

Resource Document for European Youth In Action Training Course ' LEAD II'

An initiative of Eolas Soileir (Ireland) & partners ALP (Austria), CEIPES (Italy), De grønne pigespejdere (Denmark), ACTOR (Romania), & MTÜ Noored Ühiskonna Heaks (Estonia) & funded through the European Youth in Action Programme



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Contact Deirdre at dquinlan6@gmail.com with any feedback

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- Programme for the week
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Welcome to 'LEAD II'



This resource document outlines the activities/exercises/games that participants experienced on the European Youth in Action training 'LEAD II'.

This training course for youth workers, peer educators and all those working with young people ran in Wexford Ireland in June of 2014.

LEAD II is a training course that explored leadership development with a special focus on diversity.

This training course explored and planned achievable local and international projects that supports the participation of young people throughout Europe.

There were 18 participants (9 male and 9 female) from Ireland, Austria, Estonia, Romania, Italy and Denmark. It was held in Clonmines, Wexford, a rural part of Ireland, in a converted farm house on the coast of Ireland.

All participants received a Youthpass and we allowed time for personal reflection, in pairs and in the large group. On the last day we looked at the further potential of the YiA programme (& Erasmus +) and started to build partnerships for further projects.

The general steps we followed in planning these workshops are as follows:

- Introduction to the training week and Leadership concepts.
- Getting to know each other's projects and motivations for this training and at the same time Introduction to surroundings
- Expectations (hopes and fears)
- Introduction to NFL & Youthpass

- Name games etc
- Exploring through non-formal methodologies Leadership, gender and diversity
- Look at the potential of the the Erasmus+ programme
- Youthpass
- Debrief and review



Reflection exercises

- Meet your learning buddy and share your reflections throughout the week
- Reflection at the end of day: What are you taking from today for yourself as a leader? (silent moment for all to take notes) – find a second person to share
- Reflection groups – in small groups reflect on your learning for the day

Participants were given journals and encouraged to write their notes and reflections at the end of each activity.

Guiding questions: What do I want to learn, how will I learn it, with whom & when.

Day 1

Welcome Evening – nibbles and wine/beer

Name games.

Action name: In circle each person say their name and put an action word in front of it and act out the word, for example ‘dangerous Deirdre’. Each person does this in the circle once and then we go around the circle a 2nd time and each person does the exercise again but this time the whole group repeats the name and action.

Introductions: Each person introduces the person either side of them and themselves. This is, I am, this is
After this is done, move the group so that they are beside different people and repeat exercise.

Pair up with your learning buddy – each person is given a half an apple, you must find the other half! When you do they are your learning buddy for the week. Spend a little time together now and get to know each other.



Day 2:

Objectives of the day:

- To create a good atmosphere
- To bring people together
- Explain methodology, content, frames
- Get into the vocabulary

Introductions:

We introduced the trainers and support staff.

We gave a bit of a background about ourselves and our organisations and the venue.

Handed out the programme and the learning log.

Warm up Game:

Lining up - (name alphabetical without speaking, day of birth without speaking, height with closed eyes)

Activity 1: Walk and Talk

Facilitator led a 'walk and talk' where we orientated the group to the surrounding area. During this hour-long walk each participant shared with each other their motivations for coming to this training, their youth work practice and organisation. Finally they shared what they would like to get out of this training. The group walked in pairs and shared information. We had several stops where they fed back to the main group a summary of their partners answers. In this exercise the pax were able to get to know each other's projects and motivations for this training and at the same time Introduction to surroundings.



Activity 2: Expectations (hopes and fears) & Getting to know each other better & contract

Invite Participants to carry out tasks in their own time.

1. I see this training as... I can influence this training by... **During this training I'm looking for...**

2. Connect with someone you don't know and chat with them

3. Share your favourite **ice-breaker** – write on wall and perhaps do over weekend.

5. Our working agreement

6. Learning outside the box – ‘what does it mean to me’ Make sentences from words given to pax

7. Pick an image that represents how you feel now! Share this with the person beside you.

Make a play dough about your fears or your apprehensions around this training, share. Facilitators goes through most stations at the end to recap



Activity 3: Key Words of the Training

Goal: to discuss and get familiar with the key-vocabulary of the training

- 1) Preparation: Put the key-words of the training on one card each incl. a definition. You need at least as many cards as you have participants.
(Some of the keywords where: leadership, intelligence, competence, diversity, gender, attitude, value, knowledge, culture)
- 2) Let each participant pick one of the cards
- 3) Each pax finds a partner and discuss the word and the meaning of it. Do you agree with the definition? (5 min)
- 4) Then the 2 partners change their card and find a new partners
- 5) Discuss with the new partner – change the card etc.
- 6) Each participant should at least discuss half of the cards

Activity 4: Introduction to Non-formal learning and Youthpass

What is Non-formal Education?

Facilitator asks: What is NFL:

Split into groups and each group writes up their definitions of NFL.

Share in larger group and then written on one big flip chart paper.

Some input given by facilitator.

Give an overview of youthpass & journal



Youthpass is a European recognition tool for non-formal and informal learning in youth work. **Youthpass** is for projects funded by Erasmus+ Youth in Action and Youth in Action programmes. With **Youthpass** the participants of these projects can describe what they have done and show what they have learnt.



