; please write down the first idea or image coming up to your mind, do not think too much about the answers. And please, do not talk to each other, do this exercise on your own."
4. Trainer can provide images, pictures and photos or ask participants to use their own words.

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SELF-PERCEPTION
Card #3a

Name _____

How do you see yourself? (*use words or images*)	
If I were an animal, I would be… (*use words or images*)	
If I were a plant, I would be… (*use words or images*)	
If I were an object, I would be… (*use words or images*)	
What would the "place" of my future be? (*use words or images*)	

MY PERCEPTIONS OF THE OTHERS
Card #3b

STEP-BY-STEP

5.   Again, people are asked to work individually, but they will have to think about the other members of the group: each participant fills in **Matrix 2 "My perception on the others"** (Card #3b), following these directions: "According to the image you have of other people in your group, fill in the matrix quickly; please write down the first idea or image coming up to your mind, do not think too much about the answers. And please, do not talk to each other, do this exercise on your own."

6.   Trainer can provide images, pictures and photos or ask participants to use their own words.

MY PERCEPTION OF OTHERS
Card #3b

Name _____

	Person A Name:	Person B Name:	Person C Name:	Person D Name:
How do you see him/her? (*use words or images*)				
If he/she were an animal, he/she would be… (*use words or images*)				
If he/she were a plant, he/she would be… (*use words or images*)				
If he/she were an object, he/she would be… (*use words or images*)				
What would the "place" of his/her future be? (*use words or images*)				

THE PERCEPTION THE OTHERS HAVE OF ME
Card #3c

STEP-BY-STEP

1) At this point the trainer introduces a short theoretical reference to the conceptual system, the cognitive map, and the relevance of feedback.

2) Participants are now asked to use **Matrix 3 "The perception the others have of me"** (Card #3c): "Each of you will share the second matrix with the group, and all together will discuss about how one sees oneself and how others see each other." The trainer goes around the room listening to what the groups say, but without interrupting or stepping into the discussion.

3) After the work in smaller groups, the plenary session can start: the trainer asks some questions

- What do you understand from words or images in the different matrixes?

- Generally speaking, did you use evaluative terms (good/bad, easy/difficult,) or categories (aggressive/shy, cheerful/touchy,)?

- How do you feel your conceptual system? Wide or narrow?

- Now compare the certainties you have of yourselves to the assessment made by others: how do you feel about your own self-assessment abilities? How do you feel about the assessment you made of yourself? What picture did you get from your own self-assessment?

- And now reflect: how do you feel about your assessment abilities, when you assess others? Can you valorise others? Are you able to communicate criticalities? How do you do that? Do you raise defences or let others talk freely about you?

- Do you think the assessment made by the group is realistic, stereotyped, rather typical?

THE PERCEPTION OTHERS HAVE OF ME
Card #3c

Name _____

	Person A Name:	Person B Name:	Person C Name:
How do you they see me?			
What animal do they associate me to?			
What plant do they associate me to?			
What object do they associate me to?			
What place do they associate my future to?			

JOHARI'S MATRIX
Card #3d

STEP-BY-STEP

In order to close the workshop and synthesise the work done and results achieved in terms of self-assessment and self-awareness, **Johari's Matrix** (Card #3d) is provided. This tool is quite effective as it allows to review information and suggestions received to improve self-awareness and boost individual change.

1) The trainer asks some clarifying questions to the group:

7.   How many aspects reported by others match with your own self-perception?

8.   What individual features/characteristic the others do not perceive? Why?

9.   What individual features/characteristic are evident to others, but not to you?

2) Let participants fill in the Johari's Matrix (Card #3d) according to their individual answers to these questions.

2) The trainer closes with a short theoretical summary:

10.   Perceptive system as an input for the whole representation system and therefore for future choices;

11.   Importance of feedback and of communication to improve one's own representation system.

JOHARI'S MATRIX
Card #3d

Name _____

	KNOWN BY MYSELF	UNKNOWN BY MYSELF
KNOWN BY OTHERS	OPEN	BLIND
UNKNOWN BY OTHERS	HIDDEN	UNKNOWN

THE PORTRAITS GALLERY – MASTERS OF LIFE
Card #4

AIMS
This activity aims at identifying and recognising models that have an effective and useful influence on participants, letting them understand what they can learn from others but also what characteristics/features of these models they have. People usually possess the same relevant features they recognise in others.

MATERIALS
Paper sheets and pens

STEP-BY-STEP
This activity is an individual exercise that can be carried out as a homework or as a group activity.
The trainer carefully explains how to do the exercise: choose a person or more than one that you consider a model. The person can be real (actors/actresses, famous or unknown, dead or alive, etc.) or fictional (from a fairy tale, a cartoon, a movie, etc.). Think about what characteristics/features of this person are more relevant to you. So, basically answer this question: why did I choose this person as a model in my life?
Trainers can suggest participants use pictures, photos and images; they can create a real portrait and all portraits can be hung on the walls at the end of the activity.
The reflection on the work done can be carried out during a face-to-face meeting between the trainer and the participant or in a plenary session, with all participants voluntarily talking about their models.
This activity allows for a sort of indirect self-assessment and to identify individual strengths and resources: the discussion should lead to let individual attitudes, behaviours, values, mind-set and skills emerge.

TIME
Time depends on the modality chosen. For a group session, at least 1 hour.

Suitable for **INDIVIDUAL and GROUP** work.
 Part of this activity can be carried out as "HOMEWORK" as well.

TIPS
There are many possible variations to this activity.
1) Participants could be asked to choose and describe a person they would like to resemble, a person they do not want to resemble at all, and one they think they resemble. This variation is less metaphoric than the original version and the link between desired and possessed skills is more direct.
2) A quicker version foresees that the trainer ask participants to think about their personal model/master of life and identify 3 adjectives that better describe this person. Participants have to write down the 3 adjectives in the middle of a post-it or small piece of paper. The post-it/paper is

now passed on the participant sitting next to him/her and the trainer asks participants to write down "You are…" on the top of the paper. Now they will have to read the content of the paper to its legitimate owner. The impact of this quick but effective exercise is usually astonishing and people are really touched. It can be used also as a "closing activity" after a long day of challenging activities, especially when motivation or self-confidence is rather low.

SOURCE
Adapted from "*Age in tandem*".

STRENGTHS AND WEAKNESSES
Card #5

AIMS
To identify and assess participants' strengths and weakness, and make them aware of their resources.
To support participants identifying successful ways of self-representation and effective ways of self-presentation to others.

MATERIALS
Print the provided "card".

STEP-BY-STEP
The activity can be carried out in face-to-face interviews, group sessions, or as a self-assessment exercise (to be followed by meeting with an expert), or the trainer can combine these methodologies according to actual situation.

This tool could also be combined with the following card "The SWOT analysis" (Card #6): both tools are useful tool to better understand and assess an individual's current prospect for development and identify resources to be enhanced and areas to be improved and thus plan a coherent strategy for personal development:

12. **Strengths** are the "added value" of a person, his/her "competitive advantage", especially in the labour market. So, strengths should be nurtured and valorised.
13. **Weaknesses** are as important as strengths because a person needs to be aware of them to deal with them and, possibly, work to turn them into advantages in order to meet personal goals (for example, finding a job).

This activity could also be matched with "What others say about me" (Card #7).

The activity we propose is quite simple to explain, however it demands a deep reflection and commitment by the participant.
1) Each participant is asked to work individually. The trainer introduces and explains the card and what should be done: participants should identify 3 strengths and 3 weaknesses and think about behaviour, a life episode or events that demonstrates such strengths and weaknesses. Afterwards, for each weakness, each participant should find the downside and think how to redefine such weaknesses in positive terms: for example, if someone says he/he is stubborn, we could say he/she is very determined and goal-oriented (which is usually appreciated by companies).
2) The trainer could discuss about results together in a group session or individually, letting (self-)awareness about individual talents emerge.

TIME
45 minutes - 1 hour

Suitable for **INDIVIDUAL/*GROUP*** work.

STRENGTHS AND WEAKNESSES
Card #5

Name & Surname _____

Choose 3 STRENGTHS and 3 WEAKNESSES that better represents your personality. Then, please reflect on concrete examples (from family life, school, friendship, etc.) that demonstrate such strengths and weaknesses.

STRENGTHS AND WEAKNESSES	CONCRETE EXAMPLES

Try to valorise your strengths!

Find out the other side of the coin for each of your weaknesses: redefine such weaknesses in positive terms.

STRENGTHS AND WEAKNESSES	POSITIVE REDEFINITION

THE SWOT ANALYSIS
Card #6

AIMS

To achieve personal activation, increase motivation and self-awareness;

To identify and assess personal resources as well as limits, opportunities and boundaries;

To put competences and personal resources in relation to externality and possible changes;

To take one's own responsibility with regards to future, choices, and development.

To enhance competences, facilitating self-assessment.

STEP-BY-STEP

The activity can be carried out in face-to-face interviews, group sessions, or as a self-assessment exercise (to be followed by meeting with an expert), or the trainer can combine these methodologies according to actual situation.

A useful tool to better understand and assess an individual's current prospect for development is the SWOT analysis. This analysis is used in companies to highlight Strengths and Weaknesses (internal factors) as well as Opportunities and Threats (external factors) in order to create a clear snapshot of the business's situation. This kind of analysis can also be applied to competences to identify resources to be enhanced and areas to be improved and thus plan a coherent strategy for personal development:

14. **Strengths** are the "added value" of a person, his/her "competitive advantage", especially in the labour market. So, strengths should be nurtured and valorised.

15. **Weaknesses** are as important as strengths because a person needs to be aware of them in order to deal with them and, if possible, work to turn them into advantages in order to meet personal goals (for example, finding a job).

16. **Opportunities** represent the favourable situations allowing for an improvement or growth.

17. **Threats** represent potential problems that one should consider and address.

The activity we propose is quite simple to explain, however it demands a deep reflection and commitment by the participant.

The trainer/counsellor asks the participant to fill in the tables hereby attached, explaining what each category represents and making some examples (leave floor for questions!), and then discuss about the findings. Tables can be filled in quite freely: words, pictures, drawings, etc. are all welcome, the crucial aspect is to let the participant express and talk about the findings in order for the trainer/counsellor to systematise his/her analysis into a structured outcome (last chart "Actions to be undertaken" as well as on the "Talents' Tree" – Card #6 – or in other ways). Please note that each category can be printed in separate sheets in order to let participants express their thoughts more freely.

This activity could also be a good opportunity to help the participant to identify proper ways of presenting him/herself, even turning each category into the opposite one. For example, if one ignores an opportunity, it can become a threat in case someone else decides to use it, or a weakness such as "being too stubborn" could be considered as "being determined and goal-oriented" – which is usually evaluated positively.

TIME

Time depends on the modality chosen. For a group session, at least 1,5 hour.

Suitable for **INDIVIDUAL and GROUP** work.
 Part of this activity can be carried out as "HOMEWORK" as well.

SOURCE

Adapted from "*Age in tandem*".

THE SWOT ANALYSIS
Card #6

Name & Surname _____

Strengths

My most valuable knowledge

My most valuable ability
My most valuable quality/attitude

Weaknesses

Difficulties in my relationships with others

Constraints in my relationships with others

Difficulties and/or constraints when presenting myself to others

Opportunities

Favourable conditions or situations, supportive people in my network, …

Threats

Threats and/or constraints affecting my actual situation

(to be filled in with the trainer/counsellor)

Actions to be undertaken

WHAT OTHERS SAY ABOUT ME
Card #7

This activity, possibly combined with "Strengths and weaknesses" (card #5) and/or "The SWOT analysis" (Card #6) is designed to make participants aware of the perception of oneself as well of the others. So, it is also useful as an assessment and self-assessment activity.

It will better function on a face-to-face setting where the participant discuss results with the trainer/counsellor. Of course, it can also be adapted to a group reflection.

Please be aware that assessment can easily be confused with judgement and so take all necessary countermeasures to avoid that this activity becomes a sort of "showdown" among participants.

AIMS
To understand what influences the perception of oneself, of the others and of the surrounding environment
To understand how these   perceptions, bear on the representations of one's competences
To assess one's competences
To reflect on the importance of the feedback as a method for improvement and change

MATERIALS
The following card should be printed and distributed among participants.

STEP-BY-STEP
Ask each participant to make some interviews to friends, family members, teachers, and other relevant people in their daily lives. Provide them with the following card and make sure they take this assignment as seriously as possible.

TIME: "homework" + about 1 hour reflection

Suitable for *INDIVIDUAL/GROUP* work. Results can be discussed either *individually* or *in group.*

WHAT OTHERS SAY ABOUT ME
Card #7

Ask people who know you well what your strengths and weaknesses are and use this card to collect results about these interviews.

My strengths:

_____

_____

_____

_____

_____

_____

_____

My weaknesses:

_____

_____

_____

_____

_____

_____

_____

Who I interviewed:

_____

_____

_____

THE TALENTS' TREE
Card #8

AIMS

To systematise the results of the self-assessment and assessment phase

To increase motivation and self-awareness and foster personal activation

MATERIALS

You will need an image of a tree, that can be printed on an A3 sheet of paper or coloured cardboard. An alternative could be to invite participant(s) with good artistic skills to draw it.

Coloured post-its are needed.

STEP-BY-STEP

All the work done on skills assessment could be visualised in a very simple way: ask each participant to write their key skills (talents) on different post-its and then to stick them on the tree freely. The poster can be hung on the wall during the whole programme of activities and at the end of the path the activity can be repeated and other skills/competences can be added.

TIME

15-20 minutes

Suitable for **GROUP** work.

SOURCE

Adapted from "*Age in tandem*".

POSSIBLE VARIATION

The talents' cake (Card #8b)

Give the following card to participants and ask them to fill it in. Discuss about results together

THE TALENTS' CAKE
Card #8b

Please, describe your competences by putting your *special ingredients* on each layer.

The most common ones will be on the lower layers of the cake, whereas your specialties, rare abilities and what you stand out for go on the top of the cake.

RECOGNIZE MY SKILLS AND STRENGTHS
Card #9

AIMS

To identify participants' strengths and skills, and make them aware of their resources.

STEP-BY-STEP

1) The group of participants is divided into subgroups of 3 people. Each person in the subgroup has a different role:
18.   A person who tells her/his story of success
19.   A person asking questions
20.   A person writing a report

2) Each subgroup disposes of 8 minutes, used as follows:

The first person tells the story of success. Time: 3 minutes

The second person asks the following questions:

• What did you do well?

• What allowed you to succeed?

• What personal skills were used?

• How do you feel about this experience?

• What are your strengths?

The third person writes a report on the most important responses. (5 min.)

3) Contribution of peers: The other 2 people in the subgroup must add at least one strength they see in the person telling the story. They should give their reasons for choosing a strength.

4) The roles are changed and the same is repeated with the other 2 persons.

Total time 24 minutes.

5) Round in a large group: At the end of the four steps we have 15 minutes to make a round in a large group where everyone shares strengths from personal point of view and from the point of view of the peers.

TIME

45 minutes - 1 hour

Suitable for **GROUP** work. (Sub-group size: 3 people each)

3)ENGAGING (UNEXPRESSED) TALENTS

The project provides a framework of possible activities with the aim of attracting and involving youth with fewer opportunities.

