

Planking



20-30 Minutes



Group



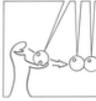
Teamwork



Communication



Reliability



Responsibility

Learning Objective(s)

- The group learns to work together
- * Everyone of the group needs to help
- Focus is necessary
- * Students learn to communicate and plan together

Instructions

Everybody takes a rope to hold in one hand. If you don't have enough people some will need to take two ropes. Purpose of the activity is to balance the board with a cup of water on it by pulling on the rope. You practice by going up and down together. And by walking in a circle.

If that works, you tell them the task. Everybody has to go through a bicycle tire making sure that the cup with water doesn't spill.

When it doesn't work you can give a tip:

- Make sure that the tire has a way in and way out and stays the same the whole activity.
- Split your group in two where the first part will stand close to each other and the other whole the board in balance.
- If the first group went through the tire, the second group has to start by first putting the tire over the board with the water.

Collecting and sharing student results

Group discussion on contribution of each member of the group. Questions that can be asked:

- Did this activity work?
- What went good, what went wrong?
- What was the purpose?
- What can help you when you go to work?
- What do you have to do more?
- What do you have to do less?
- Who takes the lead?
- Who thought that your idea was good but didn't listen?
- Did you have a plan?



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Resources Needed

- Board with rope in it
- * Cup
- Water
- * Bicycle inner tube

Assessment Methods

- Reflection

Communication, Group Activities, Reliability, Responsibility, Short Activities, Teamwork



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Poison River



30 Minutes



Group



Teamwork



Communication



Reliability



Problem Solving

Learning Objective(s)

- Students learn to listen
- * Students communicate properly
- Students learn to make a plan
- * Students work together
- Students can adapt to every situation

Instructions

Define an area on the floor that is the Poison River. The group has to cross a Poisoned River (wild, ice-cold water, dirty,...) with the given beams. They have to cross from A to B (the safe zone). They may not step with their feet in the 'water'. If this happens, the person will be dragged to the startpoint (A). The only way to cross the river is to stand on the beams. The assignment is passed when everybody is safe on the other side (B).

You as the moderator are the only one that can stand in the river. If there is a beam free that nobody is standing on, you can remove it. If someone falls, you drag him/her to the beginning.

Collecting and sharing student results

- Are you happy with the result?
- Did it work?
- What did you do to make a success of the assignment?
- What did you need to help you?
- What did you miss?
- What could go better?
- How did you communicate?



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Resources Needed

- Beams: number beams = (number participants x 2) + 1

Assessment Methods

- Reflection



Communication, Group Activities, Problem Solving, Reliability, Short Activities, Teamwork



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The High-Rise



20 Minutes

Learning Objective(s)

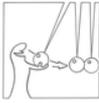
- Reflecting on the responsibility you have for your own preconceptions.
- * The importance of not being bias.



One to One



Group



Responsibility



Adaptability



Communication

Instructions

Part 1

There is an empty apartment in your tenancy house. Your landlord asked for help choosing which tenant you would like as your neighbor. Discuss with each other and agree on which tenant to choose.

- A collective housing consisting of five young people.
- A single middle-aged man
- A young Swedish family
- An old single widow
- A Turkish family with children

Part 2

Suddenly the landlord received more information about the tenants. Read the additional information and rank the tenants again.

- The young people are Christians who work at the Swedish church centre for rehabilitation of people who are victims of traffic injuries.
- The single middle-aged man was recently released from prison.
- The young Swedish family with children has because of their economic situation taken their children out of day care. The woman is unemployed and the man studies and composes music at home.
- The single woman has a problem with alcohol and is very depressed at times.
- The Turkish family's children are adults, the woman is a doctor and the man is a professor in rhetoric at the university.



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Collecting and sharing student results

Based on the discussion you can help the participant reflect on their own strengths and areas of improvement in this area. Opens for further conversation on the topic in your group or individually with the instructor.

Reflection/self-assessment

- Did it go as planned?
- Was the exercise valuable in working with the specific soft skill?
- Did the participants understand the task?
- Does something need to be changed/explained until next time?

This exercise is a good starting point when introducing the young person into a new situation. That it is important to have an open mind when meeting new people and try to not judge people too quickly. This will make it easier for them to find friends and new connections in their daily life.

Resources Needed

- No resources needed

Assessment Methods

- Discuss the outcome in groups or one on one with your participants.

Adaptability, Communication, Group Activities, One-to-One Activities, Responsibility, Short Activities



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Situations



20-30 Minutes

Learning Objective(s)

- Reflecting on reliability, both your own and others'



One to One



Group



Teamwork



Communication



Responsibility

Instructions

Read the situations and answer all the questions individually. Afterwards, you will discuss your results in groups or pairs.

Situation 1

Your friend borrowed your car and promised to return it at noon the next day. You have told your friend that it is important that he/she will be on time, because you need to leave at 12 pm to be on time for a very important meeting. When you arrive at your parking spot, the car is not there. You wait for 10 minutes, and now there is a big risk that you will not be on time for your important meeting. You try to call and send texts, without any answer. Finally, the car appears with your friend behind the wheel. Your friend's attitude is somewhat flippant. They shrug their shoulders and vaguely says, "I was just going to refuel the car for you". Then the key is handed over in silence.

- How do you react?
- Thoughts about reliability?

Situation 2

You are working on a group project at school and in your group, there is a boy -Jonas- who you do not know that well. It feels good and you are happy to get a chance to know him a little bit better. You are in the same class and see each other almost every day.

You talk, laugh, and seem to have a lot of common interests, this feels very good! You start to talk about the other classmates and Jonas has a lot of negative things to say about almost every one of them.

- How does it feel when you think about the situation above? What are some of the thoughts and questions that pop up?
- Spontaneously, how would you handle the situation?
- Thoughts about reliability?



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Situation 3

You are leaving work one hour early. You promised to come and see when your daughter's football team play the cup final. You are anxious to be there on time because you already missed the semi-final due to a lot of work, and she scored two goals in that game. After that game, she was very disappointed in you.

Just as you turn off your computer the door opens. It is your boss with a wild look in his eyes telling you that a big problem has turned up and a crisis meeting starts in ten minutes. He says that you are needed at the meeting and closes the door. You are sitting there, staring at your turned off computer before you make your decision.

- What decision will it be?
- Thoughts about reliability?

Situation 4

You feel that one of your participants are feeling extremely depressed and you fear for his/her life. You call the social services at your municipality and make an anonymous notification. The person taking the call recognizes your voice and would really like you and the police to come along and do a home visit at the participant's apartment that evening. Your children are at home with chickenpox and you are the only adult at home.

- How will you do?
- What made you decide to do it this way?
- Thoughts about reliability?

Collecting and sharing student results

The exercise is used to see how well your participants reflect on the importance of taking and owning responsibility for your actions and choices.

Reflection/self-assessment

- Did it go as planned?
- Was the exercise valuable in working with the specific soft skill?
- Did the participants understand the task?
- Does something need to be changed/explained until next time?

The exercise can be an opening to discussing the importance of reliability.

- Is it important to be reliable? Why/ why not?
- In what situations have they themselves had to make a decision that affect others?
- What is it like to have to make a choice that might affect someone else negatively?



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Resources Needed

- No resources needed

Assessment Methods

- Discussion in groups or individually with your participants.



Communication, Group Activities, One-to-One Activities, Reliability, Responsibility, Short Activities



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Who Owns the Zebra?