Then give the participants questions for their learning journal:

What were important moments today?

What surprised me?

What do I feel good about today?

What blocked me?

What could I do to unblock?

Introduce learning buddies –

using questions from journal – have a chat for ½ an hour!

Personal learning plan in chart form or in visual form as below

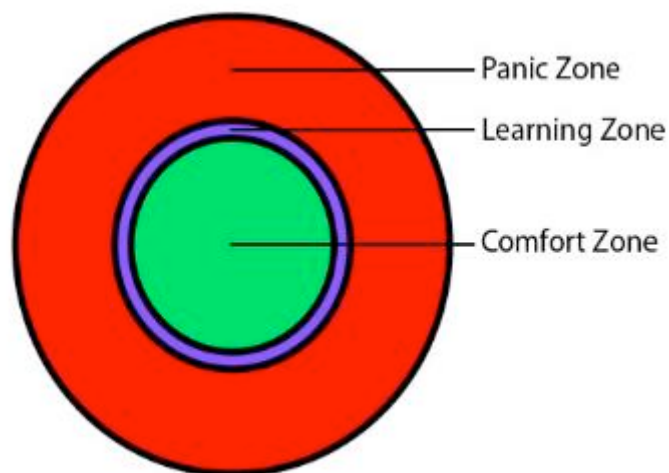
Area for development	Action to be taken	Expected benefit(s)	Timescale



Activity 5: on Methodology
Comfort zone

The facilitator introduces the comfort, stretch and panic zones in relation to challenges and conflict.

Zones are drawn on the ground. The comfort zone, the panic zone and the learning



zone .

Knowing the 3 zones can help your productivity and ensure that you avoid staying stagnant by being in the learning zone.

1. The Comfort Zone

The comfort zone is where many of us operate. It's the location of the skills and abilities we've acquired. While the comfort zone is by definition the most 'comfortable', we can't make progress or build skills in the comfort zone since it consists of the abilities we can already do easily.

2. The Panic Zone

If you've ever become so anxious you can no longer think, you've probably run into the panic zone. Activities in the panic zone are so tough that we don't even know how to approach them. The overall feeling of the panic zone is that you are uncomfortable and possibly discouraged. Like the comfort zone, we can't make progress in the panic zone. You may be in the panic zone when attempting something dangerous, far beyond your reach or under high stress.

3. The Learning Zone

Between the panic zone and the comfort zone is the learning zone. **One can only make progress by choosing activities in the learning zone.** The skills and abilities that are just out of reach are in the learning zone; they're neither so far away that we panic nor close enough where they're too easy.

Scenarios: place yourself in the diagram according the scenario. After people place themselves on the diagram they explain why they are there and how they could be supported to get to the stretch zone.

First scenario:

Coming to the seminar

Dancing when no-one else is dancing

You have to travel to a different (far away) country on your own

You have to make new friends in a different country, who do not speak your own language

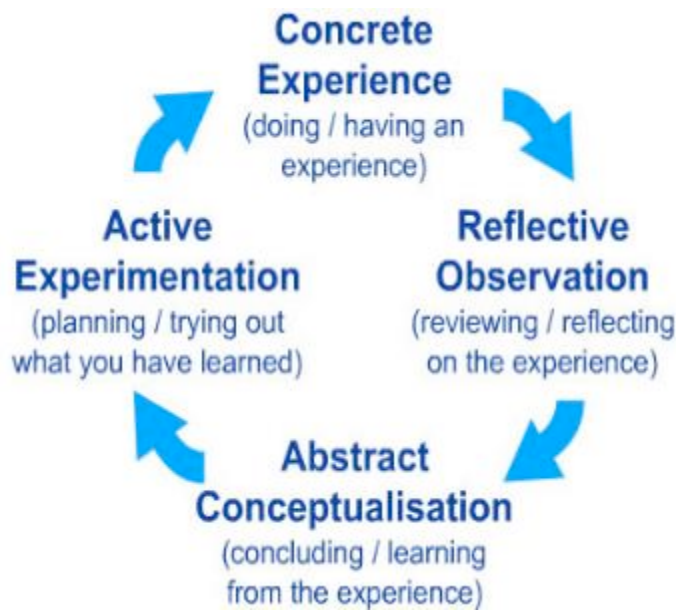
You have to give a presentation in the university of your host town about your country

Flatmate is not helping to clean the house, the bathroom especially does get dirty, you need to confront this person about this

On post-its write green/yellow/red think of situations or things that will let you be or bring you in one of the zones

Split into groups and discuss how you can prevent the red from happening

Kolb Cycle – a short explanation!



Kolb includes this 'cycle of learning' as a central principle his experiential learning theory, typically expressed as **four-stage cycle of learning**, in which '**immediate or concrete experiences**' provide a basis for '**observations and reflections**'. These 'observations and reflections' are assimilated and distilled into '**abstract concepts**' producing new implications for action that can be '**actively tested**' in turn creating new experiences.

Kolb says that ideally (and by inference not always) this process represents a learning cycle or spiral where the learner 'touches all the bases', ie, a cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences.

