

# C.L.U.E Creative Learning for Ur Employment: a TC from C.L.E.A.R NGO financed by the Youth in Action Programme

*This leaflet contains a brief description of the activities and  
methodologies used during the TC held in Dublin, Ireland, from the  
19th to the 26th of July, 2011*



# C.L.U.E Creative Learning for Ur Employment: a TC from C.L.E.A.R NGO financed by the Youth in Action Programme

Activities ran during the TC held in Dublin,  
Ireland, 19-26th July 2011

- Apple-match & best friend: icebreaker, get to know each other
- Schedule an appointment: get to know each other
- Talk and Walk: sharing your organization, your target group, your role in the organization.
- Up, Up, and away. Expectations, what you are bringing to the TC, where you want to go? Destinations - what is on offer in this TC? How could you apply what you are learning here.
- World Café
- The river of Learning
- Learn2dream, learn2achieve. Dream Chart and goal setting.
- Learn2earn
- 6 Thinking Hats
- What is work? Moving Debate
- What is education? What is nonformal education?  
Theatre games from Boal - machines and image theatre
- Open Space
- Youth in Action
- YouthPass
- Final Evaluation

### **Apple-match & best friend**

**Timing:** approx. 20 min.

#### **Objectives:**

Ice-breaking activity, allowing to learn names and to make participants responsible towards each other during the TC

#### **Method**

Participants are given half apples and asked to find their perfect match. Then trainers let them do activities around the apple, such as dancing keeping the apple on their backs. The partner will be “the best friend” throughout the training, which meant, for example, that if one participant was late on a session, her best friend was responsible to find her.





## **Schedule an appointment**

**Timing: approx 45 minutes**

### **Objectives:**

To provide each participant with the opportunity of getting to know each other and build the group. Trainers (besides the one that is conducting the activity) can also participate.

### **Method:**

First of all trainers should prepare a list of questions (one for each hour) connected both to the main themes of the course and to personal issues. In our case questions were such as:

- Why are you here?
- What is creativity for you?
- When was the funniest moment that you can recall?
- What's your favorite book-movie?
- What's the job of your dreams?

Step 1) Each participant is given an "agenda" such the one shown below, and should schedule an appointment with one different person for every hour, writing the name of the person.

<b>Schedule an appointment</b>
<b>9.00 Ben</b>
<b>10.00 Eva</b>
<b>11.00 Barbara</b>
<b>12.00 Deirdre</b>
<b>13.00 Jack</b>
<b>14.00 Ana</b>
<b>15.00 Alex</b>

Step 2) The trainer says "it's now 9 in the morning, you're ready for a coffee and you meet your partner and the question is.." and poses the first question. Pax have about 5 minutes to tell each other about the question. Then the trainer goes on with the other questions, one for each hour (a bit of theatre is fun, such as "is now noon and you're very hungry, so you have lunch with...and you talk about..."). Every hour pax change their partner according to what scheduled in step 1.

### **Talk & Walk**

**Timing:** approx. one hour and 30 min.

**Objectives:** To orientate the pax with their surroundings whilst finding out more about them, their youth work and what their organization does.

### **Method**

Since the training took place in a very nice & green surrounding, and the weather was great, we went for a walk to dive into our topic by finding out about our connection to it and our motivation to participate. This connected us well for a good working modus. We stopped in 4 different places and for each “station” we asked participants:

- Tell us three things about yourself
- What is your connection to the topic  
of the training
- Where would you be if not here?
- Why did you decide to come on this  
training?



## **Up, Up and Away**

**Timing:** approx two hours.

### **Objectives:**

To provide each participant with the opportunity to meet individual trainers and explore concerns and possibilities which may impact on different aspects of the planned training.

For the purpose of this activity the seminar room is creatively reconstructed using art materials to resemble an airport departure lounge.

There are four desks, staff by trainers. (Paper hats could be made or some material uniforms for example depending on the available preparation time.)

Each desk represents a common airport scenario. (Artistic licence is taken here)

**Desk 1.**– Destinations (what you would like to get from TC, and an opportunity to talk a little bit about the culture in your organisation),

**Desk 2.** - Customs (what you can bring to TC, some of the experience, knowledge and skills you have which you may like to share with other participants),

**Desk 3.** – Visa (design your own passport for display and get it stamped. This allows all the participants the opportunity to discover the professional background to all the different participants over the course of the TC)

**Desk 4.- Hospitality.** (Discuss any special requirements, needs, anxieties you may have or feel may occur over the course of the TC which could help you to feel more included in the training).