50 Minutes



Learning Objective(s)

- The purpose of the activity is for all participants to get a chance to reflect on the importance and difficulty of co-operation when trying to solve a difficult task together. Especially when you have different perspectives and interest in how the task is to be solved.
- * Activities without much explanation will put people to the test and they will need to communicate and use their resilience in order to not give up.

Instructions

Step 1 – Group the participants into 5-7 people in each group, place them at a table together.

Step 2 – Instruct the groups that they are competing in solving the task as fast as possible.

Step 3 – Instruct the groups that they have 40 minutes max to solve the task.

Step 4 – They cannot leave the table during the 40 minutes.

The leader is the observer and will observe what goes on in the groups. (Do not inform the participants about this!)

Observe: Who takes charge? Who finds this boring? Who finds it fun? Who participates? Who is uninterested?

How do the different participants show their perspective of solving the task?

Step 5 – If there are more than 2 tables, it is advisable that there are 2 observers.

Step 6 – If one or more tables finishes before the 40 minutes are up, they may take a break and return when the 40 minutes are up.

Step 7 – Reunion. The leader asks how the participants experienced the activity and ask if they saw what happened in their group.

Step 8 – The leader/observer can now share their observations and invite the participants into a discussion.

- Can the participants relate to the observations that were made?
- What decides how we take on different roles in situations like this?
- What was the most important lesson from this activity, according to the group?
- What can be learnt from this activity?



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What usually happens is that some participants seem to be the leader but after a while someone else takes over. Someone might be very enthusiastic in the beginning but might give up after a while. Some may appear passive but in reality they are laying low and working in silence. Some want to rule and this might lead to conflicts. Some want to complete the task with others, while some want to sit by themselves, etc.

Reflection/self-assessment

General discussion connected to real world experiences:

- How are we affected by our different ways of reacting to the same task and how does this matter in our every day lives?

Resources Needed

- Copies of "Who owns the zebra" activity
- * Answer key

Assessment Methods

- Observation
- * Group discussion after activity

Communication, Group Activities, Medium Activities, Problem Solving, Resilience, Teamwork



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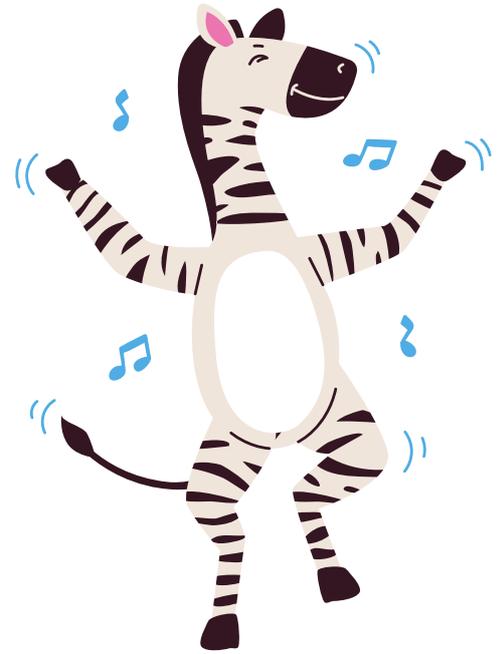


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Who Owns the Zebra?

There are five houses in a row, numbered from left to right, each of a different color and inhabited by people of different nationalities, with different pets, drinks and jobs. You are given the following clues:

- The English person lives in the red house
- The Spaniard owns the dog
- Coffee is drunk in the green house
- The Ukrainian drinks tea
- The green house is immediately to the right of the white house
- The Carpenter owns snails
- The Teacher lives in the yellow house
- Milk is drunk in house 3
- The Norwegian lives in house 1
- The Gardener lives in the house next to the man with the fox
- The Teacher lives next to the house where the horse is kept
- The Doctor drinks orange juice
- The Baker is Japanese
- The Norwegian lives next to the blue house



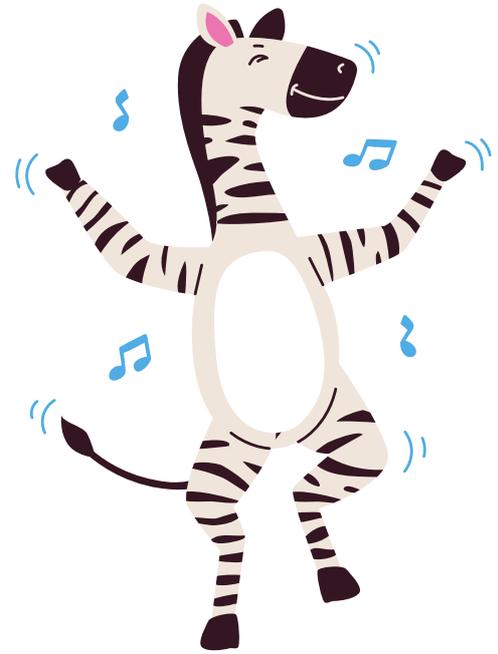
You must work out who owns the zebra and who drinks the water

	House 1	House 2	House 3	House 4	House 5
Nationality					
House Colour					
Pet					
Job					
Drink					

Who Owns the Zebra?

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- The Doctor drinks orange juice
- The Baker is Japanese
- The Norwegian lives next to the blue house



Solution:

	House 1	House 2	House 3	House 4	House 5
Nationality	Norwegian	Ukranian	English	Spaniard	Japanese
House Colour	Yellow	Blue	Red	White	Green
Pet	Fox	Horse	Snails	Dog	Zebra
Job	Teacher	Gardener	Carpenter	Doctor	Baker
Drink	Water	Tea	Milk	Orange Juice	Coffee

Unwritten Rules



30-45 Minutes

Learning Objective(s)

- How to adapt in a social setting



One to One



Group



Adaptability



Communication

Instructions

We have unwritten rules all around us. They are there to make it easier for us to navigate in a social setting. Unwritten rules make it easier for groups to function.

The unwritten rules regulate what we should do or how we should behave toward one another. They can vary depending on the situation and people in the group. We follow unwritten rules every day, we are aware of some and unaware of others. We expect others to behave in a certain way in certain situations. What happens if we break the unwritten rules? Ultimately, this can lead to problems in the group.

Instruction

Step 1 – Start a group discussion about unwritten rules:

- What is an unwritten rule?
- How do they affect us?
- Can we change them?
- Who informs us about them?
- How do we get the information?

Step 2 – Split into groups and pass out the exercise sheet.

Step 3 – Ask them to start a discussion based on the questions on the sheet.

Step 4 – Ask each group to account for their answers.

Feedback

Finish with a discussion based on the following questions:

- Who/what teaches us the unwritten rules and in what situation?
- How do the unwritten rules affect us?
- How can we help someone who has not been taught these rules?



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- What would you need if you came to a different culture or country and did not know about the specific unwritten rules connected to the culture or country?
- How do you think immigrants in your country get this information?
- How do you think people with difficulties in social settings get this information?
- Further feedback?

Exercise

Unwritten rules are something that affects us all- for better or worse. You can find them all around us and we are expected to live up to them. But, how do we know what they are? What happens when we do not follow them?

Here are some topics you can explore and discuss how they are affected by unwritten rules. If you come up with other topics, feel free to talk about those.

What unwritten rules are connected to...

- Clothing?
- Queues?
- Our bodies?
- Between men and women?
- How and when to use our phone?
- Within the family?
- Between friends?
- At work?
- At school?
- On the Internet?
- At restaurants/cafes?
- At a store? On the buss/train?
- At public locations?
- When succeeding at something?
- In an elevator?
- In traffic?
- If you are ill?

Collecting and sharing student results

Instructor will take notes during the discussion. Give feedback collectively and/or individually after the exercise.