Competence (attitude, values, skills, knowledge) & Youthpass

An introduction into competences & Youthpass

Throughout this training, the participants are given time and guidance in their reflection process.

To explain a competency facilitator drew a picture of a person, highlighting the head as the knowledge learnt, hands as the more practical knowledge learnt and heart representing attitude and how they have changed.



Activity 6: Leadership – definition of leadership

Participants were divided in 4 groups and where asked to discuss the word “leadership” and come up with a definition of the word. They all received paper and markers for their presentation.

This was followed by the presentation to the plenary of each group and a possibility to ask questions to each other.

Reflection time with the learning buddy

Questions for log

‘What do I want to get from this seminar?’

‘What can I do to make this happen’

Day 3

Objective of the day:

- To have the time to discover your own strengths & weaknesses – their intelligences
- To think about and realize my own values, the values of the organisation I am working with & the behaviour connected to it

Activity 1: Multiple Intelligences: Introduction & personal testing

1) Presentation of the Multiple Intelligences:



Verbal–linguistic

People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates.

Logical–mathematical

This area has to do with logic, abstractions, reasoning, numbers and critical thinking. This also has to do with having the capacity to understand the underlying principles of some kind of causal system.

Bodily–kinesthetic

The core elements of the bodily-kinesthetic intelligence are control of one's bodily motions and the capacity to handle objects skillfully. People who have bodily-kinesthetic intelligence work and learn better by involving muscular movement (e.g. getting up and moving around), and be generally good at physical activities such as sports, dance, acting, and making things.

Musical–rhythmic and harmonic

This area has to do with sensitivity to sounds, rhythms, tones, and music. People with a high musical intelligence normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture.

Visual–spatial

This area deals with spatial judgment and the ability to visualize with the mind's eye. People who have this intelligence are strong in visualizing things. They are often good with directions as well as maps, charts, videos and pictures.

Interpersonal

This area has to do with interaction with others. In theory, individuals who have high interpersonal intelligence are characterized by their sensitivity to others' moods,

feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group.

Intrapersonal

This area has to do with introspective and self-reflective capacities. This refers to having a deep understanding of the self; what one's strengths/ weaknesses are, what makes one unique, being able to predict one's own reactions/emotions.

Naturalistic

This area has to do with nurturing and relating information to one's natural surroundings. Examples include classifying natural forms such as animal and plant species and rocks and mountain types. This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. This sort of ecological receptiveness is deeply rooted in a "sensitive, ethical, and holistic understanding" of the world and its complexities—including the role of humanity within the greater ecosphere.

Activity of the MI – Wide Game (2 hours)

Participants had the possibility to test each of the intelligence with the respective methods of the intelligence. The activities were the following:

Logical-Mathematical

- 1) Choose one of the “Number Block”-Activities and fill in the missing numbers
- 2) Choose one of the Math Square and fill in the missing numbers
- 3) Find the way through the “Labyrinth”
- 4) Choose two of the postcards and find the right solutions.

Spacial-Visual

- 1) Draw a picture of one of the intelligences (or anything of your choice)
- 2) Tangram: Choose of the pictures and try to build the pieces in the right way. You can check them on the back side, if they are correct.
- 3) Which bars have the same lengths in “Visualise1”
- 4) Find a partner: Describe your living room to another person and let her/him draw an outline of it. Reverse the activity.



Kinesthetic

- 1) Fold one of the Origami.
- 2) Take the children's book and let the marble role through all pages of the book. When it falls off – you have to start again.
- 3) The 4 little bags are juggling-balls. Try it with 3 bags first and then with 4. Can you hold the 3 or 4 for one minute in the air?
- 4) Jumping Spring: how often can you jump the normal way – 10//20/30. If you are already expert – can you do it reverse, crossed?

- 5) Volley-Ball: How often can you hit the basket? And from which distance?
Challenge yourself!

Linguistic

- 1) Write 4 lines on a poem on the topic of “leadership”
- 2) Write a short story about one the pictures on the table
- 3) Find all Intelligences in the “word search”
- 4) Find words which fit together



Musical

- 1) Listen to a song and add the drumming to it.
- 2) Create your own rhythm with one of the instrument.
- 3) Find a partner and create together a rhythm or play music together.
- 4) Listen to the melody and try to play it again on the piano.

Interpersonal

- 1) Read the story “The person next to you.” Think about your situation at home. Who are the people “next to you”. Who are the people, who are supporting you?
- 2) To take some minutes and follow/support one participant in order support his search for his strong MI’s.

Intrapersonal

- 1) Take some moments for reflexion in your own diary about your personal intelligences – where are your strengths?
- 2) Listen to a song and think about the feelings they create in you. Take notes.
- 3) Read the text about “leaders skills” and reflect about the meaning of it and how you feel about it.
- 4) Think about a situation, where you were very happy/truly sad/exited. Take notes about it in your learning log.



Naturalistic

- 1) Create with “Fimo” (molding material) a flower or one animal.
- 2) Plant one of the flowers in the court yard or plant some of the seeds.
- 3) Create with the different natural materials (stones, feders etc.) a picture in the sand. Please ask us to take a picture!

During this free running activities participants were asked to reflect after each activity

- How they felt about the activity?
- Why they felt this way?
- If they felt it was their intelligence or competence?

The morning activity was closed with a plenary reflection session, where participants could ask questions and share their learnings.

Activity 2: Personal and Organisational Values

We went to the local castle to do a treasure hunt

Preparation: Before the activity started one of the trainers hid the clues and tasks at each station. At each station there is a question & a description on how to get to the next stop

Introduction & first activity: Participants were divided in groups of 3.

The trainer gave 15 min & asked the participants to think about their own values (learning log). Write them down.

Start of the Treasure Hunt:

See below for the instructions given to the participants!

VALUE Hunt – Part 1

You have in your envelope some values. Please choose the most important 9 values for your group and sort them according to a diamond. Rank them in order of importance to your group.

Please clue your chosen values on the paper.

You may stop along the way to complete this activity. You have 45 minutes to do this and find the next envelop close to the “Giant Wicker Man in the Walled Garden” and look for an envelope with your group Number.



VALUE Hunt – Part 2

Organisational values:

What are the values of the work place, organisation or University/School you are working or volunteering for? Each person choses 3 values from their chosen example and share it with each other. Give examples and discuss how you can identify these values?

Questions:

- Are they the same values than yours?
- How can you deal with the values that may be different from yours?

Now make your way to the stone bridge that crosses the river, which has a beautiful view of the abbey. You may stop along the way to complete this activity. You have again 45 minutes to do this and find the next envelop.

VALUE Hunt – Part 3

Congratulations – you are on the right track and this is final stop – please take some time to admire the view of the abbey.

The final topic is leadership: Find a quiet place for your group and discuss the following: In your development as a leader, what values and behaviours do you think are important? Which values would you personally like to show and develop?

Discuss this with the group?

After your discussion create a human group sculpture about your leadership values and bring it back to courtyard of the abbey, where you will meet all the groups.

Other groups should guess what the sculpture is. Agree a time for meeting back, sharing sculptures and departing for learning centre.



Individual reflection

- What did I learn about my self today?
- What surprised it the most?
- What was a challenge?

Day 4

Objective of the day:

- To actively reflect on country situations about leadership, gender and cultural stereotypes

Activity 1:

Crossroad card game: each participant has 4 cards. On one side she/he writes his/her name and the country, on the other side he/she writes 4 different content (cards have different colour as well):

- % of women in management position – statistics of several years (if possible)
- law provisions for gender equality – key points
- portrait of typical women in a leadership position in your country
- cultural beliefs/roles in society about women in your country

once the cards are ready, all cards are put on the floor. Each participant choose 4 cards, 1 per colour, and not the ones she/he has made and look for a partner to talk about 1 topic (the one the name is on the card), then change and so on. Each person discusses all topics.

5 minutes introduction

15 minutes writing (information are brought from home)

45 minutes discussions

20 minutes short debriefing about impact that knowledge had on me?

Question: What was your insights/thoughts/ideas you have taken up



Activity 2: DAL – Diversity and Leadership

Activity 1. -VAL

Values And Leadership

What are your personal / organisation values and how these values benefit the development of leadership potential.

- What are the connections between personal values, organisational values and social values.

Using Wexford, Ireland as the epicentre of our discovery of values ask pax to position themselves geographically in relation to Wexford and to give the group some idea of what they would consider to be important values for their region.

Ask the pax to select from a pile of pictures ones that reflect in some way their interpretation of

1. personal values,
2. social values and
3. organisational values.

Using a ball of string encourage them to see if there are connections between the different values categories and when a connection is identified throw the ball to that person and so on.

Using a selection of flipchart pages ask the participants to reflect on their understanding of values and write down words that they think reflect the similarities and/or differences between personal, social and organisational values.

B. Ask pax to reflect on their personal values and the values of the organisation they are involved with.

Explain a little bit about shared vision and how that is captured in the mission statement of a group or organisation.

Divide the group into 6 smaller working groups. (Same group composition as previous day).

Each group is given the brief of designing and producing a motto and a crest that reflects either personal, organisational or social values. Ask them to think about using the multiple intelligences.

Reconvene the full group and ask them to share their work with the rest of the group. What did the process tell them about their own value selection and those of their fellow group members?

Debrief questions.

1. "What did the process tell them about their own understanding and attitude and those of their fellow group members to diversity. Did it change their attitude to diversity?"
2. "Which comes first, internal changes or external changes?"
3. "Who is responsible for each kind of change?"
4. "How do you decide if you meant to change or if you were pushed to change?"
5. "Does changing yourself change other people?"

Free Afternoon – We brought the participants on a tour of the area, which included Hook lighthouse!



Day 5

Objective of the day

- Where do I stand – where do I want to go
- To give them tools they can use at home
- Share experiences of leading different gender/cultures
- Reflect on my leadership behaviour in challenging situations
- To give opportunities to look for solutions

Activity 1: Mid-way evaluation

What I'm taking from the last 3 days and what my expectations for the rest of the week. Guided meditation (see below) on last 3 days and then pair up with buddy

Mid-Way evaluation / review

Make sure the room is warm and there are some cushions and blankets.

Ask the pax to have their pens and notebooks close by.

Ask the participants to lie down and close their eyes.

Play nice reflective music.

Ask some questions :

Think of your journey here

When did you first hear of this course?

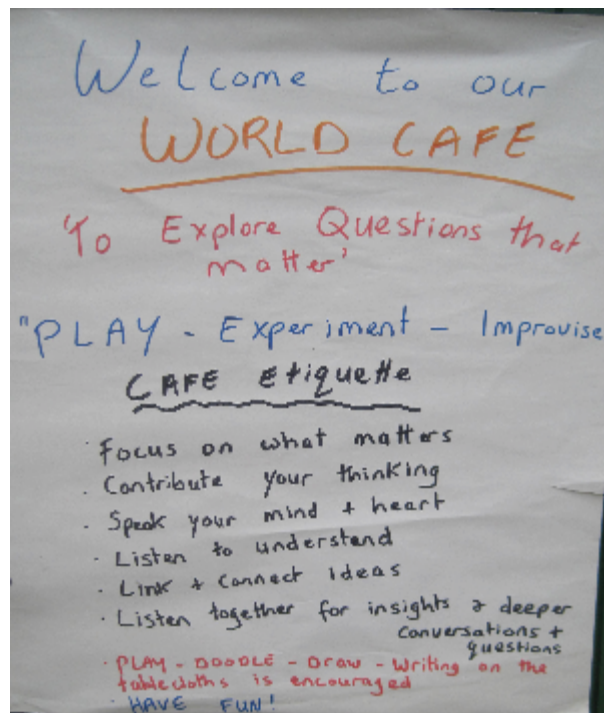
Was it from an email?

What were your motivations for coming here?

What were your expectations?
 How did you feel coming here?
 How do you feel now?
 What have you learnt so far?
 What are your comfort zones while you are here in Ireland?
 Can you see yourself stepping outside these comfort zones?
 What would help you to do this?
 What have been the challenges so far?
 What are the key moments or experiences I've had so far?
 What opportunities do you see?
 How can I make the experiences better for myself and others?

Give the pax time to reflect after each question and add other you see as relevant.
 When you are finished speaking tell the pax that they can write their reflections into their note books. Leave sheets of paper on the floor and ask them to write down their mid-way reviews of the TC for the trainers to read. They may now have a chat with their learning buddy.

Activity 2 – World Café World Café – introduction to method (see below)



World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

1) *Setting*: Create a "special" environment, most often modeled after a café, i.e. small round tables covered with a checkered tablecloth, butcher block paper, colored pens, a

vase of flowers, and optional "talking stick" item. There should be at least four chairs at each table.

2) *Welcome and Introduction*: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Café Etiquette, and putting participants at ease.

3) *Small Group Rounds*: The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4) *Questions*: each round is prefaced with a **question** designed for the specific context and desired purpose of the session. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction. Our questions were

- How can you include people with different cultural background in your working environment?
- What are the challenges in your personal environment on Gender & Diversity (in your community, family & on your work place)
- How could you increase the leadership skills/self-esteem of vulnerable young people with fewer opportunities.

5) *Harvest*: After the small groups (and/or in between rounds, as desired) individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recorders in the front of the room.



Activity 3 – Laughter Yoga

uses a blend of yogic deep breathing, stretching, stimulated laughter exercises and cultivated child-like playfulness.

Laughter helps:

- Reduce blood pressure
- Reduce depression
- Boost immunity
- Increase feelings of relaxation — laughter provides physical and emotional release
- Reduce stress – levels of stress hormones actually fall
- Increase energy
- Increase feelings of well-being – laughter raises levels of feel-good hormones like endorphins
- Make you more attractive – yes, happy people appeal to others
- Increase your joie de vivre (*“Joy of living”*)



Evaluations : We carried out both an informal and formal evaluation. See below the informal evaluation. We also had a written evaluation for each participant.

Informal evaluation: Spider web

The group sits in a circle. Facilitator has a ball of string or wool. Facilitator asks the group to give some feedback about the training. They are thrown the ball of string across the circle. Each person has a chance to speak, the ball of wool is thrown across the circle to create a spider web.

The following activities are methods used for Coaching. It was a short introduction given to coaching and the use of silence and active listening.

Activity 4 – Creating Rapport

2 elements: the hand and the nose

Round 1 + 2: 1 person uses the hand – the nose of the other person has to follow - then swap

Round 3: then both are nose and hand at the same time

Each round go of 4 minutes, then 5 minutes debriefing based on the following questions:

- How far were the movements of the leader adequate to the other person's response?
- Who was leading?

(for the second round)

- How was the rhythm/speed/dance of the two?

(for the third round)

- What was the level of complications in the rapport?
- What made the rapport functioning?



Activity 5: Asking powerful questions

Explanation: Powerful questions evoke discovery, possibilities or new thoughts that can move a conversation, ideas or people forward. Includes asking new questions & knowing when to use silence.

Divide in group of 5-6 people: one volunteer thinks of a problem/challenge, the others in the group are asking powerful questions addressing the problem, The volunteer receiving the question, rate it on a scale of 1-10 on the basis of how far the question made them thinking and searching for the answer.

Debriefing (10)

- How far these exercises have helped me in understanding the concept of powerful questions and being able to practice them.

Activity 6: Giving feedback on a work-related situation based on the Non-Violent-Communication (Rosenberg) process

Be assertive/clear – keeping the feelings of the other person in mind, listen to your body

- Participant think of a situation, which was difficult to handle
- Go together in triple – roleplay the situation (leader, employee + observer), each person take each role
- Observer:
 - o How was the feedback given?
 - How was the atmosphere?
 - What did the body language say?
 - What was the message?
 - o How did the employee take the message? How were the feelings?
- Employee: share how he felt in the situation

Day 6

Objectives

- To investigate how I can better deal with other people
- Share experiences of leading different gender/cultures
- Reflect on my leadership behaviour in challenging situation
- To give opportunities to look for solutions

Activity 1 Triangle of participation.

Goal: to discuss how to be inclusive in our world of today to people with other cultural/social backgrounds

How to deal with a diverse group in their everyday life

Preparation: chalk for drawing large triangle on the ground.

Activity on decision making, diversity and human rights model of leadership.

To investigate how participants deal with other people – particularly how to be inclusive with others from diverse cultural/social backgrounds

How to be more inclusive of diversity in your everyday organisational life

- Around team-building/ in their leadership-role

What's your experience of leadership?

Short discussion with the person on your left on this?

Some characteristics of leadership for sharing and discussion.

• Inspire a Shared Vision:

If you capture the imagination, you will inspire creative thought and increase loyalty. The vision doesn't need to be grandiose, but it needs to be communicated effectively for others to adopt it as one of their own.

- **Model the Way:**

Lead by example. You can't come into work 10 minutes late every day if you want your employees to arrive on time.

- **Challenge the Process:** Don't continue doing something just because "We've always done it that way." Situations change, and sometimes a policy or procedure never worked well in the first place. Look for new ways of doing things.

- **Enable Others to Act:**

Truly empower people to act on their own within their level of authority.

- **Encourage the Heart:**

A positive attitude is infectious. If the leader appears passionate or excited about the vision, others will catch the enthusiasm as well.

Activity to explore leadership, diversity and inclusion.

Method.

1st. part.

Form a pyramid on the ground which is large enough at the base to accommodate the total number of participants in the group. X 2

The pyramid is divided into sections. When the first section is full the participants are asked to move into the next section. Because of the pyramid shape there is less space in this section. Therefore in order to complete the task the participants need to exclude some of their group.

Let them work out a strategy to accomplish this.

When it is necessary to nominate a person or persons to be excluded the group must choose.

When this person is excluded from the pyramid the group move on and eventually there is only space for one at the top (or more if they are very creative).

Questions for the group?

What method did they use in deciding who was excluded?

Did the person who was excluded choose to be or was chosen by the group?

Was this an easy or difficult and how so?

For the person who was excluded? What did they feel about being left out?

What did the ones who were left feel?

2nd. Part.

Ask the group to reform in the pyramid.

Repeat the process.

This time when the participant is excluded provide them with a diversity card.

Ask them to share this with the group.

The group then has the opportunity to discuss this new information and decide if they still want to exclude this person or include them in the next step because of their diversity.

As the group move up the pyramid this task becomes more difficult.

Questions for the group?

How did the group make this decision, was it less difficult or more difficult when the diversity card was introduced?

Diversity List. (Suggested only – choose what's appropriate for your context.)

I am.....

- A young person
- A mother
- An LGBT person
- A person with a physical disability
- A person with a mental disability
- A person of different ethnicity
- An older person
- A father
- A person from a minority culture.

2nd. Activity.

Provided a space and materials for two groups to make a statue to leadership. In the context of this activity we were interested in exploring how young people with fewer opportunities can be encouraged to develop their own leadership potential.

1st. Group

The group is assigned the task of making this statue considering the challenges / responsibilities of leadership.

2nd. Group

This group is assigned the task of making a statue exploring the challenges for young people with fewer opportunities .

The groups are changed around and asked to contribute to the work already established by the other group?

What does your statue say about leadership?

How did you decide to do it this way?

What did you identify as the main challenges for young people did you .

Did you feel that the changes the other group made added to or took away from the message of your statue.

Reflection and presentation of each other's sculpture to the whole group.

Activity 2

Forum Theatre

Introduction:

- Walk the space in different speed, look in the eyes, shake hands and make a chain
- Walk and stop simultaneously
- Bomb and the shield



(Participants performing a Forum play)

Activity: Forum Theatre

Each group develops a theatre with a challenging situation in Leadership and plays it to the others.

- Step 1: explanation of the Forum Theatre (see below)
- Step 2: think about a challenging work-related situation, which includes an aspect of gender or cultural diversity (5 min)
- Step 3: go in 3 groups of 4-5 people and develop together a work-related theatre (3-5 min) and rehearse it (30 + 15 if needed min)

Explanation:

- o the groups should look for realistic situations and not hypothetical ones.
- o Situation should have the potential to change something
- o more than 2 people should be involved, if possible all group members

Examples: situations in a meeting, in a project, discussion with the boss(es) or employee(s) etc.