**When each participant has had an opportunity to visit each desk the trainers feedback to all the participants a summary of relevant information.**

### **World- café**

**Timing:** approx. one hour and 30 min.

### **Objectives**

Get people from different countries mixing and talking about their experiences. Lots of learning from each other.

### **Method**

The activity was divided in 2 parts:

- 1) Trainers prepared 4 tables in 4 different spots. On each table there was a flipchart with these questions:
  - Specific challenges for the young people
  - What challenges are there for you and your organization
  - What are your success stories
  - Your “motto”

Participants, divided in 4 groups, were invited to move from one table to the other, discuss the topics and leave messages on the flipcharts. Every time that a new group arrived to another table they had the possibility to read what previously written/drawn by other groups.

- 2) Groups then imagined to be in the year 2050 and were asked to prepare the front page of a newspaper in which they created positive (and funny) news about young people and job opportunities.



### **The river of Learning**

**Time: approx. 2 hours (45 min. for the individual part, 45 min. for sharing in small groups, 30 min. for discussing and sharing in plenary)**

#### **Objective:**

To realize our potential recognizing our individual, developing identity. The river of learning is a creative activity that allows participants to reflect and rethink their most important learning experiences in formal, non-formal and informal settings.

#### **Method:**

Provide participants with big flipcharts in different colors and with any creative material you have. The task is to first individually draw a river which starting from the past and arriving to the present describes (through symbols, drawings, writing) one's own most important learning experiences.

Useful questions are:

- Why were these moments so important?
- What have you learnt? How?
- What limited (limits) your learning? What, on the other side, helped (helps) you reach your potential?

After 45 minutes ask participants to form small groups and to share their reflections coming from the rivers. What do have in common? What is different? Why? Ask one person from each group to write down similarities, differences and main issues.

In plenary, ask each representative from the groups to present the main points and list them on a flipchart. The following activity ideally deepens the river of learning



**Learn2dream, learn2achieve.**

**Dream Chart and goal setting.**

**Timing** 1.30-2.00 hour's depending on group

**Objectives:**

To explore how young people can connect their dreams to their reality. To look deeper into the areas of life that young people would like to achieve for themselves. To underline an awareness of the relationship between dreams, goals and work.

**Method:**

Provide each participant with a large sheet of paper. Each sheet is divided into four sections. Each section represents an aspect of living.

These sections are;

1. Jobs and careers,
2. Free time and recreation,
3. Relationships,
4. Health and fitness.

Invite the participants to use a variety of materials to make a montage of images representing where each participant would like to be in each of these separate areas.

Questions to consider here are;

1. Are these areas of ones life connected or can be isolated from one another?
2. Which aspects could be considered more important or are they equally of value.

Goals.

Set six goals which can help you achieve your dream/objective. Each goal step will help you to build a pathway by setting out small steps that are incremental and achievable. A possible way to approach achieving these dreams/objectives might be to use de Bono's six thinking hats. See the chart on the last page.



## **Six Thinking Hats (author: E. De Bono)**

**Timing:** approx. 2 hours

### **Objectives:**

- Examine what does a young person need to help them reach their potential.
- Reflect on what are the needs of my young people at home and in groups
- Find strategies to work around those needs.

### **Method**

With this method the intelligence, experience and knowledge of all members of the group are fully used. Using one hat at time allows pax to work in the same direction. First of all presenting them on 6 different colours flipchart (one for each hat) and then, in small groups, "applying" them, preparing some creative "think thank" activities (for instance: make a short project proposal for proposing/running a small business that organizes parties for kids) , according to the themes of the TC.

WHITE HAT: neutral and objective, concerned with facts and figures.

RED HAT: the emotional view

BLACK HAT: careful and cautious, the "devil's advocate" hat.

YELLOW HAT: sunny and positive.

GREEN HAT: fertile growth, creativity, new and fresh ideas.

BLUE HAT: cool, gives and overview, the organizing hat.

### **The activity**

We decided to run this activity outdoor. First of all we introduced the task to be completed by pax in groups: they had to choose between

- identify a problem within your community and find solutions,
- identify an issue that young people you work with face and pose solutions

Then 6 hats flipcharts were presented walking to the river, stopping and explaining them one by one. Finally, once reached the spot, the 6 flipcharts were summarized and pax started working at the task in groups.