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Reflection/self-assessment

- Did it go as planned?
- Was the exercise valuable in working with the specific soft skill?
- Did the participants understand the task?
- Does something need to be changed/explained until next time?

The young people that we meet have often been isolated from social situations for longer periods of time. That means that they might need to work on their social skills. The unwritten rules are very important to be able to navigate in all kinds of social settings.

Resources Needed

- No resources needed

Assessment Methods

- Discussion

Adaptability, Communication, Group Activities, Medium Activities, One-to-One Activities



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Silent Communication



20-30 Minutes



Group



Communication



Teamwork

Learning Objective(s)

- Getting to know the group.
- * Communicating without talking.
- Working towards common goals.

Instructions

1. Ask the group to stand up.
2. Explain to them that from now on they cannot speak or make noises. Silent communication has begun.
3. Explain that you want them to form a line, and that they will order themselves in the order that you will assign them next.
4. The first order that they will stand in, is from Tallest to Shortest. (This is usually easy, since they can see the difference in height)
5. As the leader, you check that they have ordered themselves according to height and give praise if they managed to complete the task without talking.
6. Now continue to ask the group to stand in the following orders:
 - From Oldest to Youngest
 - From Longest to Shortest hair (beware of this option if you have group members who cover their hair)
 - According to birth-month, January to December
 - Shoe size, from smallest to largest
 - Your own option

As the group tries to communicate without talking, you will be able to see:

- Who takes on a leading role?
- Who is more passive and lets themselves be lead?
- Who tries to be creative using their body, hands etc?
- Who tries to use help such as writing, texting etc. (Is this allowed, it is up to you)



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After the group has finished the communication exercise, give them time to reflect, first individually and then as a group.

- Was this easy or hard, why?
- What means of communication did you see in the group when talking was not allowed?
- What roles did you see the others take on in the group?
- What role did you yourself take on?
- Other reflections

Collecting and sharing student results

There will be a group discussion after the exercise, see number 4 in the instructions above.

The instructor can also take notes which can be used during individual talks with the participants later.

Reflection/self-assessment

- Did it go as planned?
- Was the exercise valuable in working with the specific soft skill?
- Did the participants understand the task?
- Does something need to be changed/explained until next time?

The exercise is to help the participants understand the importance of nonverbal communication. The ability to pick up on the things that are not spoken will help them understand the dynamic when entering a workplace or classroom. They will understand that it is important to observe their peers in order not to miss vital information on what is happening in their surroundings.

Resources Needed

- No resources needed

Assessment Methods

- Discussion in groups or individually with participants

Communication, Group Activities, Short Activities, Teamwork



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Bulls Eye



30-60 Minutes



One to One



Motivation



Adaptability

Learning Objective(s)

- Identify important areas in one's life and identify obstacles which are
- * hindering the person to live to the fullest.
- Identifying and writing your values in four domains of your life
- * Locating how fully you are living your values
- Identify barriers or obstacles that interfere with living consistent with your values
- * Creating a Values Action Plan

Instructions

1. Print the Bull's Eye-document.
2. Go through it with the person.
3. Talk about each part as you work through the questions.
4. Take additional notes if necessary.

Collecting and sharing student results

The self-evaluation material purpose is to see where I am in life right now and how it can better.

The material can also be used for measuring progress. The exercise can be done several times to help the participants follow their own progress

Resources Needed

- Print the the Bull's eye document
- * Pen and paper for notes

Assessment Methods

- Self-evaluation

Adaptability, Medium Activities, Motivation, One-to-One Activities



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The Puzzle



30 Minutes



Group



Adaptability



Problem Solving



Communication



Teamwork

Learning Objective(s)

- Solve a problem as a group while keeping verbal communication to a minimum.

Instructions

This exercise will focus on both your problem solving and teamwork skills. Nonverbal communication is important to solve the puzzle. You will start this exercise with little information in advance.

Step 1

To prepare: You need one complete set of the puzzle for each group. Cut out the puzzle pieces and write the letters according to the key, on each piece. Make sure you write the letters with a pencil, that way you will be able to erase them later.

Erase the letter you wrote on the pieces after you cut them out and replace them with the letter of the envelope they belong to. This will make it easier for you to collect them and reuse.

Mark the envelopes with the letters A, B, C, D, E

- In envelope A, put pieces: I, H and E
- In envelope B, put pieces: A, A, A and C
- In envelope C, put pieces: A and J
- In envelope D, put pieces: D and F
- In envelope E, put pieces: G, B, F and C

You will later hand out one envelope each to every group member. Explain that the letter on the envelope has nothing to do with solving the puzzle.

Step 2

Split into groups of five. If any group has more than five people, the extra participant can be active as an observer. Tell the participants that the exercise is to practice problem solving and teamwork.



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Step 3

Give every group a separate space or table.

Step 4

Give each member of the group an envelope. Make sure that they do not open them until they have had the following instructions.

- Every group is supposed to put together five equally large squares from the pieces in the envelopes.
- You are not allowed to talk to each other.
- You are not allowed to take puzzle pieces from another participant if they are not handed to you.

Observers: Each observer gets a piece of paper and will take notes during the process. After the exercise is finished the observer will share their observations with the group.

Check list for the observer (can also be you):

- Does everybody follow the rules?
- Is anyone passive?
- Is anyone acting as the leader of the group?
- Has anyone seen the solution but has not been able to communicate it to the group?
- Do the participants start taking the pieces from each other after a while, instead of waiting for someone to hand the piece to them?
- Other observations.

Step 5

After the exercise is finished the participants often have a pent up need to communicate verbally with each other.

Feedback – Discuss the exercise based on the notes made by the observer or yourself:

- What made you choose to break or follow the rules?
- What made you choose to be active or passive during the exercise?
- Did anyone take the leader role? What made that come about?
- Did anyone see the solution but chose to not communicate it to the rest of the group? How did that come about? What could you have done differently?
- Did the participants start taking pieces from each other after a while, instead of waiting for others to hand them to them?
- What made this happen? What did it mean to the group process?



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Collecting and sharing student results

There will be a group discussion after the exercise. The instructor can also take notes which can be used during individual evaluation talks with the participants at a later date.

Reflection/self-assessment

- Did it go as planned?
- Was the exercise valuable in working with the specific soft skill?
- Did the participants understand the task?
- Does something need to be changed/explained until next time?

The exercise is a good starting point to start to talk about the group process and to understand their own part in a group process. It can help them to understand which role they usually take. If they want a change in their approach it is important to understand their own starting point.

Resources Needed (per group)

- 1 printed set of puzzles
- * 5 envelopes

Assessment Methods

- Discussion

Adaptability, Communication, Group Activities, Medium Activities, Problem Solving, Teamwork



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Mousetrap



30 Minutes



Group



Reliability



Motivation

Learning Objective(s)

- Do what you say, say what you do
- * How you are trustworthy in your actions and communication
- Convincing other people of your trustworthiness
- * Convincing other people to broaden their physical/mental boundaries (comfort / stretch /panic)
- How much do you trust yourself?

Instructions

Start with a PAC:

- We ask a question and use the rules of a pro-active circle*.
 - Talk about the Comfort Circle pre the activity.
- How trustworthy do you think you are
- The group must let us know their answer by a finger shoot.
- One finger is the lowest (I am not trustworthy at all) and five fingers the highest (you can depend on me).
- 3 - 2 - 1 FINGERSHOOT

Part 1

Questions:

1. You show a mousetrap and ask: who knows what this is? Group answers.
2. We will pass the mousetrap, what do you think, what do you feel if you think about the assignment.
 - We will pass the mousetrap now. It is not set to snap shut as yet. - It is inactive

Reflection:

1. How was it?
2. How did you when you touched the mousetrap (c/s/p)?
3. What was (not) difficult, what did you feel?



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Part 2

We will try again. But now the mousetrap is set to snap shut – watch your fingers!!.