- Step 4: 1st group performs their situation. Then the spectators are asked, if one person would take over the role of the leadership position. Find a volunteer. Then the group performs the theatre a second time and now the volunteer can jump in the role of the leader at any time and try to change the situation. The other actors stay in their role and perform as before. The role-play could be done a 3rd time.
- Short comments (if needed)
- 2nd – 4th group: same procedure
- Reflection:
 - o What did you experience in your role(s)?
 - As person bringing the case
 - As actor(s)
 - As spectator

- What did you experience, when you replaced somebody? – Could you change something? How did it make you feel?
- What are you taking from these plays/situation for your personal leadership?

Day 7

Objective

To wrap things up and bring it home

Activity 1: Learning Mandala

Going back to the Learning Mandala work alone filling it in & then share you're your learning buddy



Activity 2: Leadership in my life in the future

How can I apply the competences acquired back in my own environment?

Thinking time out of the building with a walk first alone

Visualisation of the answer in a form of river – make a painting and then share in pairs or small groups

- where do you see yourself in 5/10 years
- what should happen and/or be different



Youth Pass & Certificates & Erasmus+

Giving a message to each other

An envelope is prepared for each participant and trainers.
Each participant writes a nice note to everyone!



Evaluation:

Evaluation Form – written

Circle with wool

All participants sit in a circle.

A ball of wool is thrown from one participant to another

Each participant when they receive the wool, wrap some around the wrist – say something about the seminar

e.g. What they are taking home?

Then you cut it and everybody have a piece around the wrist!

Leadership Party!

This is where the participants organise their own party!



Partners

Promoter: Ireland	Eolas Soileir	Deirdre Quinlan	Dquinlan6@gmail.com
Italy	CEIPES- Centro Internazionale per la Promozione dell'Educazione e lo sviluppo	Mr Alessandro Imborgia	info@ceipes.org
Austria	Alp	Ms Irene Rojnik	irene@alp-network.org
Romania	Asociatia Culturala pentru Teatru si Origami din Romania	Ms Eugenia Barbu	Actor_romania@yahoo.com
Denmark	De grønne pigespejdere – Green Girl Guides	Charlotte Hjorth	godte@pigespejder.dk
Estonia	MTÜ Noored Ühiskonna Heaks	Mr Marco Santos	marco@nyh.ee

Course Facilitators

Deirdre Quinlan

- Trainer/facilitator (National) Leargas is Ireland's national organisation that manages the European Youth in Action programme. I belong to their pool of trainers who deliver trainings for the organisation around the Erasmus+ programme. I regularly design and deliver trainings in a variety of setting using formal & non-formal creative methods.
- **Trainer/Facilitator (International)** – European Trainings 2009 to date– In a team of international trainers I have designed and delivered many international trainings and seminars.
- Diploma in Youth Drama Facilitation (FETAC levels 5 & 6) 2006. Full time FAS course run by the National Association for Youth Drama. A full time course that delivered training in drama facilitation. Included in this course was Drama in Education methodology, Child Protection Training and First Aid Training.
- Diploma in Community Drama Facilitation run by Smashing Times and UCD. (accredited by UCD) 2007 : A part time cross boarder project run by Smashing Times Theatre company that looked at community drama facilitation in the context of peace and reconciliation.
- Training for Trainers 2008 to 2009. A one year international training course for trainers to fully participate in the European Youth in Action Programme.

- Higher Diploma in Youth and Community Work, NUI Maynooth 2004 – 2005 .
- Trainer/facilitator (National) – Leargas 2008 to date – Leargas is Ireland's national organisation that manages the European Youth in Action programme.

Irene Rojnik

- Trainer, Coach and Facilitator on national and international level
- Expertise and interest around Leadership in connection with intercultural learning, Diversity, Gender-equality, Human Rights, communication and conflict resolution.
- More than 10 years experience in working with International NGOs and in and with teams from all over the World
- Master in Communication and Conflict Resolution from the University of Vienna
- Master in Systemic Coaching and Organizational Development (Arge Bildungsmanagement in Vienna)
- Diploma in Mediation and Conflict Resolution (Wifi Vienna)
- Founding member of the Trainers Network alp – activating leadership potential (www.alp-network.org)

Jack Talbot

- Higher Diploma in Communications Study, Dublin Institute of Technology
- Degree in Education and Training, Dublin City University
- Higher Diploma in Educational Management , Dublin City University
- Ballymun Youthreach - tutoring on outdoor pursuits, digital media, life skills, to early school leavers & those with fewer opportunities.
- Strengthening Families - trainer on this programme - The Strengthening Families Program (SFP) is a nationally and internationally recognized parenting and family strengthening program for high-risk and regular families.

Eolas Soileir

Eolas Soileir is an organisation that has received charitable status in the Republic of Ireland. The main objective for which the charity is established is:

- The advancement of Education in Ireland and Europe by developing learning opportunities through volunteerism.
- The promotion & awareness of non-formal and creative methodologies to develop mindfulness and wellbeing of individuals & awareness of the principles of sustainable development & permaculture.

Our main objectives are:

1. to provide opportunities for training programmes using non-formal learning methodologies.