OBJECTIVES

Engaging Unexpressed Talents is a step that comprises two pivotal moments of the method that the partners have devised:
1. Outreach of youth in school or NEETs
2. Maintenance of interest in youth and active engagement in pathway

Engagement therefore is a set of methods and activities that – together – contribute to attract and involve youth with fewer opportunities. These "engaging" activities have the objective to promote the project among the youth and activate their participation in the Unexpressed Talent training. Activities could be a mix of social media/guerrilla marketing, involvement of local institutions, etc.

Although we have identified some activities to this aim, the design and planning of these tools and methods may vary according to the condition of the youth we intend to attract and support.

MAIN METHODS AND TOOLS

Discussion and confrontation with "youth experts", such as psychologists, pedagogues, social workers and youth workers who directly operate with the target group and may suggest useful advice, as well as local group of young people, who could enlarge the perspective about the engagement of their peers.

The Alert tool (O2) also represents a first contact with youth. As it is, it has been thought to be used in school, but with appropriate adaptation (for example by creating an app), it could also be used to intercept NEETs or other unexpressed talents.

These "engaging" activities have the objective to promote the project among the youth and activate their participation in the Unexpressed Talent training. Activities could be a mix of social media/guerrilla marketing, involvement of local institutions, etc.

4) APPRAISING TALENTS

OBJECTIVES

Appraising entails constructive assessment and positive exploitation of strengths to improve weaknesses. It is tightly linked to the identification of knowledge, skills and competence, as it is the subsequent phase in the process of mapping talents. Skills identification and assessment together enable the individuals to make visible (to him/herself and to others) their knowledge, skills and competences and they represent the first phase of the empowering path, thus serving as tools for providing second chance opportunities to kids at risk of drop-out or other groups at risk of exclusion.

The objectives of this step include:
•   Help individuals to reflect on and become conscious of their actual capabilities (knowledge, skills and competence);
•   Help NEETs, drop-outs, to develop their careers and increase their employability prospects;
•   Provide users with a means of making visible and marketing their skills and competences;

• Map needs for further training, considering the importance of matching the individuals' competences with labour market needs – in terms of transversal skills as well.

Some countries have devised various systems of balance of competences that address the objectives listed above for many years. While evidence produced through the balance of competences sometimes can be used towards a formal qualification, this is normally not the main purpose.

Methods and approaches to be used to support the identification and assessment of skills must be 'open to the unexpected' and, as already pointed out in the mapping phase, it is important not to narrow down the range of knowledge, skills and competences that may be considered, even when the UT model focuses on some of these skills.

Some ICT tools allowing self-assessment exist, however this stage usually requires active involvement of advisers/trainers able to enter into a dialogue with the participant and direct him/her to appropriate options and tools. While ICT-based tools may reach more people and can be cheaper and more timesaving to use, due to their standardised character, they can fail to identify and value the particular combination of skills and competences acquired by an individual. Using interviews and dialogue-based approaches can be of greater value to the individual. Actually, skills assessment needs to be open to individual variation and diversity, carefully balancing this with the use of standardised tools. It is important to avoid unintended bias created by the tool itself. Given that skills assessment has an important motivational effect (thus engaging continues also in this step), the way self-assessment and one-to-one assessment are combined will influence the impact on the individuals.

Activities linked to the identification and assessment of competences can be carried out at individual level and/or in group; group work allows participants to know one another, increase curiosity and mutual understanding of other people.

MAIN METHODS AND TOOLS

A common set of activities, exercises, role-plays, etc. for the assessment and self-assessment of the skills has been developed in the Output 3 – "UT toolkit".

The toolkit is a blended tool, with a mix of guidelines for operators/" youth trainer" containing materials for group workshops, Face-to-Face meetings, online/ICT resources, and "homework" for participants. It contains full-fledged work-shop style activities and small techniques (see separate toolkit).

The toolkit contains several training units geared to improve the chosen set of transversal competences.

Each training unit can be used on its own or in combination with others. This modular structure will allow operators to adapt the tool to different kinds of settings and situations according to clients and/or target groups' demands and needs.

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For the purposes of the experimentation, different methods and tools developed and you can find it in the toolkit activities contained in the following section.

5) COMMITTING TALENTS

OBJECTIVES

Talents are much more than grades in school. Starting from this consideration, and reminiscing some iconic examples, UT partners have agreed that talents have more chances to emerge when people are confronted with "real-life" experiences.

The Objectives of the Committing unexpressed talents step are:

- *Give young people the opportunity to improve and consequently express their skills/talents thanks to a personal commitment in a community-based activity.*
- *Exploit key skills and talents of youth to improve the community relations and cohesion, as well as the creative potential of youth in cultural and social innovation of the community*
- *Create community-based initiatives where formal and non-formal education stakeholders collaborate for the empowerment of youth and the expression of their talents, also to the aim of getting them back to school, further training or employment*

To achieve such objectives, and in coherence with the mapping activities it is necessary to activate the youth into special projects group or individual development plans, involving them in volunteering activities or collaboration with local CSOs/associations, institutions, NGOs, etc.

MAIN METHODS AND TOOLS

The "Committing talents" step capitalises on the results and outcomes from the "Appraising talents" phase and will contribute to the following part of the process, that is the positive exploitation of the whole "Unexpressed Talent" experience to the benefit of the young people and the community.

At the end of the Appraising UT step, the involved youth will draw, in agreement with schools and the partners, an individual or group action plan which will define the application of the talents in real-life contexts. Such plan will include short, medium and long term objectives. It will aim at retention in school, development of social or personal skills, including creative and critical thinking skills.

In this step partners need to define and establish detailed local cooperation networks with other local organisations to facilitate participants' commitment. Example of activities that contribute to the "committing talent objectives are (examples, not exhaustive)

- ✓ *Creation of action groups – on voluntary basis or even with in-kind donations - working in the organization of initiatives in collaboration with NGOs and CSOs (local fairs and events, sports events, etc)*
- ✓ *Creation of liberal arts groups working on community projects (visual arts, video, theatre, painting, installations etc) that bring them closer to the community, for example working with neighbourhood council, intergenerational projects, arts installations, concerts, etc.*
- ✓ *Periods of traineeships in local businesses or public services*
- ✓ *Creation of study groups with peers and adults (experts) on a voluntary base*
- ✓ *Enrolment in further training (especially for NEETs) and active job-seeking activities*

At the end of the process, the "Youthpass" certificate will summarise and give evidence to the talents that participants have "expressed" and how, in the final step "Expressing and valorising talents".

The "Committing talents" step capitalises on the results and outcomes from the "Appraising talents" phase and contributes to the following part of the process, that is the valorisation of the whole "Unexpressed Talent" experience.

For the purposes of the experimentation, different methods and tools developed:

WHAT TURNS ME ON
(Card #1)

AIMS

To support the identification of future pathways for participants
To identify motivational levers
To develop self-awareness

MATERIALS

The following card can be printed and distributed among participants

STEP-BY-STEP

This activity is suitable for both individual work and group sessions.

1) The following card is distributed among participants, the trainer asks them to think about what kind of situations, behaviours, things, etc. are able to motivate participants. Motivational levers can be found both internally (one' one willingness and attitudes, etc.) and externally (environmental factors, other people's behaviours or feedbacks, etc.).

2) Participants are now invited to freely discuss about the results in group or during a face-to-face meeting with the trainer/counsellor.

3) According to results, an action plan could be prepared with participants with reference to future steps and actions to be undertaken in order to reach the goals set at the beginning of the programme.

TIME
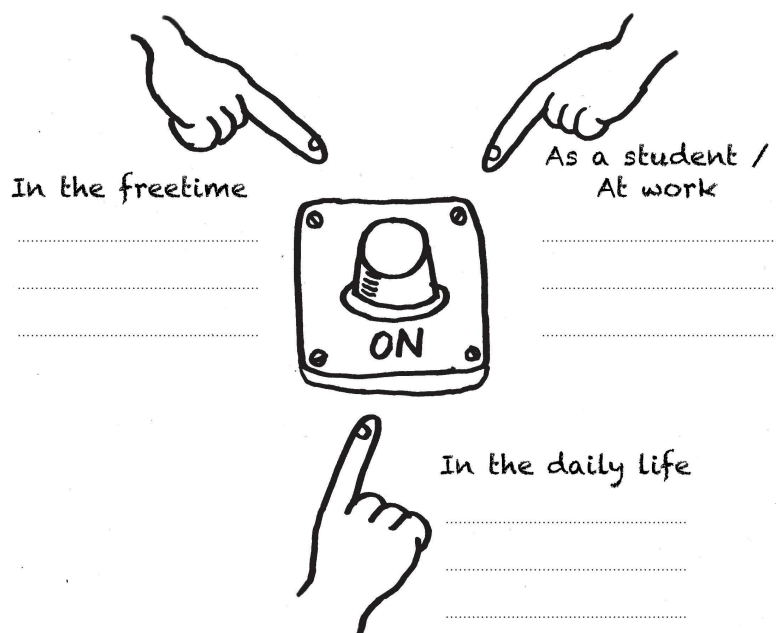
Approx. 1 hour

Suitable for **INDIVIDUAL/*GROUP*** work.

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WHAT TURNS ME ON
(Card #1)

Name & Surname _____

- WHAT TURNS ME ON!

In the freetime

As a student /
At work

ON

In the daily life

Each person works with different **motivational keys**.
Motivation could come from the inside (eg. Willingness to push yourself beyond your limits) or from outside (other people's behaviour, environmental factors such as outdoor, etc.).
Try to identify what are the things that turn you on.

PAPER BOATS
(Card #2)

AIMS
To reflect on young people's role as citizens and on how they can improve their commitment in local communities as active participants.
To use creativity and creative thinking to boost participants' engagement and to facilitate the emersion of their unexpressed talents.
To develop creative skills as well as communication/relational and organisational skills.

STEP-BY-STEP
Following the example of the "Mind the Map" initiative, created by Silvia Gobbo – a local creative talent, Forcoop will involve local groups of young people (16-25 years old) in the design and realisation of art installations made of paper boats (using water as a metaphor) and the identification of a place of the city, in a state of abandonment or degradation, where to exhibit those installations.
To create their installations, participants are encouraged to use paper boats containing quotes or messages written by themselves on subjects like talents, personal values, commitments, and future opportunities.
Forcoop Cora Venezia has involved the municipality of San Donà di Piave in the "Unexpressed Talent" project and asked for their support in the implementation of the following initiative.
In San Donà di Piave, the groups will temporarily exhibit their installations at the local Sports Festival in May 2016, and every passer-by will collect a boat and, in exchange, make a symbolic donation to the creators of the installation.
The installations will also be photographed and posted on Facebook, so users will have the opportunity to vote their favourites. The installation collecting the highest number of "likes" will be awarded a cash prize (500.00 Euros) to be allocated to the activities of the Sport's association or organisation/group that created it.
Forcoop, in partnership with the Municipality, will also form a jury that will award minor prizes to the creators of the installation that best represents the theme of the contest.
Moreover, in a sustainability perspective, installations could become itinerant and could be proposed to near municipalities or local private companies to be installed in their premises.

This initiative will help young participants to reflect on their role as citizens and on how they can improve their commitment in local communities as active participants. They will also develop creative skills as well as communication/relational and organisational skills.
Participants will manage time to dedicate to their projects on their own, so that they will be able to develop/strengthen their organisational as well as communication and relational skills.
Forcoop will ensure support and monitoring during the course of the project and, at the end, will support the participants in the evaluation of the experience and in the enhancement of their skills through the use of the "Youthpass" tool.

TIME

6 months are expected to be required in order to complete the whole activity.
The initiative will be carried out between January and May 2016.

Suitable for **GROUP** work.

TIPS

Carrying out this project at local level calls for great resources especially in terms of time, engagement, and responsibility. Participants should be constantly monitored and accompanied in the development of their projects.
It's a powerful and effective activity able to produce very significant results in the process of personal empowerment and transversal skills enhancement.

IN 10 YEARS

AIMS

Having young people think about their future. Important in the develop self-awareness and in the emergence of the talents.

STEP-BY-STEP

1) Reflect on their talents and habilities.

2) On a sheet of paper draw or write what their ideal future would look like 10 years from now.

3) Then they would turn the page and draw or write what their future would look like 10 years from now, but in a realistic way.

4) Discuss the differences presented.

TIME

1 hour

Suitable for **GROUP/INDIVIDUAL** work.

INNOVATIVE PROJECTS

AIMS

Committing talents

STEP-BY-STEP

1) We divide the group into smaller groups according to the similar tastes / talents of each one.

2) Then we ask you to create a project so that you can use your talents.

3) Then advise that they will have to apply their projects in a 1st cycle class. (they will have to think about the changes to the initial project and all the adaptations they will need to make).

4) Make real application of projects in school.

5) Discussion and evaluation of the difficulties they experienced. Which they liked more or less. Who participated the most who had more difficulties in the group.

TIME
multiple sessions

Suitable for **GROUP** work.

INNOVATIVE PROJECTS

Group elements name:

_____

_____

Activity name: _____

Time:_____   Duration:_____

Goals:
Activity description:
What each member of the group is responsible for:

Material:	Features:

Avaliation:

6) VALORISING (EXPRESSED) TALENTS

The project contains a common framework to collect and give value to participants' soft skills emerged during the training activities.

It is important that the involved groups, youth on one side, teachers, school authorities, communities and stakeholders are able to experience and "see" concrete results of the UT pathways. Participants of the projects have the right to receive recognition for their participation and learning in the project as a motivation to commitment.

In this regard, the results of specific initiatives (installations, events, theatre pieces, concerts, videos, sports contests etc) as well as the creation of enlarged study or support groups or the on-the-job experiences represent tangible results of the pathways.

Therefore, the objectives of this step can be summarized as follows:

• Provide concrete, tangible and material results and/or outcomes of the UT paths that can be recognized and shared with different stakeholders in the community (schools, citizens, families, peers etc)

• Recognise the value of skills and competences that have been identified by partners as the most relevant to be developed, appraised and enhanced through the Unexpressed Talent model and tools in order to let unexpressed talents of young NEETs and drop-outs (and youth at risk of social exclusion in general) emerge and be of further use for the community and in formal contexts.

• Assess and recognize the expression of talents through a common tool (UT Youthpass) which can be used to value the non-formal activities in the framework of formal paths and more in general in real-life contexts (employers, other stakeholders)

MAIN METHODS AND TOOLS

In addition to the implementation of specific initiative, which offer a material opportunity to express talents, a common framework to collect and give value to participants' soft skills emerged during the training activities. The "YOUTHPASS" (adapted to the Unexpressed Talent model) as a tool for face-to-face activities represents the main method to systematise the Unexpressed Talent process. The Youthpass Certificate is the instrument developed for this purpose by National Agencies involved in the Youth in Action Programme of the European Commission. Unexpressed Talent partners decided to adapt this tool to the specific purposes and features of non-formal training

activities and paths designed in this model. More information on the Youthpass can be found in Annexes G-H.

The Youthpass is a tool based on principles of non-formal education and learning and it puts the Key competences for Lifelong Learning into practice. Our version of the Youthpass focuses on 3 of the Key competences (Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship) and is based on the definition of such competences combined with a set of transversal skills defined by the ESCO classification.

The tool is conceived to be easily usable, attractive to youngsters, and "youth-friendly"; it should also serve as a self-assessment instrument to foster self-awareness and autonomy in the participants. Moreover, the tool is developed with the aim of being understood by people outside the youth field, i.e. companies.

For the purposes of the experimentation, different methods and tools developed:

COLLECTING EVIDENCES
(Card #1)

AIMS

To support evaluation and self-assessment of competences
To develop self-narration skills
To valorise one's own growth

MATERIALS

Cards with the description of transversal skills and competences could be pre-arranged so that a common language and terminology is shared among participants.
Moreover, print instructions for all participants.

STEP-BY-STEP

1) Participants are invited to select one or more of the competences by taking one Competence card.
2) Participants are now invited to freely work on the collection of evidences. Some prompts for instructions are hereby provided:

    a) Think back at your experience in the Unexpressed Talent activities and in your life in general. Focus on the competence(s) you chose: when did you first realise you are good at it? What challenges did you have to overcome and did you deal with them? How did you developed this competence until now? – List your findings in keywords or in a mind map, or drawing, etc.

    b) Now think about evidences that can prove the development of the competence(s) you chose, or the challenge(s) you had to overcome. Evidences could be: feedbacks from other people (either written or verbal), notes you took, pictures and/or videos, certificates, etc.

    c) Make a conclusion for yourself: what does these evidences tell about the development of the competence(s)? How do you feel about this competence now? How much are you

    d) confident about it? Is there further space for improvement/learning? Can you translate this further improvement in terms of learning goals?

3) This activity can be carried out at individual or group level.
In a face-to-face meeting with the trainer/counsellor participants can talk about their evidences and findings in a more thorough way and the trainer/counsellor can support the participants in stressing important issues and underline relevant facts or findings in order to make learning achievements emerge and be recognised and valorised.
In group sessions, a general discussion about main findings can be carried out and the trainer can arrange some posters to "fix" some of the results, especially in terms of learning achievements.

TIME

Approx. 1 hour/1,5 hours for the individual work + 1 hour discussion (either individually or in group).

Suitable for **INDIVIDUAL and *GROUP*** work.

HISTORICAL COMPETENCE WALK
(Card #2)

AIMS
To support evaluation and self-assessment of competences
To develop self-narration skills
To valorise one's own growth

MATERIALS
Cards with the description of transversal skills and competences could be pre-arranged so that a common language and terminology is shared among participants.
Moreover, print instructions for all participants.

STEP-BY-STEP

1) Participants are invited to select one or more of the competences by taking one Competence card.
2) Participants are now invited to freely walk either inside (large room, corridor, …) or outside. Some prompts for instructions are hereby provided:

   a) Make a (imaginary) line to start your walk. Stand behind this line and think about the start of your Unexpressed Talent path. Connect to that moment for a short while.
   b) Try to go back to the first time you realised you were good at the competence(s) you chose or, on the contrary, you lacked such competence(s). Take one step forward and connect to

   that moment for a short while. Think about some questions: What challenges did you have to overcome and how did you deal or react to them? What emotions are connected to that moment? To what extent do you think you have developed the competence(s)? Did you set new learning goals for such competence(s)?
   c) Now think about the next significant moment in the development of such competence(s). Try to remember important training, workshops, sessions or other activities that gave you the chance to use or start developing such competence(s). Take another step forward and try to link this step to the emotional step you took when you decided to work to develop such competence(s). Think about these questions: How did you develop this competence? What are you good at dealing with precisely? What were the challenges, what do you still as the most difficult aspect(s) of this competence? How did you know how you developed such competence? Did the process affect you and how?
   d) Take as many steps forward as the moments relevant for the development of such competence(s). Reflect again (see questions in c).

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e) Now take another step forward: you got to the "Now". Look back at the beginning of the walk: how do you feel? Where are you now? How confident you are about the competence you chose? Are there any challenges that still need to be dealt with? Are there any aspects you need to further develop? What are your uncertainties? What does this all tell you about your strategy to develop such competence(s)?

f) Take some note of your findings.

This activity can be carried out individually, in peer pairs or with the support of a trainer/counsellor.

- In a face-to-face meeting with a peer, one person should start the walk and the other support him/her; the "supporter" can write down relevant statements, comments or remarks, but also can help the peer to explore rational and emotional aspects of the development of the competence(s) in depth. When the fist one finishes, they can swap roles.

- In a face-to-face meeting with a trainer/counsellor, the latter should play a supportive role, trying to stimulate deeper reflection and valorisation of the process of competence(s) development. The trainer/counsellor can support the participant in stressing important issues and underlining relevant facts or findings in order to make learning achievements emerge and be recognised and valorised.

3) At this point the discussion about the main results and outcomes of the walk can be carried out in group or with the trainer/counsellor only. In case of a plenary session, a general discussion about main findings can be carried out and the trainer/counsellor can arrange some posters to "fix" some of the results, especially in terms of learning achievements.

TIME
Approx. 1 hour/1,5 hours for the individual work + 1 hour discussion (either individually or in group).

Suitable for **INDIVIDUAL, PAIR and _GROUP_** work.

STORY TELLING OF COMPETENCES
(Card #3)

AIMS

To support evaluation and self-assessment of competences
To develop self-narration skills
To valorise one's own growth
To develop active listening skills

MATERIALS

Cards with the description of transversal skills and competences could be pre-arranged so that a common language and terminology is shared among participants.
Moreover, print instructions for all participants.

STEP-BY-STEP

1) Participants are invited to select one or more of the competences by taking one Competence card.

2) Participants are now invited to find 1-2 partner(s). The activity is about storytelling of successful development of competences. Each participant should tell the story of how the competence has been developed and used. The partner(s) should listen and support the peer with clarifying questions and remarks. At the end of one's story, roles are swapped. Participants should be aware of time and decide themselves how to manage the available time in order to let everyone have the chance to tell his/her own story.

3) Provide some instructions like the following.
    a. The structure of the story should be: context/situation (where everything begins); specific challenge to be overcome through the use of the "key" competence(s) (when and how the participant was challenged); actions undertake to deal with the difficulties (what was done); reflection on results obtained (what the participant can learn by his/her own story).
    b. Participants should be invited to focus on a competence (or more) that they initially felt as lacking or not strong enough and then recall the specific situation when this very competence was used and somehow showed off. Some guiding questions: how did you find out you had to develop such a competence? What did you do about it? How did it work out? What were the results/outcomes? Please note, peers can ask for further and clarifying questions as well as for examples and details. Don't let participants be too vague, try to boost a deep reflection.
    c. The final issues to be tackled in duos or trios are about evidences/proofs and results. Some guiding questions could be: what does these evidences tell about the development of the competence(s)? How do you feel about this competence now?

How much are you confident about it? Is there further space for improvement/learning? Can you translate this further improvement in terms of learning goals?

d. Invite participants to take some note of their findings.

4) This activity should be closed either in a face-to-face meeting with the trainer/counsellor or in group. If the duos/trios meet the trainer/counsellor, the latter should play a supportive role, trying to stimulate deeper reflection and valorisation of the process of competence(s) development. The trainer/counsellor can support the participants in stressing important issues and underlining relevant facts or findings in order to make learning achievements emerge and be recognised and valorised. In case of a plenary session, a general discussion about main findings can be carried out and the trainer/counsellor can arrange some posters to "fix" some of the results, especially in terms of learning achievements.

TIME

Approx. 1 hour/1,5 hours for the individual work + 1 hour discussion (either in small groups with the trainer/counsellor or in plenary).

Suitable for **INDIVIDUAL and SMALL GROUP** work.

Co-funded by the
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Part II
Activities for the development of Unexpressed Talents

L E A R N I N G
T O
L E A R N

Activities for the development
of Unexpressed Talents

MANDALA
(Card #1)

AIMS

To provide initiating experience promoting communication and relationship among team members by having them tell their stories – visually expressing their uniqueness as persons and discovering the element that connects them into a team.

MATERIALS

- ✓ flip chart paper (one per group),
- ✓ colour pencils, crayons or hand paints (you might want to avoid ink markers because they can run out of ink at the most inopportune moment, introducing frustration and distraction into the classroom.)
- ✓ examples of mandalas (your own drawings and/or books with sample drawings of Mandalas)
- ✓ Music: Amrit Kirtan – Album "Sacred Circles", Manish Vyas - Tumi Bhaja Re Mana, Deva Premal – Gayatri Mantra

STEP-BY-STEP

1) Divide participants into groups of 4-6 persons or let them to form the groups.

2) Begin by telling a brief history of mandalas and show them examples of Mandalas from various cultures. Mandalas are an ancient part of every culture, so there is no religious or cultural resistance to drawing them. Explain that Mandala is the Sanskrit word for "circle". It represents wholeness, and can be seen everywhere. They are the structures of our cells, our world, and our universe. Wherever a centre is found radiating outward and inward, there is wholeness – a Mandala. The core of Mandala design is the protective circle. Whatever is expressed inside this circle is protected and cannot be harmed or harm anybody.

3) Provide participants with sheets of flip chart paper and a variety of coloured pencils, crayons or hand paints. Designate a separate area of the room for each team so everyone should feel comfortable.

4) Ask the learners to draw one big circle per group and divide it according to the number of group members. Explain that everyone draws in his/her part of Mandala what represents his/her life in the present moment. Then in the centre of Mandala group members draw the element that connects them all together. To help the participants turn off their Inner Critic, explain that there is no right or wrong. Whatever emerges as representation of their inner self is right. They are not bound by any particular colours or materials to create their Mandala: let their feelings and instincts guide them through the creative process.

5) Turn on the music, and tell the learners to take two deep breaths, which they are to exhale slowly and begin drawing. Allow 30-40 minutes to complete the mandalas.

6) Put the Mandalas on the walls and allow 15 min. for the learners to go around, look at the Mandalas and ask the questions to each other. If you feel that the learners would like to share their

Mandala Art and experience they gained from it, let them to present the Mandalas in front of the groups. In this case each participant describes what he or she has drawn in personal part and

each group present the common element. Allow three to four minutes for each member in the group.

REFLECTION AND EVALUATION

Creating a group mandala is a unifying experience in which people can express themselves individually within a unified structure. This is a powerful activity that allows the team to learn a great deal about each other in a brief period of time.

The very nature of creating a mandala is therapeutic and symbolic. The shapes and colours the learners choose for creating their Mandalas will reflect their inner self at the time of creation. As with most art therapy, it's not about the final product, it's about the journey. When the participants reach their destination, they will have a representation of something meaningful and personal, a snapshot of them in the present moment expressed through their Mandala. The Mandala will visually represent values, beliefs, and viewpoints held by the learners and capture their essence or "spirit". Sharing the group element will permit members to identify how they are connected and values and beliefs they have in common.

Mandala will offer a deep learning technique that will help the learners reflect on their own values, beliefs and viewpoints and those of others. Through the experience of making a Mandala, participants will learn about their strengths and weaknesses and think of strategies for improvement.

TIME

1 – 1,5 hours

Suitable for **GROUP** work. (Group size: 4-6 people each)

SOURCE

1. Marcia Backos, Program Director, Bryant & Stratton College (OH)
mrbackos@bryantstratton.edu http://208.112.60.175/Emotions007.htm
2. Personal Mandala. - Barry Heermann. Building Team Spirit: Activities for Inspiring and Energizing Teams. McGraw-Hill, 1997.
http://www.uky.edu/kaphtc/sites/www.uky.edu.kaphtc/files/Personal%20Mandala.pdf
3. Examples of Mandalas http://www.mandalaproject.org/What/Index.html
4. Expressive Art Workshops and Creative Depth Therapy by Shelley Klammer
http://www.expressiveartworkshops.com/

#Reflect on learning process	*#Use different learning strategies*
#Critique reasoning	*#Show originality*
#Visualize completed work	*#Produce original work*
#Evaluate success	*#Set goals*

RIVER OF LIFE
(Card #2)

AIMS
To allow participants to reflect on personal experiences and influences that have motivated them in their personal and professional life. Participants are invited to use the symbol of a river to reflect on key stages in their lives, positive experiences and influences, and difficult challenges.

MATERIALS
- ✓ Flip chart paper (one per participant),
- ✓ Colour pencils, crayons or hand paints (you might want to avoid ink markers because they can run out of ink at the most inopportune moment, introducing frustration and distraction into the classroom.)
- ✓ Magazines, scissor, glue (optional)
- ✓ Examples of „river of life "(optional)
- ✓ Music: Chris Spheeris – Psyche, Orlando, Enchantment, Andalu, Allura

STEP-BY-STEP
1) Tell the group, "We're going to create a picture that reflects the river of your life. Like a river, your life has a certain flow. There are times when a river is rushing and flowing over the banks. At other times, the river goes over rapids and rocks or moves slowly and peacefully. Take a few minutes to consider where you have been and what has been significant in shaping the direction of your life." Ask participants to use the art supplies to create a picture that describes their life journey. Allow approximately 20 minutes for participants to create their pictures.

2) Ask for volunteers to share their pictures. Have them tell the group about their journey and what the images they drew represent in their life. Ask that the rest of the group give their full attention to the person who's sharing, and that all questions and comments wait until the end. Allow 5–7 minutes for each participant. If your group is too large for it to be feasible that everyone hears all the stories, you can divide into smaller groups of 5 or 6 people.

3) When everyone has finished sharing, ask a series of questions to prompt group discussion:
- ❑ What was it like for you to tell your story to this group?
- ❑ What was it like for you to hear these stories?
- ❑ What surprised you?
- ❑ What insights have you gained about our group?

TIME
1 – 1,5 hours

Suitable for **GROUP** work. (Group size: various)

SOURCE

River of Life Facilitation Guide
(http://www.ethicalleadership.org/uploads/2/6/2/6/26265761/1.7_river_of_life.pdf)

#Reflect on learning process   *#Use different learning strategies*
#Critique reasoning   *#Show originality*
#Visualize completed work   *#Produce original work*
#Evaluate success   *#Set goals*

LEARNING FROM MISTAKES
(Card #3)

AIMS
Learning from mistakes, meditate about experiences, evaluate.

STEP-BY-STEP
1) Give the participant the mistakes' table (see below) and ask to fill in with the following items:
Situation → circumstance where a problem was experienced (ex. fail an exam)
Mistakes → kind of mistake (incomplete answers, confusion…)
Reasons → think about the causes (distraction, not enough study…)
Solutions → suppose some answers to the problem (concentrate, more time for studying...)

2) Discuss with the participant about the solutions proposed, the feedbacks received after the mistake, how to improve next time…

TIME
 Approx. 1 hour: 30 minutes (exercise) + 30 minutes (discussion)

Suitable for **INDIVIDUAL** work.

SOURCE
Yvette Warnier. *Méthodo, le coach des élèves. Mieux se connaître pour réussir*. De boeck 2012

#Reflect on learning process   *#Use different learning strategies*
#Critique reasoning   *#Evaluate success*
#Set goals   *#analyse the problem*
#learn from mistakes   *#build on experience*
#manage frustration   *#devise strategy*
#prioritise actions

LEARNING FROM MISTAKES
(Sample table)

SITUATION	MISTAKES	REASONS	SOLUTIONS
Example: *fail an exam*	*- incomplete answers* *- confusion* *-...*	*- distraction* *- not enough study* *-...*	*- concentrate* *- more time for studying* *-...*
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"MY AIM" PYRAMID
(Card #4)

AIMS
Meditate about priorities and motivation, learn to reach objectives, deal with problems.

STEP-BY-STEP
1) Write on the blackboard "My aim" and ask the participants to brainstorm about the word; the facilitator writes the suggestions on the board. The words can be about the different objectives that people want to reach, the actions to undertake to achieve them, the feelings perceived, difficulties…

2) Give all participants a piece of paper with the pyramid draw (see below) and ask them to write on the top an aim they want to reach. A short-term objective will work better.

3) Ask the participants to put the words, linked to the achievement of the aim, in order of priority and motivation: starting from the bottom (most motivating emotions, most important activities to do…) to the top. The words on the bottom are more motivating and relevant to reach the objective than the ones on the top: for example, a person can consider fear more motivating than happiness, or consider learning English more important than Spanish, or consider a priority to deal with shyness. They can use some words of the board or think about other words

4) Discuss with the group about their pyramids:
- Things they consider overriding
- Emotions they feel and how they can be motivating or discouraging
- Actions to undertake to reach their aims
- Difficulties they must deal with

- …

TIME
Approx. 80 minutes: 15 minutes (brainstorming), 30 minutes (activity), 45 minutes (discussion)

TIPS
If the group recognize a common objective, the facilitator can propose the group to work on the same aim.
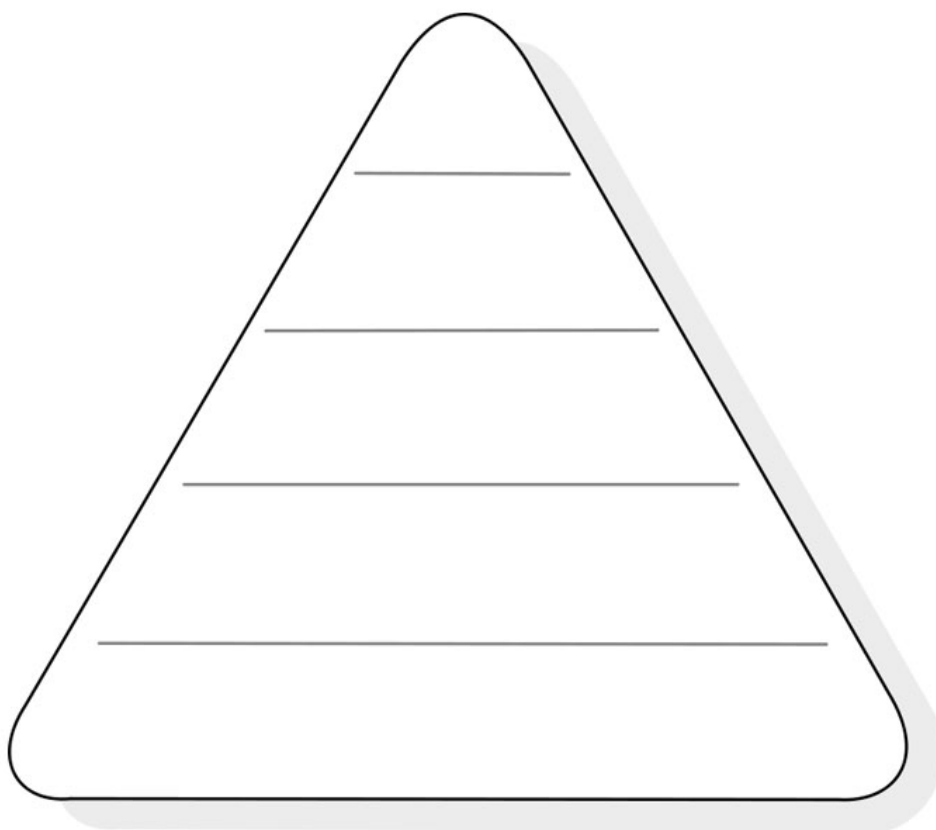
Suitable for **GROUP** work.

#Reflect on learning process   *#Use different learning strategies*
#Critique reasoning   *#Evaluate success*
#Set goals   *#share information and opinions*
#analyse the problem   *#learn from mistakes*
#build on experience   *#manage frustration*
#devise strategy   *#prioritise actions*

![UNexpressed talent logo]

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"MY AIM" PYRAMID
(Card #4)

MY AIM: _____

MY INNER RESOURCES
(Card #5)

AIMS
Improve self-confidence, discover strengths and qualities, improve positive feedbacks.

STEP-BY-STEP
1) The group sit down on the floor. Give all participants a paper with a draw of a big circle and explain that it symbolises their set of resources and qualities.
2) Ask the participants to split the "cake" in different slices and fill in the spaces with their qualities and strengths.
3) After the individual work, the participants pass the paper around the group and the others can add some qualities they recognise in the person. At the end, each participant collects his/her own paper.
4) Discuss with the group about the following issues:
- Emotions while reading the paper filled in by the group
- Importance of the positive feedback
- Differences between one's own and other people's opinion
- …

TIME
Approx. 1 hour ½

Suitable for **GROUP** work.

TIPS
This game is usually more effective when the group is already well-established.
If a participant has big difficulties in identifying his/her qualities, the facilitator can ask another participant to help him/her.

SOURCE
S. Manes, *Giochi per crescere insieme. Manuale di tecniche creative.* FrancoAngeli, 2007.

#accept and give constructive criticism
#reflect on learning process
#critique reasoning
#make judgement

#foster quality
#use different learning strategies
#consider impact of judgement
#evaluate success

THE BOOK OF MY LIFE
(Card #6)

AIMS
Improve self-confidence, learn to discover yourself, meditate on own experiences

MATERIAL
- A3 papers
- Felt-tip pens
- Optional: relaxing music CD, gymnastic mats

STEP-BY-STEP
1) Ask the participants to sit down, on the floor or on gymnastics mats, in a comfy position where they can relax and meditate.
2) Give all participants an A3 paper and some coloured felt-tip pens.
3) Ask the participants to draw the book cover of their life. During the activity, a relaxing music can be played.
4) Invite the participants to explain the group their book cover, talking about their negative and positive life experiences.

TIME
Approx. 1 hour ½: 40 minutes (exercise) + 40 minutes (discussion)

Suitable for **GROUP/INDIVIDUAL** work.

TIPS
This activity can be highly emotional; pay serious attention to the feelings of the group.

ADAPTATION
The activity can be also done with a focus on a specific issue, such as the labour market, friendship, family, hobbies,…

#use different learning strategies   *#critique reasoning*
#evaluate success   *#recognise opportunity*
#learn from mistakes   *#foster quality*
#share information and opinions

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ESCAPE ROOM 007
(Card #7)

AIMS

Understand that there are different learning styles and experiment them
Cooperate in teams
Reason critically and creatively
Solve problems

MATERIALS

- instructions for participants
- riddles
- pens, paper sheets, scissors

STEP-BY-STEP

1) Divide the group into teams of min. 2 max 6 people each.
2) Give participants the instructions and explain the rules of the game thoroughly.
3) Start the game, providing each group the first riddle. Pay attention to the time: only 45 minutes will be granted.
4) When the game is over, invite participants to discuss about the activity and the learning outcomes.

TIME

Approx. 1 hour: 45 minutes (exercise) + 15/20 minutes (instructions and discussion)

Suitable for **GROUP** work.

#use different learning strategies   *#critique reasoning*
#evaluate success   *#recognise opportunity*
#learn from mistakes   *#foster quality*
#share information and opinions

Co-funded by the
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ESCAPE ROOM 007
(example of instructions for participants)

WELCOME

Today also (your town) has its own Escape Room and you want to find a way out you must solve a series of games.

BACKGROUND

You are Secret Agents in charge of dangerous operations, the objective of this mission is to find the hidden files in the room before the other agencies.
Your Agency will not accept your failure and your job is at risk.

INSTRUCTIONS

You are locked in this room and you have 45 minutes to find a way out bringing the files with you. Fasten up because time is short!

You must work in team; you are in this together and the only way out is together! Cooperation is the best weapon you have: different skills, attitudes and knowledges are the key to complete the mission.

There is only one tool you can use: your own curiosity.

Be smart, be critical be genius. Most of all be fast: 45 minutes is all you have!

RULES

If you exit the room you will be out of the game.

During the mission, you can ask for help only one time, to do so you must write down the keyword ELIXIR in a secret paper you will give to the Watchmen (Trainers).

VALUES
AND
ATTITUDES

HUMAN NEEDS JIGSAW
(Card #1)

AIMS

This exercise will help people realise that what they see as important might be different for others, and also cause them to reflect on the fact that we all share the same fundamental human rights.

MATERIALS
- ✓ One big sheet of paper for every participant
- ✓ Markers
- ✓ Scissors

STEP-BY-STEP

1) Give all participants a piece of paper and let them draw the outline of themselves. (When the paper is big enough, they might also lie down on the paper and let someone else draw them). Cut out all drawings. Let the participants then divide their drawings into a jigsaw of six parts.

2) Make a list, with all participants, of things that might be important to them, for instance: food, friends, shelter, love, education, a stable income, good health, good environment, religion, nice family, having ideals, freedom of speech, possibility to travel, peace, not being discriminated against, etc., until you have a list of at least 25-30 items.

3) Ask all participants to pick out six rights from this list, that they consider important for themselves at this moment. They can write each one on the jigsaw pieces they made from their drawing.

4) When everyone has written down one right in one of their jigsaw pieces, they can cut up the drawings.

5) Ask one volunteer to show their jigsaw and present it to the group, explaining why they have chosen these six rights. Let the volunteer name the selected rights one by one, and ask the rest of the group, when a right is named that they have selected as well, to take out that piece and put it in front of them.

6) After the volunteer is finished, ask the rest of the group if anyone had selected the same rights, or if anyone had any rights in common. Take care that you do not start a discussion whether needs someone has chosen are sensible or not; the choice is purely individual and cannot be discussed.

7) Ask some other volunteers to share their selection of important things with the group (preferably someone who had nothing or only one or two in common with the first volunteer) and repeat step 6.

8) Discuss with the group how it is that people can perceive their needs differently? Ask them if they see any needs/rights (newly offered or from the list already made) that are absolutely fundamental for every human being. Make a list of these and compare them with the simplified version of the Universal Declaration of Human Rights.

REFLECTION AND EVALUATION

Did many of your needs overlap with those of other persons?

Did you understand why others chose other things to be more important for them?

How did you choose your needs?

Do you think your list has changed from the list you would have made five years ago, or will change from a future list?

Are there needs/rights that must be respected for everyone without exception?

Why is this if we can perceive our needs differently?

TIME

1 hour

Suitable for **GROUP** work. (Group size: Various)

ADAPTATION

You can also vary this exercise by giving people role-cards; a 90-year-old grandmother, a refugee seeking asylum, a boy in a wheelchair, a businessman, a student on a low income, a homeless girl, a professional football player, a child growing up in an Indian orphanage, a farmer from Venezuela, etc. Then ask the participant to empathise with the person on their role card and guess which rights are important to them.

SOURCE: T-Kit on Social Inclusion (http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion?inheritRedirect=true)

#Share information & opinions
#Work with different viewpoints
#Identify social impact
#Reflect on own work practices
#Show consideration
#Demonstrate tolerance

NEGOTIATING VALUES
(Card #2)

AIMS

This activity allows you to explore through a process of negotiation the values underpinning the management of cultural diversity in Europe. These values, which are based on the White Paper on Intercultural Dialogue, will subsequently be used to open up a group discussion leading to the collective construction of a common core of values on the topic of cultural diversity.

MATERIALS

- ✓ 70 value cards to be cut out (attached to this card)
- ✓ Board
- ✓ Sheets
- ✓ Felt pens, pencils

STEP-BY-STEP

1) Explain to the participants that the purpose of this activity is to draw up a charter that enshrines five values that are common to the group in order to be able to live together more harmoniously in such a way as to guarantee respect for the dignity of the different members of the group.
The participants receive a series of five value cards.
The participants exchange their series of five cards for cards representing values that they feel are more suited to them.
When exchanging cards, it is not essential to apply the principle "one for one". The only condition is that no one should end up with fewer than two cards.
Each participant must have at least two values that he finds appealing, i.e. values that he can defend or values that are in his opinion not open to any fundamental compromise. Some of these values are included in the common core of values on which the European Union wishes to construct lasting peace and mutual and respectful understanding of different cultures.

2) Once the exchange has been completed, the facilitator will invite the participants to regroup. He should ask the participants to put their cards in order of preference. The facilitator should then present the three categories of values. A number of subgroups should be made: the participants who have the same colour of card in the first position go together.
In the subgroups, the participants should negotiate the choice of one to three values that they want to include in the charter and come up with arguments to defend their views.

3) The facilitator invites the sub-groups to come together again.
To decide on the choice of the five values for the common group charter, the subgroups present their values and tell the others the reasons for their choice. Each subgroup should defend its views by championing the values that they want the group to adopt.

4) The group should choose five values to include in the charter in order to be able to live together more harmoniously in such a way as to guarantee respect for the dignity of the different members of the group.

5) Debriefing of the negotiation with the group:

What have you learned?
What did you find difficult?
What are the negotiation and decision-making mechanisms?
Assess the contents of the charter:
Do the values make it possible to live together more harmoniously?
Are they acceptable in your local context?

The facilitator should present the political preconditions for intercultural dialogue (see the White Paper on Intercultural Dialogue) to establish the connection between these values and a European framework

Invite the group to undertake to become an ambassador for cultural diversity in Europe by encouraging the emergence of courses of action (for example: In your opinion, what can we do with this charter ?).

TIME
2 hours

Suitable for **GROUP** work. (Group size: From 8 to 15 max)

TIPS
The kit has 70 value cards in the form of cut-out cards for positive and negative values. These values are divided into categories, each with a different colour: freedom - blue, right - red and respect - green. Cut out the cards according to the number of participants: each participant should have a pile of five different value cards. The facilitator will give each participant positive and negative values.

SOURCE
Education Populaire comme Méthode pour une Europe Citoyenne (EPMEC)

#Share information & opinions   *#Foster social networks*
#Collaborate on tasks   *#Argue cases in a constructive way*
#Foster quality   *#Decide priorities*
#Critique reasoning   *#Consider impact of judgement*
#Notice bias   *#Work with different viewpoints*
#Show consideration   *#Demonstrate tolerance*
#Treat people fairly   *#Make an effort*

MY VALUES
(Card #3)

AIMS

To recognise personal, social, working identity through the identification of one's own value system about one's own personal evolution

STEP-BY-STEP

1) The trainer distributes the card about values and asks everybody to arrange them following a decreasing importance criterion (the first will be the most important till the last one that will prove the least important), giving a short definition to each of them, using a pencil for making corrections and modifications. If one wants she/he can add a value that is not included in the list. It isn't allowed to give the same importance to two or more values or to make packages of values.

2) In the meantime the trainer prearranges a sheet with the list of the participants' names and two columns nearby.

3) Everybody is then asked to indicate what value she/he assesses more important for her/himself and what conversely turns out the last in the classification, and the pairs of values are written near the participants' names.

4) At this point a collective discussion is opened about what values are subscribed mostly or on the contrary are little appreciated, if choices subscribed in a different measure between women and men exist, if participants succeed individually in connecting different value priorities at different phases of their lives, etc.

5) Generally, in all groups, power is put at the last place and is explicitly indicated as a negative value. At this point the trainer asks those who have expressed this evaluation to give her/his definition of power and on the other hand proposes the definition of the dictionary that refers to the concept of faculty, possibility of doing, acting, accomplishing.

6) Everybody is then asked to reconsider her/his history and to identify important and significant people, bearers of a sound, positive power, mentioning them.

7) Further step: everybody is asked to recall a social, not confidential or private, situation where she/he has had power and has wielded it.

8) What feelings does this reconstruction induce? How does this rational / emotional elaboration modify the previous classification? What meanings are we giving to power in our lives?

It is possible to continue the discussion matching the "Personal values" with "Professional values". So, for example, the trainer could ask participants to arrange the given set of professional values in a decreasing order and then make participants compare the first card with the second and try to find common traits. In this way participants, will understand the connection between values and beliefs and personal as well as professional choices.

TIME

10 minutes for making the list, about two hours overall.

Suitable for **GROUP/INDIVIDUAL** work. (A group workshop is usually more effective)

TIPS

This exercise on values is extremely demanding both for the trainer and for participants and calls for great resources of attention, delicacy and time.
It's however a powerful and effective tool able to produce very significant results in the process of personal empowerment.

ADAPTATION

It's possible to carry out a softer version: after the personal classification, proceed with a reflection on the modification of the value hierarchy in different phases and conditions of life.

#share information and opinions   *#face change*   *#critique reasoning*
#explain reasoning   *#show originality*   *#recognise opportunity*
#learn from mistakes   *#build on experience*

MY VALUES
Card #1a
(to be printed and distributed to participants)

Name _____

In your opinion what are the most important values in your life?
(Please, indicate them in a decreasing order of importance from 10 to 1)

1)   Family
2)   Friendship / Love
3)   Social commitment
4)   Intellectual commitment
5)   Political commitment
6)   Professional achievement
7)   Power
8)   Safety
9)   Self-achievement
10)   Money
11)   Psychological wellbeing
12)   Health
13)   Fun
14)   _____
15)   _____

MY PROFESSIONAL VALUES
Card #1b
(to be printed and distributed to participants)

In your opinion, what are the most important values at work?
(Please, indicate them in a decreasing order of importance from 10 to 1)

To learn new things
Career achievement
High remuneration
To have responsibility task
Autonomy
Job security
Pleasant working environment
Development of career
To collaborate with the others
Flexible hours
Respect the chain of command

FAIRPLAY
(Card #4)

AIMS

To recognise personal and social identity through the identification of one's own value system
To develop team working skills
To strengthen personal awareness

STEP-BY-STEP

1) Participants are asked to draw a football ground together. They should not lose/drop the pen!
2) The ground is then divided into two parts, representing positive and negative aspects of football.
3) Participants are also split into 2 groups and each group is asked to write down their thoughts about positive and negative values attributed to football in their respective areas of the ground.
4) Finally, both groups must present their results in the forum, sharing thoughts and reflections with their peers.
5) At this point the facilitator/trainer asks participants to reflect about their own values and how they affect their attitudes and behaviours.

TIME

Approx. 2 hours: 10 minutes to draw the ground, about 20 minutes for group work and finally at least 30 minutes for plenary discussion.

Suitable for **GROUP** work.

TIPS

This activity is more likely to work with a group of male participants because they are more familiar with the football ground framework. However, a mixed group could work just fine as well.

#share information and opinions   *#critique reasoning*
#explain reasoning   *#show originality*
#recognise opportunity   *#notice bias*
#work with different viewpoints   *#argue cases in a constructive way*
#collaborate on tasks

LET'S PLAY CARDS
(Card #5)

AIMS
Recognize values and relate them to the actions taken daily.
Recognize the difference between values and attitudes.

MATERIALS
The trainer should prepare 2 sets of cards with symbols of diamonds and of clubs.
On the diamond cards, the trainer should write/print a value (freedom, love, family, etc.). Club cards are left blank, and their quantity can be more than the diamonds one (at least 2 club cards per diamond card).

STEP-BY-STEP
1) At the beginning each participant receives randomly a card with the symbol of Diamonds (Values) or Clubs (Attitudes). Participants must form a pair of Clubs and Diamonds, preferably with a participant with whom they are not so familiar.
2) Then each pair should analyse the Value of the diamond card received (reflecting upon it and thinking about what that value represents for the pair of people) and then, on the club card, they should write one or two attitudes, which they already adopt in their daily routine, matching the Value of their diamond card.
3) Afterwards, participants are asked to orally present the Value and the Attitudes they have chosen to represent their Value.
4) Finally the whole group discusses and reflects upon the different meanings of value and how they can influence the attitudes presented.

TIME
1 hour

Suitable for **GROUP** work.

TIPS
Some attitudes can be prepared in advance so that the trainer can encourage the group reflection.
After the group reflection and discussion, the group can choose together the most important value.

CREATIVE THINKING

PART II

Activities for the development of Unexpressed Talents

BUILDING BRIDGES
(Card #1)

AIMS
This is an exercise in which participants experience how co-operating and negotiating are, and to see for themselves which role they take in these processes. Next to that, they learn what it is like to communicate indirectly with another group without knowing much about them.
The exercise also encourages organisation, delegation and creativity

MATERIALS
All sorts of waste material
Cardboard
Glue
Scissors
Rulers

STEP-BY-STEP
1) Divide the group in two. Explain that they are the inhabitants of towns that are separated by a huge river. After years of discussion, you have decided to build a bridge to cross the river; one town will make one half, the other the second half. There is a problem however, since it is almost impossible to communicate with each other. Only one person will be able to speak with one person from the other group to discuss the design of the bridge on two intervals. This spokesperson will be elected within the group.

2) Each group then goes to a different room, from which it is impossible to see or hear the other group. In the room they will find all sorts of materials to build the bridge. The only thing they know about the design of the bridge is that it should cross the river, which – in scale – is one meter, and that the bridge, once connected, should support a toy car. They must work out with the other group how wide or high the bridge should be. The group then has half an hour to elect their spokesperson, divide tasks and get started. After half an hour, the spokesperson can speak in private to the spokesperson of the other group for ten minutes. They are only allowed to speak, not exchange designs. After that, the group again has half an hour to hear the report of the spokesperson, work on the bridge and adjust the design if necessary. Then, there is again ten minutes' time for deliberation between the spokespersons in another room. After that, the last half hour of work starts.

3) Then, the two groups are supposed to get together again and present their part of the bridge, and the bridge is tested.

4) After the test with the toy car, the groups discuss co-operation, both within their group and with the other group, and how tasks were divided.

REFLECTION AND EVALUATION

• How did you organise the work?
• Did everyone have a say in it?

• How was the negotiator elected?
• Was everybody involved in the work?
• How did the negotiations work out?
• Did you stick to the original design or was it changed? Why?
• Were there any conflicts within the group?
• Did you notice any problems in communicating with the other group?

TIME
 2-3 hours

Suitable for **GROUP** work. (Group size: 10-20)

SOURCE
T-Kit on Social Inclusion (http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion?inheritRedirect=true)

#set goals   *#prioritize actions*
#share information and opinions   *#recognize opportunity*
#reflect on own (work) practices   *#show consideration*
#adapt to changes   *#decide priorities*
#be curious   *#build on experience*
#evaluate success   *#devise strategy*
#reflect on learning process   *#plan learning*
#critique reasoning   *#explore context and causes of problem*

PAPER TOWERS
(Card #2)

AIMS
This initial team building activity encourages partnership working and teamwork.
The exercise also encourages organisation, delegation and creativity.

MATERIALS
Newspapers
Sticky tape
A watch

STEP-BY-STEP
1) Divide the young people into groups of no more than six.

2) Explain that you want them to plan and then construct paper towers. The object is to build the highest tower without it collapsing.

3) Explain that each member of the group should contribute to the planning stage and that no building can take place without the whole group's approval.

4) Hand out newspaper and sticky tape.

5) Give the groups 15 minutes to build their towers.

6) Stand well back!

REFLECTION AND EVALUATION
At the end of the 15 minutes, invite the groups one at a time to consider how well they co-operated, whether anybody was excluded from the exercise (and why and how they felt about it) and how they achieved consensus.
When all the groups have responded, encourage the whole group to examine all the towers. Ask the group with the highest tower to explain how they achieved this. If time allows, get the whole group to reflect on what they might have achieved singlehandedly.

TIME
15 minutes for the activity 10 minutes reflection

Suitable for **GROUP** work. (Group size: various)

ALTERNATIVE
Take adequate quantity of tape, sheets of paper, scissors, plastic cups and straws. Divide the group into sub-groups of 3 to 4 participants each; provide the material to each group (preferably, groups should be set in different rooms). Ask them to build the highest tower with the material provided and the group that will build the highest tower in 10 minutes wins.

Finally discuss on the difficulties emerge and on how participants cope with the task.

#set goals	*#prioritize actions*
#share information and opinions	*#recognize opportunity*
#adapt to changes	*#decide priorities*
#be curious	*#build on experience*
#evaluate success	*#devise strategy*
#reflect on learning process	*#plan learning*
#critique reasoning	*#explore context and causes of problem*

THIS PEN IS NOT A PEN
(Card #3)

AIMS
Find new ways to apply known ideas or use ordinary objects;
Develop creativity and divergent thinking

MATERIALS
Basic and ordinary objects: pens, chairs, pillows…

STEP-BY-STEP
Take a simple object, like a pen, and present it to participants: "This pen is not a pen".
Now ask participants to split intro groups of 5-10 people each and create circles.
Each participant should step inside the circle and create an image, a statue with the body using the object in another way. Examples: a chair can be put over the head and be used a protection against rain; a pen be used to scratch one's back, etc. Groups should be let on their own to work for a few minutes. Make sure that each participant has the opportunity to show at least one image. Please note that it is not important the number of images that a person creates, and participants can step into the circle as soon as they have an idea, no order should be followed.
The trainer can repeat the exercise with another object or each group can present the most creative ideas to the others.

TIME
10 minutes

Suitable for **GROUP** work. (Group size: 5-10; larger groups should be split into smaller groups)

SOURCE
"Active involvement of pupils: a handbook for educators"

#recognize opportunity   *#adapt to changes*
#be curious   *#critique reasoning*
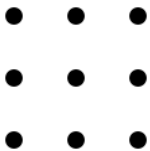*#show originality*   *#produce original work*

THINK OUTSIDE THE BOX
## (MAIER'S SQUARE)
(Card #4)

AIMS
Develop creative thinking, highlight different points of view

STEP-BY-STEP
1) Give all participants a piece of paper with the picture of 9 dots and a pen. Ask them to connect all the dots with only 4 straight lines, without talking to each other's.

2) After 10 minutes or when the most of the group has found the answer, ask a volunteer to show the solution.
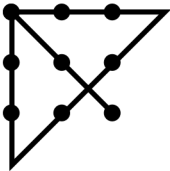
3) Ask the group the reason why they found/didn't find the correct answer: mistakes, reasoning, methods, …

4) Discuss about the importance of being open minded, finding new and creative points of view and "thinking outside the box": the puzzle only seems difficult because people commonly imagine a boundary around the edge of the dot array. The heart of the matter is the unspecified barrier that people typically perceive.

TIME
Approx. 30 minutes, 10 minutes (exercise) + 20 minutes (group discussion)

Suitable for **INDIVIDUAL / GROUP** work. (A group work is usually more effective)

#set goals   *#recognize opportunity*
#devise strategy   *#be curious*
#build on experience   *#evaluate success*
#reflect on learning process   *#critique reasoning*

THE A-TEAM
(Card #5)

AIMS
To allow the participants to work in teams, to develop their entrepreneurship, to take risks and to develop good and appropriate reactions in stressful situations. This activity helps them to solve problems in creative ways and to consider elements from a complex situation to find an optimal result.

STEP-BY-STEP
1) The participants are separated into equal groups, ideally > 3 groups each containing > 3 members. They are given fake currency (or equivalent, such as small objects of a pre-established value, or simply a "budget", amounting to a total of 2000) and they can create a group identity (name, logo, slogan, etc.).

2) Then, the participants are explained the purpose of the activity: to imagine a scenario where their school/civic centre is going bankrupt and it is up to them to find a solution. The proposal must contain a budget (they can maximize the amount given, if they can, through peripheral activities), a time frame (gantt), a description of the activity, the types of persons involved and communication and dissemination techniques to be used. All these elements will be framed and based on the amount of money they receive.

3) The teams are not allowed to work together, but only within each group. The purpose is to create a realistic (entrepreneurial) activity which could provide a realistic solution to the problem.
4) All teams must undergo an "interim" verification: they need to go see the trainer(s) and have an intermarry evaluation of their work. This can count as an "expert opinion", therefore the group may be asked to pay for the service (from their initial budget of 2000).
5) The presentation of the project can be made on a poster including all of the elements above. Each team has 5 minutes for their presentation and 10 more minutes for questions, if necessary.
6) The evaluation of their proposal is given by the other teams (or, if necessary, by the trainer) and should take into account all of the points mentioned before.
7) The general evaluation of the activity is given by the trainer, who must highlight the good points and the aspects which still need work.

TIME
3 hours

Suitable for **GROUP** work.

TIPS
1. The trainer can then take very good elements from each proposal and put together a "common model" of activity, which could be implemented if realistic.

ADAPTATION

If you consider it suitable, you may invent several scenarios, one for each group.

#share information and opinions	*#collaborate on tasks*
#argue cases in a constructive way	*#foster quality*
#face change	*#decide priorities*
#critique reasoning	*#explain reasoning*
#show originality	*#recognise opportunity*
#build on experience	*#produce original work*
#work with different viewpoints	*#use resources*
#adapt to changes	*#learn from mistakes*
#be curious	*#problem solving (analyse the problem, plan for action)*

TOUR FOR AN ALIEN
(Card #6)

AIMS

This exercise provides an opportunity to think outside the usual way of thinking, but also to question well-known and familiar environment, facts and actions. It encourages questionning and it can provide a good basis for a debate.

STEP-BY-STEP

1) Pretend that you have been assigned the task of conducting a tour for aliens who are visiting earth and observing human life. You're riding along in the alien ship, viewing the landscape below, and you float over a professional football stadium. One of your aliens looks down and becomes very confused, so you tell him that there is a game going on.

2) Try to answer the following questions for him.

1. What is a game?
2. Why are there no female players?
3. Why do people get so passionate watching other people play games?
4. What is a team?
5. Why can't the people in the seats just go down on the field and join in?

3) Try to question your way of life – personal, but also as a society. Are the things that you are explaining logical from the alien's point of view? The trainer can use this activity to start a debate.

TIME
30 minutes

Suitable for **GROUP and INDIVIDUAL** work.

ADAPTATION
You can replace the football field with another activity which could prove more suitable for your public: a manifestation, a festival, a war, a marriage…

#share information and opinions	#collaborate on tasks
#argue cases in a constructive way	#foster quality
#face change	#critique reasoning
#show originality	#recognise opportunity
#build on experience	#problem solving
#work with different viewpoints	#adapt to changes
#learn from mistakes	#be curious

TAKE NOTICE!
(Card #7)

AIMS

Creative people are "expert noticers" and they have highly developed abilities in spotting, gathering, and utilizing things that most others overlook. Having an active rather than idle curiosity about the world around you reveal ideas. The aim of this exercise is to make people aware of unnoticed things around them and to see things from another point of view. It also allows and helps creativity.

STEP-BY-STEP

1) You can use either your immediate environment (classroom, training centre, etc.) or you can go to a different location.
2) Spot and collect the faces, animals, letterforms, and numbers that are accidentally created by wear, repair, time, decay, spillage, breakage, update, replacement, light, shadow, rain, or snow. Some of these things only reveal themselves when you look at them sideways, upside down, or in reverse.
3) Try to discuss with your colleagues and convince them of the figures you are seeing. Remember to be creative and open to suggestions!

TIME

30 minutes

Suitable for **GROUP** work. (Teams can be more effective)

TIPS

You can create teams and engage them in a competition: who finds the most numerous and the most creative figures.

ADAPTATION

This activity can be used in a competition. The trainer can select only one or a limited number of things to find (for example, find faces, find animals). In order to take it one step further, they can also ask the participants to draw the element or include it in a story – create a story around the figures they noticed. Then, they can have a "story competition" or a story dialogue, trying to either impose their story to the other team, using the common elements or not, or to create a common story including the elements they created.

#recognize opportunity   #be curious
#build on experience   #adapt to changes
#critique reasoning   #devise strategy
#set goals   #adapt implementation strategy
#troubleshoot   #recognise opportunity

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DEFINE MY GOALS
(Card #8)

AIMS
The GROW Model is used to define objectives in an effective way to achieve what the participant has proposed to her/himself. Use the GROW process to define a target that the participant wants to achieve.

STEP-BY-STEP
In the GROW model each letter means a word, the letters are
G: Goal, the goal we want to achieve,
R: Reality, analysing the real possibilities of the participant.
O: Options, the different alternatives to achieve the goal.
W: Will, which is a series of questions: what, when, how ...
Participants are divided into pairs.
In 30 minutes, each participant asks the questions to her/his pair. She/he listens carefully and writes down the answers. Then the pairs change their roles for other 30 min.

G = Goal
What is the topic or subject you want to talk about?
What is the goal related to the subject?
What kind of result you expect to obtain?
When do you want to achieve it?
What intermediate steps can be identified?

R = Reality
What is the current situation, related to the topic?
Who else is aware of your goal?
How much personal control have you on the outcome?
Who else has any control over the outcome and to what extent?
What action steps have you taken so far?
What obstacles need to be overcome in order to move forward?
What barriers or personal resistances prevent you from taking action?
What skills are necessary to achieve the goal?
What is the situation that you want to solve in fact?
O = Options
How would you achieve this goal? Write 2 or 3 different options to achieve it.
What else would you do if you have more time or a bigger budget?
What would you do if you could start again from the beginning?
What are the benefits and costs of each option?
Which of these solutions do you prefer or would be better for you?

W = Will, motivation to action
Which option or options you choose?
What are your criteria and measures of success?
When exactly will start and end each stage of the action?
What could prevent your progress through these stages or to reach the goal?

What would you do to remove the internal and external barriers?
Who should know your plans?
What support do you need and from whom?
What will you do to get that support and when?
Rate in a scale from one to ten, the level of commitment you need to carry out this action.
What prevents you from qualifying ten (if this is the case)?

At the end of the pairs' work, results are discussed in the whole group. (30 minutes)

TIME
 1,5 hours

Suitable for **GROUP** work. (Group size: various)

#share information and opinions   *#recognize opportunity*
#reflect on own (work) practices   *#show consideration*
#be curious   *#build on experience*
#adapt to changes   *#decide priorities*
#reflect on learning process   *#plan learning*
#critique reasoning   *#explore context and causes of problem*
#evaluate success   *#devise strategy*
#set goals   *#prioritize actions*

LOOKING FOR NEW ALTERNATIVES
(Card #9)

AIMS

Offer alternatives to situations that participants want to solve or goals they want to achieve.
It is an exercise to work in groups and involve each of the members in the objectives of the others.

STEP-BY-STEP

1) Each participant individually has to think about behaviour that would like to change (for example, *I would like to pay more attention to…, I would like to easier admit the criticism of my colleagues, to be more organized*, etc.).
2) Then select among 5-7 other participants and establish a conversation with them for 2 to 3 minutes.
3) The participant starts the conversation with her/his demand: "*I want to improve my listening…*"; describes how she/he would like to be that behaviour and then asks each of the participants in the group for two suggestions that could help.
4) She/he listens carefully to everything that each participant suggests and writes the answers.
Important: It is not allowed to criticize or comment on the suggestions provided by the participants (neither positive nor negative). It is part of the exercise.
5) The exercise repeats until every participant talks.
6) When the exercise ends, the participant comments on their suggestions; chooses two suggestions that seem better and commits the participant to implement them.

TIME

1 hour (depending on the number of participants in the group, the time required for the activity could increase)

Suitable for **GROUP** work. (Group size: various)

#share information and opinions
#reflect on own (work) practices
#build on experience
#decide priorities
#explore context and causes of problem
#devise strategy
#prioritize actions
#troubleshoot
show originality

#recognize opportunity
#be curious
#adapt to changes
#critique reasoning
#evaluate success
#set goals
#adapt implementation strategy
#recognise opportunity

BUILD MY ACTION PLAN
(Card #10)

AIMS
Create an action plan to achieve the goal.

STEP-BY-STEP
1) Define what an action plan is:
• An Action Plan is a list of steps or actions that the person must take in order to achieve the results he/she expects.
• The action plan also considers the timeframe: a period determined for each stage will be set, which will allow the plan to progress.
2) Start by the target goal
3) Consider, by way of brainstorming, all actions to be taken to achieve the goal
4) Let the participants read again what they have just written, analyse what is missing, etc. Certain actions should enable the progress and help to achieve the goal.
5) Write an action plan, organize the stages and time required by each of them in sequential order.
6) Put the AP in a place where you participants see it every day.
7) Make sure that participants have a good support system and information.
8) Adjust the plan per participants' progress and the changes that may occur.
Use the template provided.

TIME
1 hour

Suitable for **INDIVIDUAL** work.

#share information and opinions
#reflect on own (work) practices
#build on experience
#decide priorities
#explore context and causes of problem
#devise strategy
#prioritize actions
strategy #troubleshoot
#recognise opportunity
#show originality

#recognize opportunity
#be curious
#adapt to changes
#critique reasoning
#evaluate success
#set goals
#implement strategy and adapt implementation
#monitor progress
#experiment

Action plan
(template)

Name

Working Area

Goal

Tasks:	

WE CAN MAKE IT!
The top ten of the Personal Entrepreneurial Features
(Card #11)

AIMS

This activity was developed as part of a workshop to support entrepreneurship and women entrepreneurship. The aims of the workshop are to:
- Identify the goals of the company and produce results with criteria of quality, quantity and timing;
- Experiment and identify the top 10 features necessary to business success.
These goals can easily be adapted to a different context and training setting; especially whenever creative and entrepreneurial thinking are called into question.

MATERIALS

Scissors - several pairs for each group
Cotton yarn and needles
Small pearls of two or three sizes and colours - alternatively, small pasta or other locally available products that could replace the pearls.
A container for each group to keep the pearls
The instructions for the exercise of production of a finished necklace and a necklace as a sample.

STEP-BY-STEP

The exercise concerns the realization of a real product (a necklace, which is simple and can be done in a short time) to sell it to a group of buyers/customers. In this way, participants will have the opportunity to practice their entrepreneurial skills and features.
NOTE: You can choose another product if it remains a simple object and be done with just a few materials and tools. It is important to have a sample of the finished product prior to the exercise, so it will be easier to later describe product specifications (eg. amount of pearls, colours, string of pearls, length, etc.).
Step 1 - Preparation
Divide the group into sub-groups of 4-5 participants who must produce necklaces. Each group is a small family business working in subcontracting.
The training team will have the role of contractors that provide the raw materials and then they will buy necklaces if they like them.
Participants are seated in small groups around a table, in front of customers.
The facilitator and the training team are the customers and buyers behind a table.
1) The facilitator gives instructions only once, showing a sample of the necklace and providing other important information, which she/he puts on the board for consultation; for any support or assistance during the exercise, groups must apply directly to contractors.
2) Before they start the production, the facilitator sets the maximum production time in 30 minutes; before starting the production, each group must sign an agreement with the buyers (= training team) on the number of necklaces to be produced. **The agreement is binding**: they will not be able to make any changes.

3) The facilitator makes clear that contractors will buy only well-made necklaces, that the poor-quality necklaces will be rejected, and at the same time the quality should be that of the sample.
The winner is the group that produces the number of necklaces of the quality of the sample that it has committed to produce during the negotiation.

Step 2 - Production

The training team distributes the basic set of materials for each group and the facilitator kicks off the production, which will last 30 minutes.
The facilitator makes sure at this stage to strengthen curiosity / active search for information, without giving information that is not explicitly required.
Groups can bring their products to buyers during the production for quality control and to sell their products. The reasons for the rejection of products should be clearly expressed.
After 30 minutes, the ranking list is drawn up.

Step 3 - Discussion

1) In the discussion, the facilitator examines what types of entrepreneurial qualities are important for business success, such as: good performance (quality) is related to the active search for information and opportunities, etc. (Adapt the discussion to the results of the game). Some groups may have could sell more, because the group members have been persistent in convincing the buyer. Some other groups may have fulfilled their commitments because they had properly set their objectives.

Questions for participants

How do you feel after this exercise (happy, frustrated, angry, insecure, etc.)?
Are you satisfied with the performance of your group?
Why do you think some groups could fulfil their commitments and others weren't?
If we made a second production cycle, what would you do differently?

2) The facilitator highlights the most relevant features with examples from group work and presents the top ten skills. At this point, he/she asks how these qualities are shaped in real life (refer to the exercise as well as personal experiences).

TOP 10 SKILLS…

TO REACH THE RESULTS

1. Research of opportunities
2. Tenacity
3. Commitment to the work contract
4. Demand for quality and efficiency
5. Risk-taking

TO PLAN

6. Definition of objectives
7. Systematic planning and monitoring
8. Active search of information

TO MANAGE

9. Persuasion and networking
10. Self-confidence

TIME
90 minutes

Suitable for **GROUP** work.

SOURCE
S. Bauer, G. Finnegan, N. Haspels, "GET ahead for women in enterprise – Training package and resource kit", International Labour Organization, 2004.

#set goals	*#prioritize actions*
#share information and opinions	*#recognize opportunity*
#reflect on own (work) practices	*#show consideration*
#adapt to changes	*#decide priorities*
#be curious	*#build on experience*
#evaluate success	*#devise strategy*
#critique reasoning	*#explore context and causes of problem*
#show originality	*#produce original work*

MAPPING THE CONTEXT
(Card #12)

AIMS
Make participants aware of the social, economic and cultural environment in which they operate.
Enable participants to analyse opportunities and constraints in their context.

MATERIALS
Flip charts or other large sheets, coloured markers (1-2 per group)

STEP-BY-STEP
This activity was developed as part of a workshop to support entrepreneurship and women entrepreneurship. However, we thought it could be easily adapted and transferred to the Unexpressed Talent purposes, as follows.

The mapping of the context is a design of the community in which the participant wishes to operate as a volunteer/active citizen or work if unemployed. Participants draw a map localising the activities relevant to them, in their village, town or city district where they plan to perform their active citizenship activities or job search. The drawing should show main opportunities and constraints that may affect the success of their action plans.

1) The trainer explains that external pressures affect our plans. These pressures come from people within the family or from the community. But there are also other external factors that affect our programmes: legal, organizational, logistical factors, etc. This exercise is aimed to identify and analyse these factors.

Some examples of what to include in the drawing are the Card #2a (please note, we provide 2 versions: one is suitable if the group is working on active citizenship programmes, the second one is addressed to job-seekers).

Each group has also to invent a slogan or a motto to promote active citizenship in their context. Some examples: 'Why do we need active citizens', or 'An active and aware citizen is a resource for the community', etc. Slogans must be part of the drawing.

This exercise is for everyone: no need to be an artist to do it!

2) The trainer gives time to the groups to prepare their maps: 30 minutes.

If questions arise on how to make the drawing, encourage participants, but do not explain too much, as this may hinder their creativity or imagination. Everyone should be encourages to contribute to the map. When the time is up, the trainer informs that all the drawing will be on display for the rest of the training and, if appropriate, will be completed at a later stage if necessary.

3) The trainer asks each group to briefly present the work in plenary and to highlight the main opportunities and constraints of their context. In particular, the trainer leads the discussion by asking participants to provide explanations on why the factors, places, people, institutions of their map are important for their projects. The discussion should not cover every aspect in detail, but it should highlight the key points that have an impact on starting and developing their plans. Use the checklist (Card #2b).

4) At the end of the exercise, hang all maps on the walls and keep them until the end of the workshop.

PLEASE NOTE

In this discussion, participants should be able to recognise and understand the constraints and opportunities for the creation of a network coherent with their expectations and programs, developing a real awareness of the options, primarily at the local level, but also in a broader context.

Some examples can be used to illustrate these points:

If a person wants to volunteer in an association for animal protection, he/she should first verify that there is one in his/her city/town or, if absent, how to participate in activities in another town.

It is also important to discuss solutions and options to these issues, for example: finding other organizations with similar aims, which are present in his/her city/town, or networking with peers to create their own group with the same purposes, etc.

It should be clear to the participants that in their communities there could not be the right opportunities, but at the same time, participants can find new opportunities looking to their family and community environment in a new way.

In reviewing the sketches, drawings and illustrations, the groups or individuals can realise or learn things they did not know before placing them or see them on paper.

Slogans can be reviewed and used again during the sessions on communication & networking.

TIME

1 hour

Suitable for **GROUP** work. (Group size: various)

SOURCE

Adapted from S. Bauer, G. Finnegan, N. Haspels, "GET ahead for women in enterprise – Training package and resource kit", International Labour Organization, 2004.

#set goals	#prioritize actions
#share information and opinions	#recognize opportunity
#adapt to changes	#decide priorities
#be curious	#build on experience
#devise strategy	#critique reasoning
#explore context and causes of problem	

MAPPING THE CONTEXT: WHAT TO MAP
ACTIVE CITIZENSHIP
(Card #12a)

Remember to indicate these places or factors in your mapping!

- ✓ Your location
- ✓ The associations: number, type, headquarters, etc.
- ✓ The most important local institutions: government offices; town or city council, school(s); place (s) of worship, other institutions, ...
- ✓ The most important places for socializing and meeting: square(s), centre(s) of aggregation, playground(s), place(s) of worship, etc.
- ✓ The location of your city / town: distances and types of connections and transportation to other towns / villages
- ✓ The slogan and / or the motto of the group to promote active citizenship.

,

MAPPING THE CONTEXT: WHAT TO MAP
FOR JOB SEEKERS
(Card #12a)

Remember to indicate these places or factors in your mapping!

- ✓ Your location
- ✓ Labour market operators: public and private employment agencies, recruitment companies, head-hunters(s), trade associations, companies (according to sector of interest)
- ✓ The most important local institutions: government offices; town or village council, school(s), professional training centre(s), other institutions,...
- ✓ The most important places for socializing and meeting: square(s), centre(s) of aggregation, playground(s), school(s), professional training centre(s),
- ✓ People in your network: who they are, what they do, how they could help me in finding a job
- ✓ The location of your city / town: distances and types of connections and transportation to other towns / villages
- ✓ The slogan and / or the motto of the group to promote you in the job market

MAPPING THE CONTEXT: CHECK LIST
(CARD #12B)

Thinking about the important factors that may affect the success of your action plans, did you remembered to map...?

FACTORS	COMMENTS (YES;NO;SO SO)		
Local offer: relevant stakeholders or actors/operators, their expectations and demands, …	☺	☺	☹
Opportunities and/or costs due to proximity or distance to the targeted activity	☺	☺	☹
"Competitors", actual or potential	☺	☺	☹
The role of local **institutions** to support your programmes	☺	☺	☹
The role of the **local community** to support your programmes	☺	☺	☹
The role of your own **networks** and direct contacts to support your programmes	☺	☺	☹
Other factors such as …	☺	☺	☹

DOUBLE INTERVIEW
(Card #13)

AIMS
To develop creative thinking skills and curiosity
To strengthen communication and team working skills
To raise awareness on values guiding individual choices

MATERIALS
Instructions to be delivered to participants
Sheets and pens
Video camera
PC with internet connection

STEP-BY-STEP
1) Divide the group in two. Explain that they are journalists working in the editorial staff (newsroom) of a famous TV programme. The best group, completing the task successfully, will be awarded a promotion. The task consists in identifying a person (either famous or not) that the whole considers as a role model. Then, all participants have to design an interview based on a list of issues/topics (personal information, family and personal relationships, work, free time, passions, particularities). They go back to the teams and answer the questions searching for information.

2) When the teams are ready, each group appoints a spokesman/woman who will do the interview. The trainer will switch on the video camera and start performing the double interview: the 2 characters answers the same questions one after the other.

3) Then, the video is shown and the trainer (who is the boss of the newsroom) appoints the winner. The evaluation could be made according to some pre-fixed criteria, for example: team working, ability to find answers to the questions and share information in the group, ability to synthetize information and think creatively, etc.

4) In the end, the whole group reflect on the activity.

REFLECTION AND EVALUATION
• How did you organise the team work?
• Did everyone have a say in it?
• How was the spokesman/woman elected?

• Was everybody involved in the work?
• How did the interview work out?
• Why did you choose those characters?

TIME
1 hour

Suitable for **GROUP** work.

#share information and opinions *#be curious*
#evaluate success *#devise strategy*
#reflect on learning process *#critique reasoning*
#recognize opportunity *#show originality*
#produce original work

DOUBLE INTERVIEW
(example of instructions for participants)

TO THE STAFF, A NEW CHALLENGE!

As you know our Tv show "……………………….." is going really well and your double interviews are the most appreciated on Tv. You will divide in two teams: each team must find an individual which they all see as a role model (not necessarily a famous person).
This individual represents for the group an example of values and behaviours to imitate. You have 10 Minutes!
At this point, all together you will think about 20 questions which MUST CONTAIN these information, but it's on you how to get the information. You have 15 minutes to build the interview!

- PERSONAL DATA
- FAMILY AND PERSONAL RELATIONSHIPS
- WORK
- FREE TIME
- PASSIONS
- PARTICULARITIES

Once you have written down the questions, each team will have 10 minutes to seek the information on the person they choose to try to answers the interviews' questions. Now, the team will choose a SPOKESMAN which will participate in the interview interpreting the team's character's role. The interview must last no longer than 10 minutes.

In the end the directors will decide which team will get the promotion. Pay attention to these criteria:

- TEAM- WORK
- SEEKING AND SHARING INFORMATIONS
- ABILITY TO SYNTHESIZE INFORMATION
- QUALITY OF THE INTERVIEW
- ABILITY TO REPRESENT THE CHARACTER'S ROLE

CRITICAL THINKING

PART II

Activities for the development of Unexpressed Talents

STATEMENT GAME
(Card #1)

AIMS
This game discusses difficult subjects in a challenging way. It encourages people to look at issues critically, listen to different arguments and form their own opinion.

MATERIALS
Hat or bowl
Small sheets of paper
Pens
Rope
Flipchart/blackboard

STEP-BY-STEP
1) Divide the room into two parts using the rope, marking one part yes, or agree, and one no or disagree.

2) Hand out a piece of paper to all participants and ask them to write down a statement about young people with fewer opportunities or any related subject you are dealing with. Give some examples yourself and make clear you will discuss these statements afterwards, so that they should be as clear as possible. Avoid softening words like rather or a bit and put the statements in an affirmative way (for example, drug addicts are criminals, instead of drug addicts are not criminals).

3) Collect all statements in a hat or bowl, take the first one out and read it out aloud. If possible, write it down on a flipchart so people can refer to it when they forget the full statement. Give the participants a minute to think, and ask them to take sides. Remaining in the middle is not allowed; it's either yes or no. Then, the discussion can start. People should try to convince the people on the other side that theirs is the right side. If the discussion does not start spontaneously, ask one of the persons why they are standing on that side. If there is no discussion at all since everyone is on one side already, adjust the statement a bit or go on to the next statement. Try to keep discussions limited to approximately five minutes, unless (all) people are really engaged.

4) After all statements have been discussed (or when the energy level is going down), stop the game and collect the group again. Discuss (some of) the questions as part of the reflection and evaluation section.

REFLECTION AND EVALUATION
• Should emotional arguments be allowed in discussions?
• Did everyone participate?
• Did you ever cross to the other side?
• Did you ever cross to the other side because of what someone from your own side said?
• Did you manage to clearly formulate your opinion?
• Have you ever crossed to the other side just because you were (almost) alone on your side?

• Have you tried to act as the devil's advocate?

• Have you managed to persuade people to come to your side?

TIME
1 hour

Suitable for **GROUP** work. (Group size: Various)

TIPS
This method has been used very often in workshops, meetings and board meetings for discussing themes. Sometimes the participants themselves delivered statements, sometimes statements were already prepared. In order to avoid only one or two persons speaking all the time, a talking stick can be introduced, or a new rule added stating that, after having said something, you were only allowed to reply directly to something someone said and then step back, leave the floor to someone else from your side. With a group of rather experienced arguers it is fun to see that some people start to function as devil's advocates, mostly standing on their own on one side trying to persuade people to come to their side, using arguments that sound perfectly reasonable, even though not theirs. You as a facilitator could play this role to get the discussion going.

SOURCE
T-Kit on Social Inclusion (http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion?inheritRedirect=true)

#share information and opinions   *#persuade and influence*
#argue cases in a constructive way   *#critique reasoning*
#explain reasoning   *#notice bias*
#make judgements   *#question assumptions*
#draw conclusions   *#recognise connections*

SHOES
(Card #2)

AIMS
Raising awareness about different prejudices and premature judgements.

STEP-BY-STEP
1) Student are divided in groups 5-6

2) Every group creates the shape of a shoe just using their bodies

3) The others have to determine which shoe it is, how old/expensive and how is the person who is wearing it. It will point out many clichés and prejudices.

TIME
15 minutes + discussion

Suitable for **GROUP** work.

TIPS
The trainer should lead the students to point as many stereotypes as possible (for example "what is her job?" "is she a good friend?", "who paid for those shoes?", "what type of mother is she?", etc.)
It is not aimed at provoking a debate about the stereotypes of to judge them, but to show the students how easy we all are on judging people by some simple details, and how hard it is to live with all these expectations and prejudices that are following your choices.

#work with different viewpoints   *#critique reasoning*
#consider impact of judgments   *#notice bias*

SHIPWRECK
(Card #3)

AIMS

Interactive game in order to open discussion on common prejudices, explore philanthropy actions and involvement of young people (also adults).

STEP-BY-STEP

1) Prepare various stickers on which we write different persons (famous singers, politicians, normal professions, minorities, LGBT participants, and other intriguing persons)

2) Before starting the game choose a number of volunteers (in a way that each volunteer can choose 2 persons, and at the end there are some 5-6 persons not chosen from the rest of the group EXAMPLE: Group of 20 people in total, 5 volunteers, 10 persons chosen by volunteers and 5 people left outside), the volunteers will become ship owners – you will explain it in the next step

3) The rest of the group has to turn their back and then you put the stickers on them, randomly… and leave them in that position.

4) Explain that a great disaster has accrued and the 15 persons (or how many you will have) were on a boat that is sinking and the 5 ship owners are coming in rescue, but there is a cache, each can carry just 2 persons, not more.

5) Now you leave the floor to the ship owners to choose who they want (you decide on the method, you can separate them in 2 groups and then let first group to choose, than second. You can also show them before the list who they can choose).

6) There will be some person not chosen (saved). And now time to discussion… You can ask ship owners: Why did they choose those persons and not the others? Usually they do not choose disabled people, minority representatives…
Then ask: How does the people who were not chosen feel? Do they think they have no family, are not important, etc.? It depends on the trainer how deep to go into the discussion.

TIME

30 minutes + discussion
Suitable for **GROUP** work.

TIPS

It is good to put the sticker on the back, and show to ship owners who can choose to avoid saving people just because they are friends.

ADAPTATION

It can be used for other types of target groups, too. Just choose specific "passengers" depending on the issues you want to tackle.

#share information and opinions   *#work with different viewpoints*
#critique reasoning   *#notice bias*
#argue cases in a constructive way   *#collaborate on tasks*
#consider impact of judgments

KEEP IT SHORT, KEEP IT SIMPLE
(Card #4)

AIMS

Problems are often obscured by an overload of information. Clarify and isolate the challenge you face by spending time understanding and defining the problem. Can you simplify it down to 10 words, 5 words, or even 3?

STEP-BY-STEP

1) Try to choose a subject interesting for your group or the person in front of you. You can make the participants debate beforehand and try to "extract" an interesting subject, which would interest everybody, if you are working in groups. Example: a piece of news, an event (local, personal or global), a decision, a process, a well-known fairy-tale, etc.

2) Ask the participant(s) to write a story on the selected subject in 6 words. The "story" must not overlook too much information. If you want to adapt to a younger audience, ask them to use their Twitter accounts and therefore impose the 140-character limit.

3) Have them compare "stories" and then see if you can make them even shorter.

4) Discuss: why are there so many unnecessary elements in a communication?

TIME
30 minutes

Suitable for **GROUP and INDIVIDUAL** work.

TIPS
You can create teams and engage them in a competition on who has the shortest and most interesting "story".

ADAPTATION
You can create posters or cards of the "stories" written. A simple white text on a black page would do – or you can have the participants get more creative – after all, an image speaks a thousand words!

#work with different viewpoints   *#critique reasoning*
#notice bias   *#argue cases in a constructive way*
#consider impact of judgments

IN SOMEONE ELSE'S SHOES
(Card #5)

AIMS
This is a role-storming activity aiming at giving the participants the possibility to change points of view. Seeing things from a different perspective or from another's "shoes" can be extremely helpful in developing a sense of justice and correctness, all in being creative and open minded.

STEP-BY-STEP

1) The participant receives a "problem" or a situation. This can be either inspired by a real event experienced by the participant or from a more general problematic (it can also be a current global or national issue, as long as it is coherent with the role they will have to play).

2) In the context of this particular situation, the participant has to "put himself/herself in someone else's shoes".

3) The roles can be related to a personality, such as Buddha, Ghandi, Steve Jobs, Barack Obama, or can relate to a more personal or general class: the opposite sex, your mother, your boyfriend/girlfriend, your teacher, a colleague, an enemy, etc.

4) In order to really make the participants think of the role they are taking, once this part of the activity is over, ask them to do (or state) the exact opposite of what they think the other person would do.

TIME
 30 min

Suitable for **INDIVIDUAL** work.

TIPS
This activity can be also used for solving real problems faced by a person or within a group. If you are working with a group, at the end of the activity you can compare points of view and have the participants engage in a debate regarding perspective, opinion and the right to expression.

#Critique reasoning   *#Consider impact of judgement*
#Notice bias   *#Show originality*
#Work with different viewpoints   *#Be curious*
#Adapt to changes

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CLOTHES MAKE PEOPLE – PEOPLE MAKE CLOTHES
A STEP IN TE RIGHT DIRECTION WHEN IT COMES TO STYLE
(Card #6)

AIMS

To encourage thinking about consumerism, the role style plays in our society, discuss what style means to youth and to think critically about how, where and by whom our clothes are made and under what working conditions.

STEP-BY-STEP

1) BRANDS MAKE PEOPLE (20 min)

   The trainer hands out pieces of paper and encourages participants to draw a simple sketch of a person, wearing different brands of clothing and shoes. The participants are asked to draw logos of those brands onto the clothes and later display their drawings but do not comment them. The trainer then asks some questions to start a short discussion:
   - What functions does clothing have?
   - Why are brands so important?
   - What attitude do you associate with what clothing style?

2) MY LOOK: LOGO OR NO LOGO! (15 min)

   In the classroom two opposite "poles" are defined and between them, participants position themselves on an imaginary line, depending on which pole they feel more aligned to. On a voluntary basis they explain why they have chosen this position.
   - How long do you take to choose clothing in the morning? (short – long)
   - Is the brand important for you when shopping for clothes? (important – not important)
   - How often do you buy clothes? (daily – once per year)
   - Do you like spending a lot or little money on clothes? (little – much)
   - Do you wear many pieces of clothes from your wardrobe? (more than 5 – less than 5)

3) WHO GETS WHAT PROFIT OF THE T-SHIRT? (20 min)

   The trainer encourages participants to think and guess what costs arise in the production and the sale of a T-shirt. Through manipulated guessing, the following categories are formed (written on pieces of paper and pinned to the board):

A: retail, administration, VAT	50%
B: brand name, administration, advertising	25%
C: cost of materials and profit of the factory in a low-wage country	13%
D: Transport costs, taxes	11%
E: Wages for the sewing machinists	1%

In groups, participants try to guess and attach their estimates to the categories, later the responses are compared to the correct answers and the trainer asks participants to comment.

Some more questions for discussion:
- Is this distribution fair?
- A T-shirt retails for 5 EUR. How much does a machinist receive? (5 cent. Point out that if she received double, the T-shirt would only cost 5 cent more.)
- If the machinist is paid double, who should pay the extra 5 cent? Customers or companies? Why?

TIME: an hour on the whole.

TIPS: The trainer's role is very important. He has the responsibility to guide the guessing and debate phase in order to avoid bias that would make the workshop a useless surge.

Suitable for **GROUP** work.

#share information and opinions   *#show originality*
#Recognize connections   *#Propose options*
#critique reasoning   *#consider alternative views*
#explain reasoning   *#collaborate on task*
#Attend to detail

COMMUNICATION AND NETWORKING

PART II
Activities for the development of Unexpressed Talents

FEEDBACK GAME
(Card #1)

AIMS
Develop communication skills, think about the relevance of the feedback, identify the differences between verbal and non-verbal communication

STEP-BY-STEP
1)   Give all participants four pieces of paper.
2)   Ask someone to sit down turning back on the other participants and give him the first picture. Ask him to explain to the other participants how to draw the image on the paper. He can't answer to any question or gesticulate during the first exercise.
3)   In the second step, ask another volunteer to explain how to draw the second image: in this case, he can stay in front of the group, but he can't answer to other people or gesticulate.
4)   The third volunteer has to explain the image n. 3 and he can answer "yes" or "no" to the group questions.
5)   Ask a last volunteer to explain the picture n.4, speaking and discussing freely with the other participants.
6)   Compare the drawings and discuss with the group the difficulties of the different tasks and the importance of the feedback and non-verbal communication.

TIME
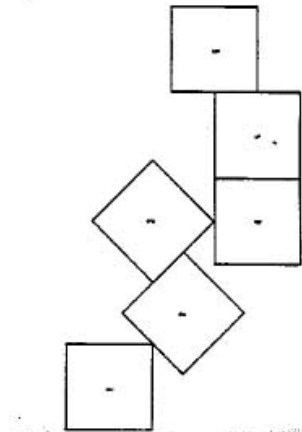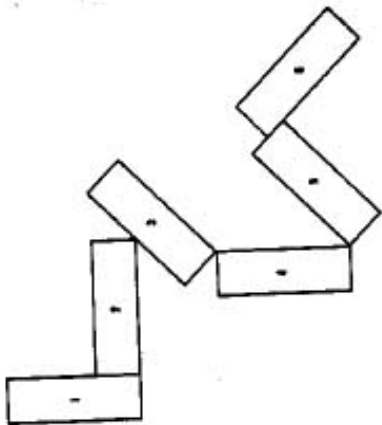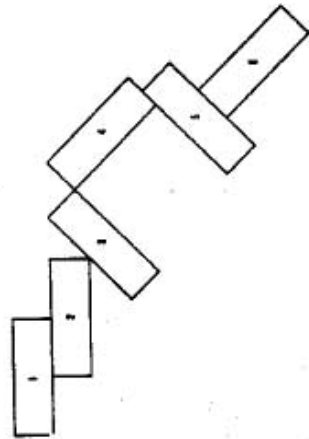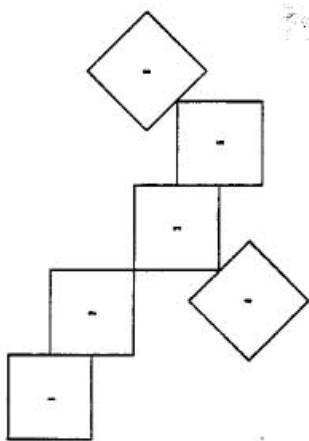 Approx. 1 hour: 40 minutes (exercise) + 20 minutes (discussion)

Suitable for **GROUP** work.

#Share information
#Collaborate on tasks
#Foster quality
#Work with different viewpoints

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BREAKING THE CODE
(Card #2)

AIMS
This small group exercise involves one member of each group carefully observing the behaviour of the others. It aims to examine body language, to develop observation skills and to explore the effect of group behaviour on an individual.

STEP-BY-STEP
1) Divide the participants into groups of four or five. One person from each group leaves the room. The others think of something physical they will all do when having a discussion (or performing some other agreed activity) in front of the person who is at present outside the room. (3 minutes)

2) The outsider re-enters the room and starts a careful observation of the group, who are following the agreed strategy. When the outsider feels they have broken the code, they start to use the code themselves and interact with the rest of the group. If they are correct, the group will accept them as one of their own; if they are mistaken, the group will continue to ignore them. The outsider will then have to continue observing until they get the correct code and gain acceptance by the group. (5 minutes)

3) Another group member can now have a turn. The group can make the code more difficult and sophisticated every time they repeat the exercise. (10 minutes)

REFLECTION AND EVALUATION
How did the outsider feel?
What did they discover when trying to crack the code?
How did the group members feel during the exercise?
How does this process relate to what happens in everyday interaction?
Do the participants have any observations and comments on body language in general? (7 minutes)

TIME
 25 minutes

Suitable for **GROUP** work. (Group size: Variable)

TIPS
This exercise could be used to explore the use of verbal codes in a closed group, to see how a group can develop exclusive uses of language. An example of a verbal code might be all sentences spoken have to begin with a word starting with 'w'. The group could combine a verbal code with a physical code. An example of a physical code might be all group members must make eye contact with the appointed group leader before they speak to any other member. This exercise

could be taken beyond communication to explore other aspects of closed groups. How do gangs operate in terms of language, body language, behaviour, values, fashion and so on? What is it like

to try to gain entry to a closed group? What messages do closed groups give outsiders? Why do people need closed groups?

#Foster social networks   *#Collaborate on tasks*
#Critique reasoning   *#Consider impact of judgement*
#Notice bias   *#Manage frustration*
#Cope with pressure   *#Adapt to changes*
#Build on experience

OUTSIDERS
(Card #3)

AIMS
An interactive exercise exploring the effects of exclusive grouping on an individual while exploring how we react to experiences of rejection and what it feels like to belong to a group.

STEP-BY-STEP
1) Ask someone to volunteer to leave the room. The remainder of the group divide themselves into groups according to some agreed criterion – for example, hairstyle, eye colour, type of clothing, height or accent. (3 minutes)

2) The outsider is called in and guesses which group they belong to. They must state why they believe that group is their group. If the reason is wrong they may not join, even when they have picked the correct group. (4 minutes)

3) Continue with a new volunteer, giving as many participants as possible an opportunity to go outside, subject to time.

REFLECTION AND EVALUATION
How do we behave when we belong to a group?
Is it easy to reject outsiders?
Is it enjoyable?
Do we empathise with the outsider or do we enjoy our power? (3 minutes)

TIME
 10 minutes
Suitable for **GROUP** work. (Minimum of 12)

TIPS
This exercise focuses on the feelings and experience of being rejected rather than on communication. It can be used to focus a discussion on prejudice and how we react to belonging or not belonging. It could be developed into a study of personal experiences.

SOURCE
 T-Kit on Social Inclusion (http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion?inheritRedirect=true)

#Foster social networks   *#Collaborate on tasks*
#Critique reasoning   *#Consider impact of judgement*
#Notice bias   *#Manage frustration*
#Cope with pressure   *#Adapt to changes*
#Build on experience

4-SQUARE STORY
(Card #4)

AIMS
To get to know each other, to loosen the atmosphere, to learn names.

MATERIALS
- ✓ An A4 sheet of paper (one per participant),
- ✓ A pen or a pencil (one per participant),
- ✓ Pleasant and lively music (optional).

STEP-BY-STEP
Ask the participants to divide an A4 sheet into four subparts. In one part they write their name and country, and in another they draw something they like, in yet another they draw what they are good at, and in the last they draw what they would like to learn. Once done with this, each participant finds a partner and presents himself/herself, then exchanges the paper with the partner and finds another partner to whom already presents the person represented on the paper and exchanges the paper again and so on until the facilitator stops the activity. In the end every participants presents the last paper he/she got in plenary and gives the paper to the right person.

TIME
20 minutes

Suitable for **GROUP** work.

RESOURCES
ERASMUS PLUS What's the fuss? A Nordic-Baltic-Irish partnership-building adventure. 1st–5th December 2013, Reykjavik, Iceland. Final Report.

#Foster social networks   *#Collaborate on tasks*

DRAWING PORTRAITS
(Card #5)

AIMS
To break the ice and loosen the atmosphere in the group of people who don't know each other well.

MATERIALS
Paper, markers and pleasant and lively music.

STEP-BY-STEP
Half of the group is sitting in an inner circle and the other half is sitting in an outer circle so that the players are facing each other. Everyone sitting in the inner circle has a piece of paper in front of them and everyone in the outer circle has a marker. When the music starts, the players sitting on the outer circle start to draw a picture of the player sitting in front of him/her. When the music stops, the people who were drawing all move one step right and find a different player and a new drawing in front of them. When the music starts again they continue the drawing in front of them. This goes on until everyone in the outer circle has drawn on each paper or until the game facilitator ends the game. Then the players are swapped around so that everyone who was on the outer circle moves to the inner circle and vice versa.

TIME
30 minutes–1 hour

Suitable for **GROUP** work (min. 6 participants)

RESOURCES
ECYC GAME BOOK. Teambuilding games, energizers and icebreakers from Youth Clubs around Europe. Compiled and edited by: Riikka Heinonen, 2009.

#Foster social networks   *#Collaborate on tasks*
#Work with different viewpoints   *#Make an effort*
#Deal with uncertainty   *#Adapt to changes*

FASHION SHOW
(Card #6)

AIMS

This activity can be used as an energizer and to get participants to know each other

MATERIALS

Paper sheets of different colours, Scissors, Glue, Pens

STEP-BY-STEP

Guide the participants to design a part of a clothes for themselves by using the materials that you already set on the table. The designed part of clothes can be a tie, a necklace, a hat. etc. After everyone finished their design, guide participants to write their names on it and write three information about them. One of the information should be a false one and the others are true.

After everyone completed the writings, the instructor lets them go around and meet as many people as possible and try to guess the missing information writing on the other participants' dressings.

TIME

20-25 minutes

Suitable for **GROUP** work

#Foster social networks   *#Collaborate on tasks*
#Work with different viewpoints

FLYING BALLOONS
(Card #7)

AIMS

This activity can be used as an energizer and to get participants to know each other

MATERIALS

Balloons (enough for all participants), CD player, CD

STEP-BY-STEP

Hand out all the balloons to the participants and let them blow them. After everyone blew their balloon, each participant should write his/her names on the balloon. When everyone is ready, the instructor puts a rhythmic song on and let everyone have the balloons in the air. When the music stops, each participant catches a balloon and try to find the owner of the balloon.

TIME

20 minutes

Suitable for **GROUP** work

#Foster social networks   *#Collaborate on tasks*
#Work with different viewpoints   *#Deal with uncertainty*
#Adapt to changes

HUMAN KNOT
(Card #8)

AIMS

To build teamwork and problem solving skills, and relieve frustration.

STEP-BY-STEP

Participants need to stand in a close circle, shoulder to shoulder, and place their hands in the centre. Everybody then grabs a couple of hands, being sure not to hold both hands to the same person or to hold the hand of the person right next to him/her. Now try to untangle the knot without letting anybody's hand go.

TIME

10 minutes

Suitable for **GROUP** work

#Foster social networks   *#Collaborate on tasks*
#Problem-solving   *#Coordinate actions*
#Troubleshoot   *#Devise strategy*
#Make an effort   *#Manage frustration*
#Cope with pressure   *#Adapt to changes*
#Learn from mistakes   *#Build on experience*

THE STRING
(Card #9)

AIMS
To reveal the established pattern of group/individual communication

MATERIALS
A large ball of knitting string

STEP-BY-STEP
1) Ask the group to sit in a circle.
2) Place the ball of string in the middle.
3) Explain that the first person who is going to talk must pick up the string, hold onto one end, and pass the ball to whoever speaks next. Every time someone speaks, the string is passed over to someone else.
4) Ask the group to process who was the first one.
Who talked the most? The least? What was the tone of conversation? How did it change after the string was introduced to the process? Did anyone feel pressured to speak, to stop speaking, or not to speak?

TIME
 15 minutes

Suitable for **GROUP** work

#Foster social networks   *#Collaborate on tasks*
#Manage frustration   *#Deal with uncertainty*

THE IDEAL CITY
(Card #10)

AIMS
Understand the importance and relevance of each person within a group
To organise activities and share roles and tasks
To manage leadership
To present and valorise one's own work in public (public speaking, presentations)
To communicate with others effectively
To show creativity

MATERIALS
Flip chart
Markers/felt pens
Glue
Sticky tape
Stapler
Materials to be taken from the environment nearby/around the room

STEP-BY-STEP
1) Briefing with participants
The trainer explains participants the objectives of the activity: to draw their ideal city and to organise a presentation of the project as enchanting as possible.
Rules:
- Each team has 3 flip chart papers where to draw the city;
- The following aspects of the city must be identified as precisely as possible:
  o where the city is geographically settled (a real or fictitious place)
  o when the city is temporally set (in the past, present, future)
  o how its urban plan is organised
  o how the governing bodies and the social life are organised;
- Each participant has to tell what job he/she does in the city and draw his/her position in that very moment;
- Each participant has to point his/her favourite place and the place where he/she lives in the city;
- Participants can use materials from the surrounding environment to make their city more beautiful (for example they can look for leaves, flowers, paper glasses, etc.);
- The group has to choose a name and a motto for the city;
- The team has also to agree on the presentation so that each participant is left proper floor;
- The quality of the presentation will be judged by an external commission (made up of trainers and/or, in case of large groups, of other groups as well).

2) Implementation
During the activity, the trainer let participants free to express and must not participate in the group work. The trainer has to control whether rules are respected or not and should stay silent for the whole duration of the activity.
In this phase, the trainer should observe:

- how the group organises its work;
- how roles and tasks are divided and shared within the group;
- how communication is performed and whether communication networks are drawn by participants.

4) Presentations and debriefing

Presentations are carried out by participants, while the trainer pays attention to each contribution. Then the debriefing session can start:

- Proper time was dedicated to sharing the strategy?
- Has each contribution been valorised?
- What attitudes and behaviours have been more functional to reach the objectives? How has the leadership been managed during the exercise?
- Were the roles and tasks taken by each participant imposed or chosen? What criteria were used?
- Is the communication system/network functional? Can it be confronted to real-life relationships?
- How did the group manage time?
- Did the group pay attention to the organisation of roles within the team in order to facilitate the implementation of the activity?

TIPS

People usually draw their own area as a "solitary island" as they have no relations with the surrounding contexts. Pay attention whether this happens and be ready to discuss about it during the debriefing.

Should the trainer has specific learning objectives – for example to discuss about sustainability, these elements can be integrated into the activity.

The city can be realised in 3D, but in this case 4-6 hours will be needed and more resistant materials should be provided (cardboard, boxes, nylon layers, etc.).

TIME

40 minutes for the game + 20/30 minutes for presentations and debriefing

Suitable for **GROUP** work. Min. 3 – Max. 10. Multiple groups of min. 3 - max 10 participants each can be created in case of larger groups.

SOURCE

"Small techniques, giochi d'aula e attività per l'apprendimento esperienziale", Fòrema 2013. English translation by Serena Boldrin – Forcoop Cora Venezia Sc.

#Share information   #Collaborate on tasks
#Foster quality   #Work with different viewpoints
#Show originality   #Produce original work
#Create implementation strategy   #Coordinate tasks
#Implement strategy   #Evaluate success

PASTA TOWERS
(Card #11)

AIMS
This initial team building activity encourages partnership working and teamwork.
The exercise also encourage organisation, delegation and creativity. Management time and resources, negotiation, leadership…

MATERIALS
Pasta, marshmallow candy
Sticky tape
A watch

STEP-BY-STEP
1) Divide the young people into groups of no more than six.
2) Explain that you want them to plan and then construct paper towers. The object is to build the highest tower without it collapsing.
3) Explain that each member of the group should contribute to the planning stage and that no building can take place without the whole group's approval.
4) Hand out pasta 20 pieces, 1 candy and 1m of sticky tape. Give to groups to select a Group name and propose a tower high (the goal is the highest tower, but it also has to be the closest to their predictions)
5) Give the groups 20-30 minutes to build their towers.
6) After 20 min propose a change of numbers according to their performance + 1 m of tape and 5 spaghetti. + additional 10-20 min.

REFLECTION AND EVALUATION
At the end invite the groups one at a time to consider how well they co-operated, whether anybody was excluded from the exercise (and why and how they felt about it) and how they achieved consensus.
When all the groups have responded, encourage the whole group to examine all the towers. Ask the group with the highest tower to explain how they achieved this. If time allows, get the whole group to reflect on what they might have achieved singlehandedly.

TIME
 40-50 minutes for the activity 10 minutes reflection

Suitable for **GROUP** work. (Group size: various)

#set goals	*#prioritize actions*
#share information and opinions	*#recognize opportunity*
#adapt to changes	*#decide priorities*
#be curious	*#build on experience*
#evaluate success	*#devise strategy*
#reflect on learning process	*#plan learning*
#critique reasoning	*#explore context and causes of problem*

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