Questions:

- Does your feeling change? Or does it stay the same?
- What do you need from your neighbour to be involved in this practice? (trust, verbal instructions)? – The mousetrap will pass on unbanned

Reflection:

- How was it?
- How did you experience it?
- What was (not) difficult, how did you feel? (C/S/P)

Part 3

We will try again. But now we will SET the mousetrap to SNAP and a person will be blindfolded.

Questions:

1. Does your feeling change? Or does it stay the same?
2. What do you need from the group to make this task succeed? We make sure that this assignment works for everyone. We are sensitive for what happens in the group (do you need to sit next to someone else, do you want to observe, not participate,...). We ask a lot of questions to let them adapt and bring a safe environment. The mousetrap will pass on unbanned and blindfolded.

Reflection:

1. How was it?
2. How did you experience it?
3. What was (not) difficult, what did you feel?

Part 4

Before starting: The teacher makes a trail with non set (live) mousetraps on the floor.

1. The clients have to stand per two (they can choose freely, or the teacher will choose)
2. One of the learners must take off their shoes and be blindfolded
3. The other one will guide the person in the mousetrap trail to avoid the mousetraps.

It is important that the pair discusses which role they will play in this task. What they need from each other to feel safe. (Variation: they cannot speak to each other while explaining their needs.)



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Reflection:

- How was it?
- How did you experience it?
- What was (not) difficult, what did you feel?

Make a link with trustworthiness. End with a PAC: We'll ask a question and use the rules of a pro-active circle. * How trustworthy do you think you were during this assignment? The group must let us know their answer by a finger shoot. One finger is the lowest (I am not trustworthy at all) and five fingers the highest (you can depend on me). 3 - 2 - 1 FINGERSHOOT

Resources Needed

- Mousetraps
- * Blindfolds
- Other objects for during the parkour

Assessment Methods

- Was the assignment a success?
- * Reflection

Adaptability, Group Activities, Reliability



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Wood Chop



2 hours



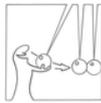
One to One



Group



Motivation



Responsibility



Problem Solving

Learning Objective(s)

- Training problem solving skills
- * The reality before you is sometimes clouded by the distance you have to walk to reach a destination
- How to make fire in a pinch
- * The importance of sub-goals when tackling big objectives/obstacles
- Turning something impossible into bite-sized challenges

Instructions

Step 1: preparation

- 1 log of (dry) wood (OBJECTIVE / OBSTACLE).
- 1 axe (EFFORT / WORK)
- 1 box of matches (ENERGY – you have)
- 1 outside location where you can make fire, safety measures/ instructions: you are giving an axe to children.

Step 2 explaining the task:

You explain that they are going to get a task that is quite difficult. It is not impossible but they will have to put some effort into it. The goal is to set the log on fire and to make it burn up completely. The only things they can use for this task is the axe, the log, and the box of matches. If they use anything else they fail the task. Everyone gets their own axe, log and box of matches.

Step 3 observing:

Keep a close eye on how they try to tackle the problem. It is important to give feedback to the children on how you saw them working at the problem. Be attentive to avoid dangerous situations.

Step 4: active reviewing:

In normal circumstances the students will do everything but set the total log on fire. It takes some time to get the log into small enough pieces to set it on fire. It is also much more fun to use a lot of matches and see if it will catch fire. None of this however will normally work to totally burn the log.

Students who get the log on fire in one go are a valuable asset to your group as they can, later on, explain to the other students how they did it.



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Questions:

- What are you struggling with?
- How far did you get?
- What went well?
- When did you almost succeed?
- What is needed to succeed?
- Are there other situations in your life when you are struggling with a goal
- What did you do with that situation
- What can you do to make a small fire
- When did the fire take hold? How can you do more of this?

Step 5: FIRE!

The solution for this activity lies in preparation. Your log (objective / obstacle) needs to be chopped into small pieces. Very small. This takes quite some time with just an axe (EFFORT/ WORK). If they have used a lot matches (ENERGY) just holding them close to the log, their box will be almost empty. The moral here is that if you spend your energy in the wrong way it is easy to be discouraged at the goals you set yourself.

This is usually a great time to ask if they need assistance. By taking your own log and chopping it into some very small pieces, breaking them up with your hands and setting a small piece on fire. It is ok to show them the solution, but don't set their log on fire. Making a small fire is one thing, if you didn't prepare the rest of your log to receive the small fire, it will go out quite fast and the task will not be complete.

Assist them accordingly to their skills.

Step 6: Translating the activity into their needs.

While the fire burns you take a break next to the fire. They have made the fire and now they can enjoy it. A marshmallow is a great treat to reward the effort put in the activity.

Explain what the activity means from your perspective. Connect the activity to an objective they have been struggling with. Ask them if there are things they are struggling with. How did they approach it. Are there things they have done with the log that they can use in tackling their goals.

Collecting and sharing student results

Listen carefully when you make the translation from the log to life goals. Assist them in formulating how they tackled an obstacle in the past and how they can approach it in the future.

Let them write down what goal they would like to achieve, write it down and burn the goal in the fire they made.



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After the log has burned down it is time to put some more effort in it. Take the goal they have set themselves and assist them in breaking it down in manageable sub tasks. This can be done with SMART (Specific, Measurable, Acceptable, Realistic, Time bound) or any other methodology you are comfortable with.

Write this down and make a plan on how to achieve this. The exercise with the log will serve as reference and visualization of the task.

Resources Needed

- Wood/log
- * Axe
- Matchbox
- * Marshmallows
- Paper/Pen - computer

Assessment Methods

- Reflection

Group Activities, Long Activities, Motivation, One-to-One Activities, Problem Solving, Responsibility



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Coca-Cola



30 minutes



One to One



Group



Communication



Resilience

Learning Objective(s)

- This is a tool to start a conversation about 'communication'.
- * How many ways can you respond in a situation?
- How to react in situations
- * Difference between sub-assertive, assertive and aggression
- Through this exercise gain insight into making an action – plan about communication.

Instructions

You have three bottles of coke one of the bottles has his cap glued/taped so it can't get open. This is an exercise that exist in different steps.

Step one- shaking

You give the student the task to shake the bottles. They can enjoy themselves.

Reflection:

- What do you notice? What do you see? what do you hear? what do you feel
 - You see bubbles
 - you hear rustle
 - you feel that the bottle is hard
- If you compare this with feelings/frustrations that you get through daily life, what are your personal feeling/frustration bubbles?

Step two - opening

First bottle – the bottle with the closed cap – Sub-assertive

- You ask the student to open the bottle, this doesn't work.
- The whole content; the bubbles, the pressure,... it stays in the bottle.

Reflection:

There is a lot going on, but the feelings, frustrations stays inside...

- Do you think if you do this a lot, you have self-respect?

No, because you don't do anything with your feelings and frustration, the tension stays inside... and that is not a great feeling.



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So why do you do this?

Maybe you don't want to hurt the other, maybe you don't want to bother someone? Maybe you don't know how to tell? Maybe you don't think it is important enough?

...

But if nobody knows what you feel, how can they know what they can do to help you, understand you? Or what they can do differently?

Second bottle - the explosion - aggressive

After shaking the bottle, give the students the task to open the bottle in one smooth movement.

The coke bursts out the bottle. This is your emotion bursting out.

Reflection:

There was a lot going on in the bottle, but with the explosion the tension is gone.

- How can we see explosions like this in humans?
- Do you think if you react this way, you respect the others?

No, with your explosion you can hurt other people (by yelling, by cursing, by hitting,...) in this case you literally make someone 'dirty' (look at your clothes, your hands,...) people may distance themselves from you.

- Do you think if you react this way, you have self-respect?

Yes and No.

Yes: you stand up for yourself, you make it clear that something is wrong / that you do not agree ...

No: You're doing this in a disproportionate way that makes you 'literally' lose content (look at the bottle).

Afterwards you may experience shame and guilt.

Third Bottle - the 'pssssttttt' - assertive

After shaking the bottle, give the students the task to open the bottle. Ask them to open it in a way they don't spill liquid.

Reflection:

There was a lot going on in the bottle, but when you opened it in a controlled way, you didn't lose content and the tension goes away.

- Do you think if you react this way, you have self-respect?

Yes: you stand up for yourself, you don't let yourself be, you make it clear that something is wrong / that you do not agree,...

- Do you think if you react this way, you respect the others?

Yes: you tell the other people what's going on but without hurting them. This way you can start a dialogue with another person. You treat others how you like to be treated.



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General reflection:

After this exercise you can talk about communication in general.

Example:

- In which bottle do you recognize yourself the most?
- What are examples that you reacted to in different situations? Can you link it to the bottle?
- How can you act more like the third bottle?
- What can help you to take away the tension in your bottle?

Resources Needed

- Three cola bottles of which one has the cap glued/taped shut

Assessment Methods

- Reflection

Communication, Group Activities, Medium Activities, One-to-One Activities, Resilience



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Frustration Balloon



30 minutes



One to One



Group



Communication



Resilience

Learning Objective(s)

- How an emotional outburst occurs
- * Consequences of escalation
- What are your signals before you explode?
- * What can you do to take away the tension
- Different factors that apply to you (weight of the situation, how long the situations lasts, who is involved, mood,...)

Instructions

Step 1

Blow up a balloon until it explodes.

Reflection: – What did you notice? When did the balloon explode? – What did you notice in yourself? (joy, fear,...?)

Step 2

Tell a daily story about the life of a youngster, every time something happens you blow in the balloon For example:

- Barry overslept (blow one time)
- Barry didn't have breakfast (blow one time)
- Because he overslept, he missed the schoolbus (blow two times)
- He gets in the class and the teacher is angry (blow two times)
- During the break Barry can talk and laugh with his friends (you let some air go away) ...

You continue with the story until the balloon explodes You can also repeat this exercise with a story of the client, and ask him after each sentence how many times you have to blow, continue with the story until the balloon explodes.

Reflection:

- What do you notice? (you don't explode immediately , not everything is equally 'bad', sometimes you do things that take the tension away)
- What are things that make you frustrated? Can you scale them from 1 – 10? (can we use emojis instead numbers on the scale)?

What are things you can do or that other people can do that takes the tension away? (You can use a list with examples and tools that can help you with the conversation)



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Step 3- searching for the 'point of no return'

You give the youngsters the task to blow up a balloon till the point they think the balloon will explode if they blow one more time.

Reflection:

- Why do you think it will explode?
- How do you notice?

This is very important to recognize this point in yourself and others. Because if you go over this point, if you go further in your emotions then you will cross the point of no return. When the balloon explodes, you can't go back. Think back to a situation when you almost exploded

- What did you feel on the inside? (negative thoughts, emotions, ...)
- What were the physical signals (heart beating, making a fist, sweating , black-out ,...)

(You can use a list with examples that can help you with the conversation) If you know your own signals you can focus on taking the tension away so you will not cross the point of no return. If you recognize similar signals with others you are able to help them.

Resources Needed

- Balloons
- * Paper

Assessment Methods

- Ask your client if they have better insight in how they are going to achieve their goals
- * After few weeks evaluate what has been done. And if needed add actions

Communication, Group Activities, One-to-One Activities, Resilience



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Patterns



30 minutes



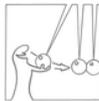
Group



Communication



Teamwork



Responsibility

Learning Objective(s)

- Individually: Focus, concentration
- * As a group: Communication, working together
- Keeping the overview

Instructions

2 moderators

Divide into groups of 6-12 people. Group makes a standing circle, +- 50cm in between every participant.

Each moderator explains the exercise:

The moderator starts each round, and each rounds ends where it started: at the moderator.

- Round 1: Moderator says name of another participant. That person says another participant's name, and so on. Every participants name can only be used once. The name of the moderator should be the last name. Try out this round 2 or 3 times.
- Round 2: Moderator throws a ball to another participant. That person throws the ball to another participant, and so one. Every participant should receive the ball only once. The moderator should be the last one who receives the ball.

Try out this round 2 times.

Combine round 1 and 2: Moderator starts round 1 and (after a few participants) starts round 2.

- Round 3: Moderator says name of a random town another participant. That person says another town, throws it to another participant, and so one. Every participants name can only be used once. The moderator should be the last one to receive a town.

Try out this round 2 times.

Combine round 1, 2 and 3: Moderator starts round 1 and (after a few participants) starts round 2 and (after a few participants) starts round 3.



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Assessing this exercise is happening during the exercise itself, as well as afterwards

During the exercise: the participants get to know the exercise AND each other. They get to see what's working and what's going wrong, and can start helping each other

After the exercise: short after-talk about what was learnt during this exercise. Mostly, the task should help the participants work as a group, not judging one another, being happy the goal / ending point has been reached

Resources Needed

- Ball

Assessment Methods

- Discussion



Communication, Group Activities, Medium Activities, Responsibility, Teamwork



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Photowalk



1+ hours



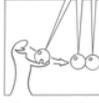
One to One



Motivation



Resilience



Responsibility

Learning Objective(s)

- By going to important places together with your client, you can have a conversation afterwards and try to find out how your client can show resilience to avoid several traps. The both of you can look for the motivation needed to reach certain goals.

Instructions

You ask your client to bring you to several locations. If the distance between them is far, you can always take a bicycle, car, public transport. The locations should be put in three groups: past, present, future. Every group has a "good" location and a "bad" location. Take a picture of each location.

Past

- Take me to a place which holds a pleasant memory
- Take me to a place which holds an unpleasant memory

Present

- Take me to a place where you love going to
- Take me to a place which you rather avoid

Future

- If you make good decisions, where will you be in the future? What is your dream?
- If you make bad decisions, where will you be in the future? What is your fear?

You have several options, when it comes to talking about these pictures. You could talk about those locations when you are there, but I prefer talking about them afterwards. You come together at a chosen location. You show the pictures one by one and ask your client why he has chosen those locations.

Collecting and sharing student results

You will have a conversation with the client about the several locations, which feelings those locations bring with them, about how the client can achieve certain goals, or avoid. Together, you will look for possibilities to achieve whatever the client wants to achieve in his/her life.



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Resources Needed

- Camera
- * Walking shoes
- Bicycle
- * Car

Assessment Methods

- Individual conversation after the assignment



Long Activities, Motivation, One-to-One Activities, Resilience, Responsibility



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Lifeline



Varies



One to One



Adaptability



Motivation



Problem Solving



Resilience

Learning Objective(s)

- Mapping out what your client has been through in life and what have they learned from it
- * Mapping out the life goals. What does your client want to achieve in life
- Gaining knowledge of past hurdles that they have overcome and gaining insight in skills learned from it

Instructions

Introduction

I want to talk about your life story. And I want you to split your life up into different chapters.

- Your past
- The present
- Your idea of the future.

I'm going to ask about important happenings and people. I will ask about your expectations about the future and the people you will need within those expectations. The goal of this conversation is understanding your story.

Splitting your life up in different chapters

We can look at your life story like a book. We'll split it up in different chapters. Let's make between 2 and 5 chapters. What are the titles of these chapters? If you look back on life which chapters do you see?

Giving your chapters content

Who was important to you in that chapter? These can also be "heroes" that were inspirational for you at that moment. What were the highs and lows for you in the period. And how did that affect your behaviour. How do you look back on that behaviour. What did you learn? How did you feel during those periods? How did your feelings have influence on your behaviour? When was your life going well? What was the reason for it? What were you doing? How can you use these skills in the future?



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Vision for the future

What will your future look like? What are your dreams, expectations and plans? What areas of life will be important to you? Relationships, work, finances, housing... When will you be content with your future? What title would you give to your future chapter? Where will you get help? What did you learn in the earlier chapters that will be very important in your future? What skills were useful, and what behaviour was counterproductive?

Summarise the experience

Summarise the chapters and formulate open goals and expectations to further work within your process with the client.

Resources Needed

- Big sheet of paper, drawing, you can be creative

Assessment Methods

- Self-reflection
- * Life-line drawn out by the youngster

Adaptability, Motivation, One-to-One Activities, Problem Solving, Resilience



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Cup Stacking



10-40 Minutes



Group



Teamwork



Communication



Resilience



Problem Solving



Adaptability



Reliability

Learning Objective(s)

- Work as a team using the resources given to stack the cups into a tower without touching them with any part of your body

Instructions

1. The aim is to build a tower of cups by working together!
2. The group will be split into 2 two teams
3. Give each team and elastic band, with a piece of string attached for each team member.
4. Each person must hold on to one of the strings that is attached to the rubber band
5. Team members may not touch cups with their hands, or any other part of their bodies (even if a cup tips over)
6. The group can only use this rubber band octopus to pick up the cups and place them on top of each other
7. If time permits, try doing several rounds of this activity. Possibly face all the cups upright for the second round.

Resources Needed

- 6, 10 or 15 plastic cups
- * String
- Elastic bands

Assessment Methods

- Observation
- * Discussion
- Reflection

Adaptability, Communication, Group Activities, Medium Activities, Problem Solving, Reliability, Resilience, Teamwork



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Keep Talking and Nobody Explodes



30+ Minutes



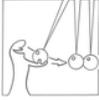
Group



Communication



Teamwork



Responsibility



Resilience



Problem Solving

Learning Objective(s)

- To encourage participants to communicate effectively to complete a task whilst under pressure and time constraints.

Instructions

1. One participant will sit at the device (laptop/PC, games console, phone etc) and be faced with a bomb puzzle that they must defuse by following a specific set of instructions (this person must be doing this alone).
2. Another participant or a group of them will be given a booklet of instructions on how to defuse the bomb.
3. The 2 teams must communicate with each other to solve the problem.
4. The person looking at the screen may not look at the instructions and the team with the instructions can't see the screen.
5. The game difficulty, number of clues needed to be solved and the time limit can be altered to change the difficulty. You can also run this with large groups but only one person must be looking at the screen and solving the problems.
6. The rest of the group will have the instructions to communicate.

This can sometimes be a little chaotic but if the team with the instructions allocate roles and communicate effectively it become a lot easier. Here is a link to the website for the game where you can find some videos explaining the game <https://keepalkinggame.com> You can also create a leader board if the students wish to compete or use it as motivation for the session



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Collecting and sharing student results

The students will complete reflection and constructive feedback forms based on how they feel the activity went.

The students will see the value of effective communication and have to demonstrate their teamwork and communication skills as well as problem solving and resilience as this is a puzzle.

The group will feedback after every attempt to try and improve their skills and time.

Resources Needed

- Printed Instructions (Bomb Defusion Manual)
- * Laptop or tablet with the game installed

Assessment Methods

- Observation
- * Discussion
- Reflection
- * Feedback forms

Communication, Group Activities, Medium Activities, Problem Solving, Resilience, Responsibility, Teamwork



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Towers of Hanoi



10-30 Minutes



One to One



Group



Resilience



Adaptability



Problem Solving

Learning Objective(s)

- The aim of the game is to stack the discs on one of the different pegs in size order

Instructions



Tower of Hanoi consists of three pegs or towers with 5 different sized disks stacked over one of the pegs. The disks are stacked in size order, with the largest at the bottom and the smallest at the top.

The objective of the puzzle is to move the stack to another peg following these rules.

- Only one disk can be moved at a time.
- No disk can be placed on top of a smaller disk

Collecting and sharing student results

Observe learner behavior and process to solving the problem. A discussion and reflection on the activity following completion.

Resources Needed

- Towers of Hanoi game set

Assessment Methods

- Observation
- * Discussion

Adaptability, Group Activities, One-to-One Activities, Problem Solving, Resilience, Short Activities



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The Chicken, Fox & Grain Problem



10-20 Minutes



One to One



Group



Resilience



Adaptability



Problem Solving

Learning Objective(s)

- Learners to demonstrate problem solving skills and use their decisiveness.
- * There is only one way to complete the puzzle and most people will realise the correct order by making a mistake. This is okay, it is a great learning tool to learn from our own mistakes and it promotes resilience.

Instructions

1. You have a Chicken a Fox and a bag of grain that you need to get across the river.
2. You have a boat but it is only big enough for you and ONE other item.
3. You need to work out how to get all items across the river one at a time, finishing with all of the items on the other side of the river.
 - You cannot leave the chicken with the fox – the fox will have a chicken dinner
 - You cannot leave the chicken with the grain – the chicken will eat the grain
 - They will not eat each other when you are there, only once you leave them together.

Collecting and sharing student results

Learners will write down step by step instructions and present their solution/attempt to the group. Discussion can be held on constructive criticism and reflection.

Resources Needed

- Paper and pens OR
- * A 'river' in the room, with a representation of a chicken, fox and grain (soft toys or printed cutouts)
- Instruction sheet

Assessment Methods

- Worksheet
- * Observation
- Discussion
- * Reflection

Adaptability, One-to-One Activities, Problem Solving, Resilience, Short Activities



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The Chicken, Fox and Grain Problem

You have a chicken, a fox and a bag of grain the you need to get across a river.

You have a boat, but it is only big enough for you and one other item.

Talk with your group about the best way to get everything across the river. We will the share everyone's answer.

Remember you cannot leave:

- The chicken with the fox
OR
- the grain with the chicken



GOOD Motivation



20-60 Minutes

Learning Objective(s)

- This is a structured approach to Goal Setting and explores options of action planning and accountability



One to One



Group



Motivation



Adaptability



Responsibility

Instructions

1. Explain to the learners that we are going to explore your realistic goals and start to form a plan to achieve these. Explain what the GOOD method is (below) and work through the questions for each point on a specific goal(s).
2. Goals – define the most important goals a client wants to work toward
3. Options – explore option is available to help them move forward
4. Obstacles – name obstacles that might get in the way of progress
5. Do – specify what is the client going to do specifically and by when
6. To expand on these steps of the GOOD model, here are questions you can ask at each stage and all while practicing empathy, active listening, and providing support.

Goal phase:

- What is a goal you want to focus on?
- When you are successful with this goal, what will it look like?
- What makes this goal important to you?
- How does this goal fit into your vision?
- When you reach your desired outcome, how would you like to feel?
- What type of change would make your life even better?

Options phase:

- What is some way your goal could be accomplished?
- Tell me about a time you accomplished something similar?
- What ways have you seen others approach such a task?
- What action can you take to achieve your goal?
- If you choose not to take some of the actions, what will be the impact?



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Obstacles phase:

- What could get in the way of you moving forward with pursuing your goal?
- What external challenges might interfere?
- What internal challenges might get in the way?
- Who can you get support from?

Do phase:

- What strategies are you willing to employ to reach your objective?
- What specifically are you going to do, and when?
- How will you know you're making progress?
- What is the most immediate action you can take, and when?
- How long will it take, and when will you complete it?

Collecting and sharing student results

We will collect what the learners have written and review this with them at set intervals to continue their motivation when working towards set goals

Resources Needed

- Paper and Pens or laptop

Assessment Methods

- Worksheet
- * Monitor progress against goals set at in this activity at set intervals

Adaptability, Group Activities, Medium Activities, Motivation, Responsibility



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The Guessing Game



30-60 Minutes



Group



Communication



Reliability



Resilience



Problem Solving



Teamwork

Learning Objective(s)

- Boost communication skills and show the importance and practicality of open ended questions. Rather than yes or no (closed) questions.
- * Increase confidence in communicating
- Build relationships and openness.

Instructions

1. To start, separate the group into two teams of equal (or roughly equal) size.
2. Instruct one player from each team to leave the room for one minute and come up with a common object that can be found in most offices (e.g., a stapler, a printer, a whiteboard).
3. When this person returns, their teammates will try to guess what the object is by asking only "Yes or No" questions (i.e., questions that can only be answered with "yes" or "no"). The team can ask as many questions as they need to figure it out, but remind them that they're in competition with the other team. If there's time, you can have multiple rounds for added competition between the teams.
4. Take the last 10 minutes or so to discuss and debrief. Use the following points and questions to guide it:
 - Tell the group that obviously it took a long time and effort for us to find out the object in each round, but what if we didn't have time and only had one question to ask to find out the object, what would that question be?
 - The question would be "What is the object?" which is an open-ended question.
 - Open-ended questions are an excellent way to save time and energy and help you get to the information you need fast, however, closed questions can also be very useful in some instances to confirm your understanding or to help you control the conversation with an overly talkative person/customer.

Collecting and sharing student results

Time taken and discussion from learners will be observed along with a work sheet to describe the importance and examples of effective questioning and using open ended questions.



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Resources Needed

- Notebooks

Assessment Methods

- Observation
- * Discussion
- Worksheet



Communication, Group Activities, Medium Activities, Problem Solving, Reliability, Resilience, Teamwork



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The Power of Body Language



5-10 Minutes



Group



Communication



Adaptability

Learning Objective(s)

- This is an activity to show the importance body language plays in everyday communication.

Instructions

1. Tell the participants that you are going to give them a series of instructions and you want them to follow them as fast as they can.
2. State the following actions as you engage in them:
 - Put your hand to your nose.
 - Clap your hands.
 - Stand up.
 - Touch your shoulder.
 - Sit down.
 - Stamp your foot.
 - Cross your arms.
 - Put your hand to your mouth (but while saying this one, put your hand to your nose).
3. Observe how many participants copied what you did instead of what you said. Share this observation with your group and lead a discussion on how body language can influence our understanding and our reactions. It can reinforce what we hear or it can interfere with the verbal communication we receive. The more aware we are of this possibility, the better communicators we become. It's vital to keep your own body language in mind, just as it's vital to notice and understand others' body language.

Collecting and sharing student results

Group Discussion with feedback and example of effective and non effective body language (open and closed body language).

This will be done as a group discussion throughout the session and after as a time for examples and sharing best practice.



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Resources Needed

- None

Assessment Methods

- Observation
- * Discussion

Communication, Group Activities, Medium Activities, Problem Solving, Reliability, Resilience, Teamwork



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Communication Origami



5-20 Minutes



Group



Communication



Resilience



Adaptability

Learning Objective(s)

- To help people understand that we all hear and interpret things differently, even if we are all hearing the same information.

Instructions

1. Give one sheet of standard-sized paper (A4) to each participant.
2. Tell your participants that you will be giving them step-by-step instructions on how to fold their piece of paper into an origami shape.
3. Inform your participants that they must keep their eyes and mouths closed as they follow instructions; they are not allowed to look at the paper or ask any clarifying questions.
4. Give the group your instructions on how to fold the paper into the origami shape of your choice.
5. Once the instructions have all been given, have everyone open their eyes and compare their shape with the intended shape. You will likely find that each shape is a little bit different! To hit the point home, refer to these discussion points and questions:
 - Make the point that each paper looks different even though you have given the same instructions to everybody. What does this mean?
 - Ask the group if you think the results would have been better if they kept their eyes open or were allowed to ask questions.
 - Communicating clearly is not easy, we all interpret the information we get differently that's why it's very important to ask questions and confirm understanding to ensure the communicated message is not distorted.

Collecting and sharing student results

Completed Origami, observation, discussion and worksheet on effective communication



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Resources Needed

- A4 paper

Assessment Methods

- Observation
- * Reflection



 Adaptability, Communication, Group Activities, Resilience, Short Activities



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The First Impressions Card Game



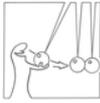
30+Minutes



Group



Communication



Responsibility



Adaptability

Learning Objective(s)

- This is an activity to portray the impact positive / negative Impressions can make to everyday life.

Instructions

Each participants takes one Behaviour card and acts out the behaviour / scenario. The group try and guess the behaviour and discuss whether it was a good or bad first impression and the positives / negatives of them in everyday situations.

1. Play out the scenario or read it out loud (with support if needed)
2. The group guess what behaviour the person is acting out
3. The group discuss whether this is a Good / Bad first impression
4. The group discuss the Positives / Negative impacts/consequences this could have in everyday life

Collecting and sharing student results

Through group discussions and reflection activities. We will also observe the dynamics, behaviours and roles demonstrated within the activity.

This piece of work will give the mentors an insight about the learners behaviours as well as the learners being able to understand their own decision

Resources Needed

- Behaviour cards (to buy or make)

Assessment Methods

- Observation
- * Discussion

Adaptability, Communication, Group Activities, Medium Activities, Responsibility



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Egg Drop



15-30 Minutes



Group



Adaptability



Communication



Teamwork



Problem Solving



Responsibility

Learning Objective(s)

- To enable learners to demonstrate their adaptability to a problem or situation. It is also to build chemistry, teamwork, communication and creative thinking.
- * To build something to protect a raw egg from a high fall. 10+ foot fall works best; will the eggs survive?

Instructions

1. Divide the group into small teams of 3 – 4. Give each team one raw egg, 30-40 straws, 1 meter of duck tape, and other materials as listed below.
2. Explain the rules of the teambuilding activity. Tell them that the goal is to design and build a structure that will prevent their raw egg from breaking from a high drop. Teams will be given about 15 minutes to make the structure. If more than one team is successful, then the team that uses the least amount of straws wins. Should more than one team succeed in protecting their egg, the winner will be determined by the fewest straws used.
3. Separate the teams so they are not very close to each other (to prevent copying ideas).
4. Say GO! and give teams 15 minutes or so to build their structure, with an egg inside.

Winning the Game

At the end of the time limit, bring everyone back together. Drop each structure in a consistent way. After dropping all structures, open them up and figure out which eggs have remained intact. The winning team is the one with the least number of straws used.

Collecting and Sharing student results

Trough group discussion and reflection activities. We will also observe the dynamics, behaviors and roles demonstrated within the activity.

Reflect on experience and effectiveness of teamwork and adaptability as a group discussion. Ask about changes to design over the activity. Ask about traits or characteristics of good leadership/teamwork and the contributions made to the activity. Ask them what they would do differently next time.



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Resources Needed (per group)

- Raw Eggs
- * Cardboard
- Duct tape
- * Thin straws (around 30 per group)
- A high place to drop the eggs from
- * Paper towels for cleanup

Assessment Methods

- Observation
- * Discussion
- Reflections
- * Feedback forms

Adaptability, Communication, Group Activities, Problem Solving, Responsibility, Short Activities, Teamwork



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Sinking Ship



15-90 Minutes



Group



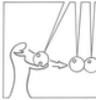
Teamwork



Adaptability



Communication



Responsibility

Learning Objective(s)

- promote effective communication, adaptability, teamwork and debating skills.
- * The aim is to find the most useful survival items as a team

Instructions

1. Hide all the item cards around the room whilst learners aren't there. Then lay out a boat shape on the floor using string.
2. Tell the group that they will be taking part in a sinking ship scenario.
3. Read out the sinking ship scenario.
4. Learners set off one at a time to find an item and bring it back to the group. The group will then decide whether it is a valuable survival item and keep or discard it. (once its discarded you cannot have it back).
5. Remind the group that they need to find all items and decide which 5 to keep in 20 minutes. Reminding them that must all agree on what to take before they move on.

Scenario:

You and your crew mates have been enjoying a leisurely cruise through the Philippines, when all of a sudden, the ship strikes some hidden rocks. Panicking the captain calls all the crew to the lifeboat, to abandon ship. He quickly explains that there is an island nearby that you could survive on. You remember passing this island a few days ago, at the time you noticed that there was no sign of civilization, but you did see some game animals drinking at a small stream. He sends you and the other crew members to collect items that could help you survive on the island; you don't know how long you are going to be there for. The captain estimates that you will only be able to bring 5 items along with you in the lifeboat. Lastly, he tells you that everyone must be on the boat with the items you want within 20 minutes.

Good luck.

Collecting and sharing student results

Learners will write a use for each item they salvaged along with ordering them into a list of most important to least important.



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Resources Needed

- A room to hide items (cards
- * with pictures on)
- the list of items
- * String, pens and paper.

Assessment Methods

- Observation
- * Discussion
- Reflection

Adaptability, Communication, Group Activities, Medium Activities, Responsibility, Teamwork



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Water Purification
Tablets



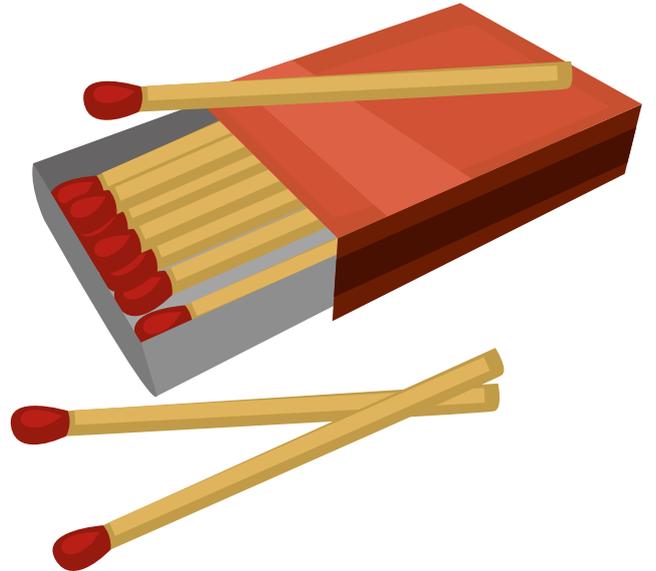
Rubber Ring



Water



Flare Gun



Matches



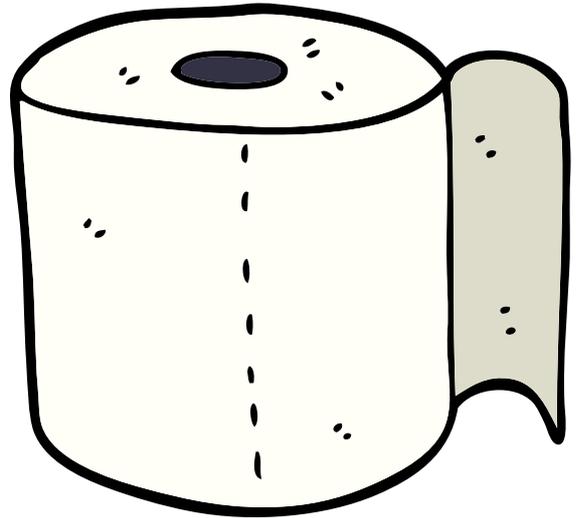
Food



Tent



Gun



Toilet Roll



Jerry Can



Knife



Coat



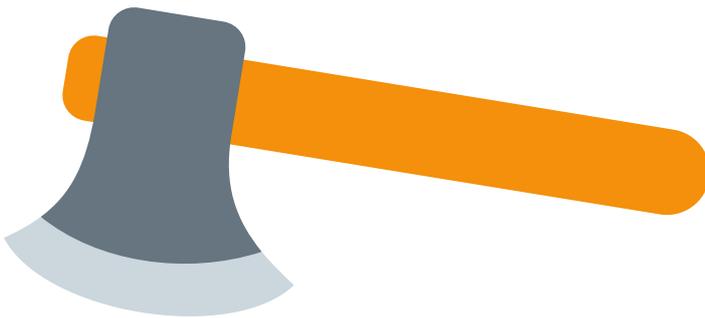
Medical Kit



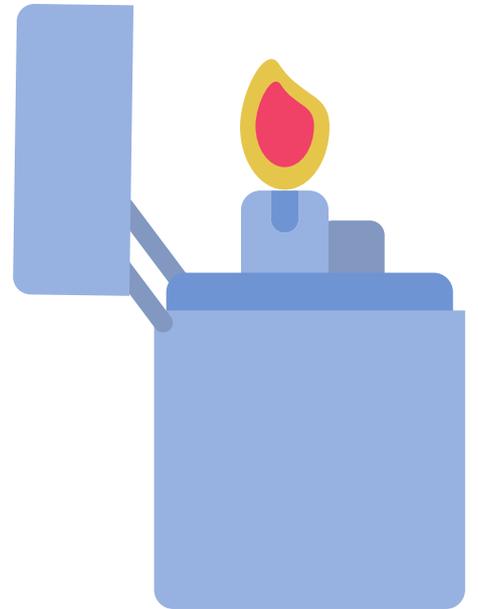
Plastic Sheets



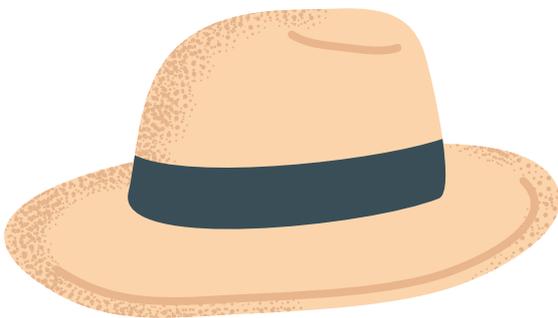
Raincoat



Axe



Lighter



Hat



Pans



Walkie Talkies