2. to become part of a European wide network of non-formal learning organizations with similar aims and objectives.
3. To promote and facilitate volunteering.
4. to develop, organize and facilitate training courses such as;
 - Advancement of intercultural education,
 - Advance of sustainable development education
 - Advancement of development education
 - creative expression
 - volunteering

These training course will be delivered using through non-formal education and learning methodologies.

Our board has 8 members and 3 directors with three members of the organisation belonging to the training pool for YiA here in Ireland delivering trainings which promote the YiA programme in Ireland and abroad.

We are developing a sustainable training centre in Clonmines, Co. Wexford.

Erasmus +

Current funding programmes run by the European Commission in the area of education, training, youth and sport, such as the Lifelong Learning Programme, Youth in Action and other international programmes, ceased at the end of 2013. A new programme, called Erasmus+, has replaced these programmes, and began on 1 January 2014. The Erasmus+ programme is intended to support activities in education, training, youth and sport in all sectors of lifelong learning (Higher Education, Further Education, adult education, schools, youth activities etc).

The news announced on the 26th June 2013 that "Erasmus+", is the EU's next programme for education, training, youth and sport.

The new programme, now officially named Erasmus+, will bring together all the current EU programmes for education, training and youth, and, for the first time, sports initiatives.

Erasmus+ focuses on mobility, cooperation and policy reform. Improvements are made to support for international study, training, teaching and volunteering opportunities. These improvements will benefit higher education and vocational students and staff, trainees, teachers and students, trainers, young volunteers and youth workers. In the area of sports, the programme will particularly focus on cooperation and activities in grassroots sport.

A new approach to funding for education and training

A new structure has been proposed for the Erasmus+ programme to reflect a need for greater simplification and streamlining. By bringing together a range of different programmes and initiatives the European Commission hopes to make their funding programme more efficient and more accessible.

Erasmus+ will be an integrated programme which means that it will be based around [Actions](#). Some activities funded under the Lifelong Learning and Youth in Action Programmes will disappear; others will be translated into the new Erasmus+ structure.

Actions

Erasmus+ is a simplified EU funding programme for education and training, youth and sport. Activities will be based around different types of opportunities, known as Actions.

What are Actions?

All the projects offered by the Erasmus+ programme are grouped together under overarching Actions. Each Action represents a different type of project aligned to a particular area of focus.

Actions:

- [Key Action 1: Learning Mobility of Individuals](#)
- [Key Action 2: Co-operation for Innovation and Good Practices](#)
- [Key Action 3: Support for Policy Reform](#)

Organisations from across the education, training, youth and sport sectors will be able to apply for funding under Key Actions 1, 2 and 3.

How can I apply for funding?

Look on your national agency website.

Download the Erasmus+ guide from their website.

What you need to know now:

- Funding is simplified and mostly based on unit costs and lump sum amounts, with 'light touch' rules for smaller grants.
 - Applications will be organisation-based, so individuals will no longer be able to apply for grants. Specific allowances will be made for the youth sector to enable informal groups of young people to apply.
 - All organisations will need to be registered on the European Commission's online registration facility before applications can be started. This is a new step in the application process and you should allow extra time to complete this step when making an application.
- See leargas.ie

Testimonials from Participants

*It was a wonderful experience

*The most useful part of the training was:

- Learning in such a different way (playing, having fun, go into 'heavy' issues with active and funny techniques, outdoor...) It really opened my mind.

- Learning about leadership and multiple intelligences, exploring values was excellent.

- Theatre of the oppressed, learning buddy, great food, people welcoming atmosphere, MI, leadership & diversity, pub evening and envelope message.

- Asking powerful questions

- I loved the methods used and in general all the experiences, the great and competent trainers, the other participants, the venue, the programme and Charley the dog!

- MI, active listening and the treasure hunt.

- World café

- Small group work

*The venue is amazing, I think it creates a warm atmosphere that really made the change, thank you for this wonderful week!

*A wonderful training in a creative and empowering space with excellent trainers at the top of their game, I learnt a lot!

*Please continue with trainings like this, thanks for everything, I learnt a lot!

*Thank you it was a beautiful and great training.

*Thank you for the opportunity.

*Awesome, loved it!

*It has been an amazing experience, trust the process, thank you!

Useful Websites:

www.leargas.ie

Léargas, the National Agency in Ireland for the management of national and international exchange and cooperation programmes in education, youth and community work, and vocational education and training.

http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

New EU programme for education, training, youth and sport

[SALTO-YOUTH.net](http://salto-youth.net) is a network of **8 Resource Centres** working on **European priority areas** within the **youth** field. It provides **youth work and training resources** and organises **training and contact-making activities to support organisations and National Agencies** within the frame of the European Commission's

<http://www.theatreoftheoppressed.org> we are **the International Theatre of the Oppressed Organisation**. **The International Theatre of the Oppressed Organisation** will not be just one Center more, but an *Organisation* dedicated to help all Centers to develop themselves, so that they can help other TO groups to grow and develop. The Organisation is carried by the combined power of experienced Jokers across the globe.

Eolas Soileir www.eolassoileir.ie

Alp <http://www.alp-network.org/>