**What is Work? Moving debate****Timing:** one hour and 30 min.**Objectives**

- Examine 'what is work'?
- Explore the value of work, advantages and disadvantages

**Method**

We put out controversial questions and asked participants to take sides. Topics were the definition of work (paid/unpaid/value..), gender aspects, equalities in work (value, income), do what your talents are about vs. do what earns you most money, etc. The discussion was very heated. This showed, that we did get to the core of difficult issues in our work.

**What is education? What is non-formal education? Theatre games from Boal - machines and image theatre****Timing:** approx. 2 hours

**Objectives:** Exploring the above through games from Augusto Boal's theatre of the oppressed. The Theater of the Oppressed, established in the early 1970s by Brazilian director Augusto Boal, is a participatory theater that fosters democratic and cooperative forms of interaction among participants. Theater is emphasized not as a spectacle but rather as a language accessible to all. More specifically, it is a rehearsal theater designed for people who want to learn ways of fighting back against oppression in their daily lives. Please see [www.theatreoftheoppressed.org/](http://www.theatreoftheoppressed.org/) or read *Games for actors and non-actors for more information. Both exercises I used on the day 'the machine of rhythms' and 'image theatre' are in the book.*

**Method:**

Boal Machine - fun exercise to start the session

**Machine of rhythms**

Someone goes into the middle and imagines that he is a moving part in a complex machine. He starts doing a movement with his body, a mechanical, rhythmic movement and vocalising a sound to go with it. Another person goes up and adds another part (his own body) to this mechanical apparatus, with another movement and another sound. Eventually all the pax are integrated into the machine.



When everyone is part of the machine, the facilitator asks the first person to accelerate his rhythm – everyone much follow this modification. When the machine is near to explosion, the facilitator asks the first person to ease up, gradually slowing down, till the groups ends together.

Now in two groups do a **machine that represents a theme: school**

Look at each other's machine and debrief with questions such as:

1. What do you see?  
What happened when you had to make this machine?
2. How does / did it make you feel?  
How did it affect the group?

Sum up what we have discussed – what do you think you have learnt by making this machine:

1. Do you see / what is the connection between this (machine) and your life / or your work with young people?
2. How we will apply this in our lives - How can we make a difference in our work with young people

**Still images/ sculpture** that represents Non formal learning. What do you see?

## **Learn2Earn**

**Timing: 1.5hrs. to 2hrs.**

### **Objectives:**

To explore relationship between young people and support person or organization. Explore the following questions; Why and how do we do it. Creating win- win situations. Explore innovative ways of engaging young people with fewer opportunities into the workforce.

Skills crucial to tackling youth unemployment. What does my organization do?

What can I do? What can my organization do?

Learn2Earn - competence of learner- what do they need to understand about who they are in order to motivate themselves. Looking at the support relationship from young people's perspective.

Learning from learner - competences of facilitators in L2E process. What do we need to understand about ourselves as learners, youth workers, employees that we can better help our young people to become more self motivated towards employment.

### **Methods: how do we do it**

Brief introduction

There were two thematic corners or positions in the process which are identified as;

1. Role and competences required of young people/pax in L2E process
2. Role and competences required of youth workers/trainers/organization in L2E process.

Each corner / position has some resources for creating an installation /statue/ art work.

These resources should include the following;

(clays, plasticine, paper, grass, balloons, scissors, rope, string, anything else available etc.). with a sheet of paper identifying which aspects of the relationship (young person or youth worker) should be explored.

Explain to participants that there are 2 rounds.

First round.

Allow approx 30 minutes for the first round (one group working in the role of the young person and one the role of the youth worker ) to make an installation exploring this relationship.

The following questions can be used to help the participants engage with the exercise in particular where the pax are exploring aspects of the relationship which may be unfamiliar to them.

Questions for youth worker.

1. What skills do I have that will enable me to help this person.
2. Are there particular attitudes that I might have which can help or block me in this work
3. Does my organisation see this as an important part of my work and how am I supported.

Questions for youth person.

1. How do I value employment?
  - a. Is it how much I get paid?
  - b. Is it the contribution I make to society?
  - c. Is it a big part of my cultural identity?
2. Where does employment fit into my life style?
3. What can I do to achieve the employment I would like?



Second round.

Allow approx. 20 minutes for the second round (groups swap and after having a look at the installation made by the other group, build on to this one or add to it without modifying in any way the one already made)

Debrief

Allow 20mins. Approx. for the debrief.

After the “creation process all pax move towards the young persons corner and share the WOW ( anything that struck them as interesting / innovative insights) moments they had in creating and looking at the installations, thinking of the role for themselves, e.g. what the installations tell me about myself as a person seeking to find/change/progress in my job?

Then move to the youth worker/ trainer corner and ask the same question.

The final part of the debrief facilitation could explore the participants developed observations from the activity in relation to the follow;

1. What is the relationship between youth worker/ trainer and young person?
2. What did the process reveal about my organizations attitude and actions in preparing young people for learning2earn?
3. Did you learn anything from the process that you could bring to your organization to help improve attitudes and actions.

20mins.

To conclude ask people to make individual statues with their bodies about their interpretation of the necessary competences a young person might develop to help them find work and then the competences the youth worker/trainer might need to help them achieve this.

Hang the list of WOW words typed in a poster to the wall for further reference.

## **Youth in Action**

**Timing:** approx. 2 hours

### **Objectives**

- Focus on practical issues in the context of unemployed youth
- What other opportunities are there for young people within the YiA programme.
- Overview of the YiA programme.

### **Method**

Presentations of different actions & examples of activities presented by pax.  
Q & A in small groups.

We had the main YiA line puzzled up in separate A4 papers and asked participants to put the puzzle together, which was then put up the wall to be present for the rest of the training.

After sorting out the puzzle we went through all actions and discussed good examples and answer first questions. Then we split up into four “tables”, which participants could visit to find out more about a certain topic. We offered talks around youth exchanges, youth initiatives, democracy & 5.1 projects, and activities in training & networking.

## **Open Space**

**Timing:** one session

### **Objectives**

- exchange good practices
- let participants discuss burning questions
- let participants have practical sessions on tools & methods

### **Method**

Firstly we gave participants a short description of the Open space Technique the aims of it and on how it works.

The open space schedule was filled quite quickly, and the sessions ran by participants have been:

1. Sharing of methodologies we use with our young people
2. Peer to peer project: Working with young people around employment issues who have a mental health problem.



3. Lowering the voting age to 16.
4. Project management: how to write a good project.
5. EVS
6. Discuss youth Democracy projects. Network around a future project with some of the partners.
7. Gender mainstreaming in Youth work.

### **YouthPass**

**Timing:** approx. one hour and 30 min.

#### **Objectives**

The aim was to introduce youth pass to our participants, and to make clear, how this connects also to the area of non-formal learning and it's recognition.

#### **Method**

We gave an overview of the development of the youth pass and it's features. We explained, how it works also on a practical side. Then we took a closer look on the key competences and had participants work around them.



### **Final Evaluation and Group Reflection**

**Timing:** approx. one hour

#### **Method**

Evaluation was done in a creative way, involving both writing, drawing and a spoken part. Pax were free to move from one station to the other according to their preferences.

Following the scheme of the airport lounge (see activity Up, Up and Away), we set up 4 stations:

- Check in luggage: pax post their feelings and emotions on 3 flipcharts: one with a bag (what you take home), one with a fridge (what I'll use in the future), one with garbage (what you throw away)
- Get your boarding pass: pax chose an artistic card and wrote a sentence to describe it according to the course.
- Letter from a friend: pax answer to an imaginary letter from a friend who's going to participate to the same TC in a year. Pax write advices, ways to take the best out of it.
- In plenary, we all shared feelings and learning achieved in one sentence.

## **BIBLIOGRAPHY**

- **Learning to learn:** <http://www.unique-network.org/>
- **Youth in Action resources:**  
[http://www.leargas.ie/programme\\_resource.php?prog\\_code=7777](http://www.leargas.ie/programme_resource.php?prog_code=7777)
- **YouthPass:** the youthpass guide - <http://www.youthpass.eu/en/youthpass/>
- **World Cafè:** <http://www.theworldcafe.com/tools.html>
- **Theatre of the Oppressed:** [www.theatreoftheoppressed.org/](http://www.theatreoftheoppressed.org/), A. Boal,  
*Games for actors and non-actors*
- **6 Thinking Hats:** Edward De Bono, *6 Thinking Hats*
- **Open Space:** H. Owen, [http://www.openspaceworld.com/brief\\_history.htm](http://www.openspaceworld.com/brief_history.htm)



## Learn2Dream, Learn2Achieve chart:

