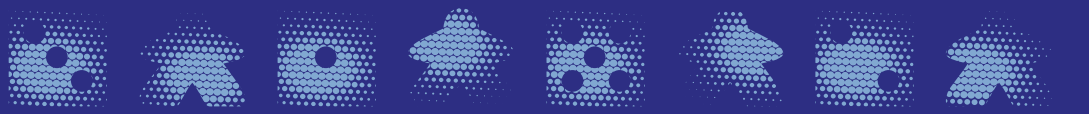


COLLECTION of Games and Activities



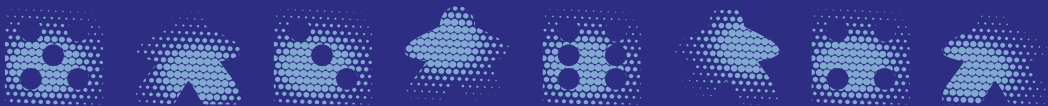
GameHub, a collection of games and activities, was created as a part of a project under the Erasmus+ programme.



	ERASMUS+	4
■	BLANKET	7
■	WESTERN	8
■	CLAP, CLAP	9
■ ■	DO YOU LIKE ME?	10
■	KOALA	11
■	UMBRELLA AND RAIN	12
■	GIRAFFE	12
■	STATUES, STATUES, DON'T MOVE!	13
■	GIANT – DWARF	13
■	AROUND	14
■	SECRET DANCER	15
■	AEROPLANE	16
■	ONE, JUMP, THREE	16
■	WHAT DO YOU HEAR?	17
■	INTERNATIONAL GOSSIP GAME	17
■	PILLOW GAME	18
■	LU LU LA LU GAME	19
■	BULL GAME	20
■	HI-HA-HO	21
■ ■	FIND A FRIEND	22
■ ■	CELEBRITIES, JUST A LITTLE DIFFERENT	23
■	THIS IS MY BUNNY	24
■ ■	PROFILE	25
■ ■	MAKE YOUR OWN AVATAR	26
■ ■	SPEED DATING	27
■ ■	WHO BINGO	28
■ ■	MONSTERS	29
■	MAKE YOUR OWN BOARD GAME	30
■	TEAM SEARCH	31
■	FISHING	32
■	MISSION IMPOSSIBLE	33
■	LET'S IMPROVE	34
■	FLOWER BED	35
■	JUST ONE WORD	35
■	MAPPING	36
■	MEMORY GAME	38
■	WHOSE RIGHT IS IT?	39

LEGEND

■ NAME GAME	■ ICEBREAKER	■ TEAMBUILDING	■ NON-FORMAL EDUCATION
■ ENERGIZER	■ GET TO KNOW EACH OTHER	■ REFLECTION	■ HUMAN RIGHTS



GameHub, a collection of games and activities, was created as a part of a project under the Erasmus+ programme.

Objectives of the project were:

- to develop participants' knowledge in non-formal education
- to experience different games on various topics
- to learn how to use games as a tool for non-formal learning
- to prepare own activity, facilitate it and reflect on it
- to learn about the Erasmus+ Programme and Youthpass certificate
- to support the development of key competences through games
- to share experience and good practices

The main activity of the project was an international youth exchange for young people from 14 to 17 years of age from Slovakia, Czech Republic, Hungary, Poland, and North Macedonia.

In this collection, you will find games and activities which were a part of the youth exchange programme and a training course called 'Today Non-formally', from 2018. Some of the games are well-known whereas some are new.

These games and activities come from the participants' experience. Either they are used regularly by the partner organisations or were played at the international events attended by the participants themselves.

Tracing the original source of the games and activities was impossible and therefore, the name of the participant who introduced the game is mentioned as a source. We do not claim any copyrights for the games.

Co-funded by the
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The partners of the project were **Prv Skopski Izvidnicki Odred, Fatialok a részvételért Egyesület, Młodzieżowa Rada Miejska w Ryglicach, Pionýr, z. s.**



European Union's **Erasmus+** Programme is a funding scheme to **support activities in the fields of Education, Training, Youth and Sport**.

In the field of youth, it enables young people, young leaders, youth workers and volunteers to take part in interesting youth projects. For example, international youth exchanges or international training courses. The programme provides funding to cover the costs of participants to ensure that lack of funding or poor economic status are not an obstacle to participation.

Examples of objectives in the field of youth:

- improve the level of key competences and skills of young people
- support and promote youth participation in democratic life, active citizenship
- improve intercultural dialogue, social inclusion and solidarity
- promote quality improvement in youth work, in particular through enhanced cooperation between youth organizations or other stakeholders
- improve the international dimension of youth activities and the role of youth workers and youth organizations as support structures for young people
- developing the recognition of non-formal and informal learning and cross-sectoral cooperation
- strengthening the capacity of youth workers

All necessary information can be found on the official website of the programme <https://ec.europa.eu/programmes/erasmus-plus/>.

NON-FORMAL EDUCATION

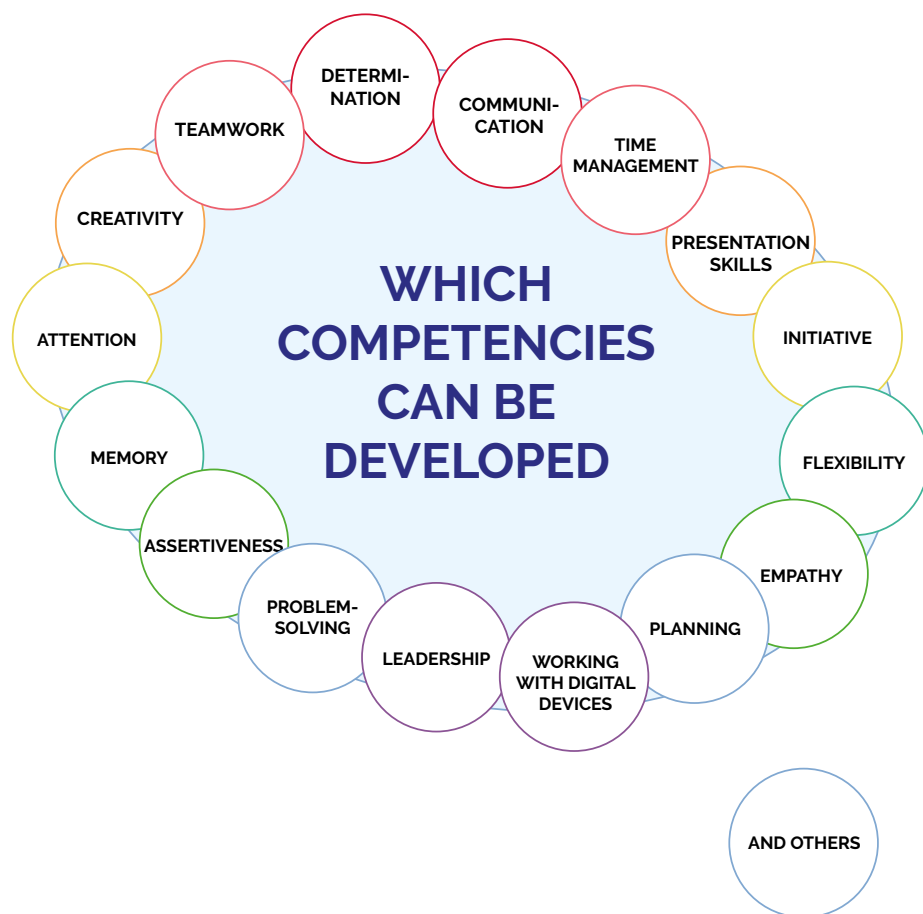
Non-formal education is an education organized outside the formal education. Non-formal learning is based on the awareness of the importance of learning and learning outside of officially recognized educational institutions, e.g. universities and language schools. Non-formal education is not a substitute but an excellent complement to the formal education. It has several methods and tools to develop key competencies and promote personal development.

Non-formal education does not end with a diploma or a certification. Providing Youthpass certificates to project participants supports the recognition of non-formal education. It contains information about the project and the activities that the participants have completed. The second part comprises of a list of eight key competencies, where participants themselves can reflect on their learning throughout the project and describe the specific knowledge and skills that they have acquired and developed.



GAME IN NON-FORMAL EDUCATION

In non-formal education, the game is not only used for entertainment, but it also develops different competences and supports personal development. The game becomes a tool of non-formal learning when it has a set goal and a chosen method. Situations that occur in games have real effects, even though they happen 'artificially'. During the games, we try different solutions for problem situations without any negative consequences. Games have several benefits, e.g. exploring, raising interest, breaking out of one's comfort zone, relieving stress, etc.



BLANKET

Material: A blanket

The participants are divided into two teams. Two participants hold a blanket together (one from each team, participants should keep rotating during the game). Other members of the teams hide behind the blanket, one team on the left side and the other on the right side, so that they cannot see the other team. It is the best if they squat. Each team picks a member who goes closer to the blanket. Then, two participants holding the blanket drop it and the players closest to the blanket are revealed. Now they have to say the name of the other player standing in front of them. The one that is faster wins and the loser has to join the team of the winner. The blanket is put back up and the teams pick next participants to go closer to the blanket. The game continues until everyone is on one team.

Anička



Game is suitable for the first days. Participants learn each other's names. Repeat all the names before you start.

WESTERN

Participants make a circle, one of them stands in the middle and turns around. Player points a finger at any player in the circle. His/her tasks are to squat as fast as he/she can. Players standing next to the one squatting have to face each other, point to other players with hands stuck together (as if it was a gun) and shout the other player's name. Whoever says the name later or does not remember at all, replaces the player in the middle. If the one who has been pointed by the player in the middle forgets to squat, he/she goes in the middle.

Anička



The game is suitable for the first days. Participants learn each other's names. Repeat all the names before starting.

CLAP, CLAP

Make a circle while sitting on chairs. Then start a rhythm – 2 claps on your lap, then 2 claps on your chest (with crossed arms). Only when everyone has the same rhythm, the game can commence. While clapping on the lap, the participants should say their name twice and while clapping on the chest, they should say the name of some other participant twice. Then it is his/her turn to continue.

Example:

Kája: Kája, Kája (2 claps on her lap)

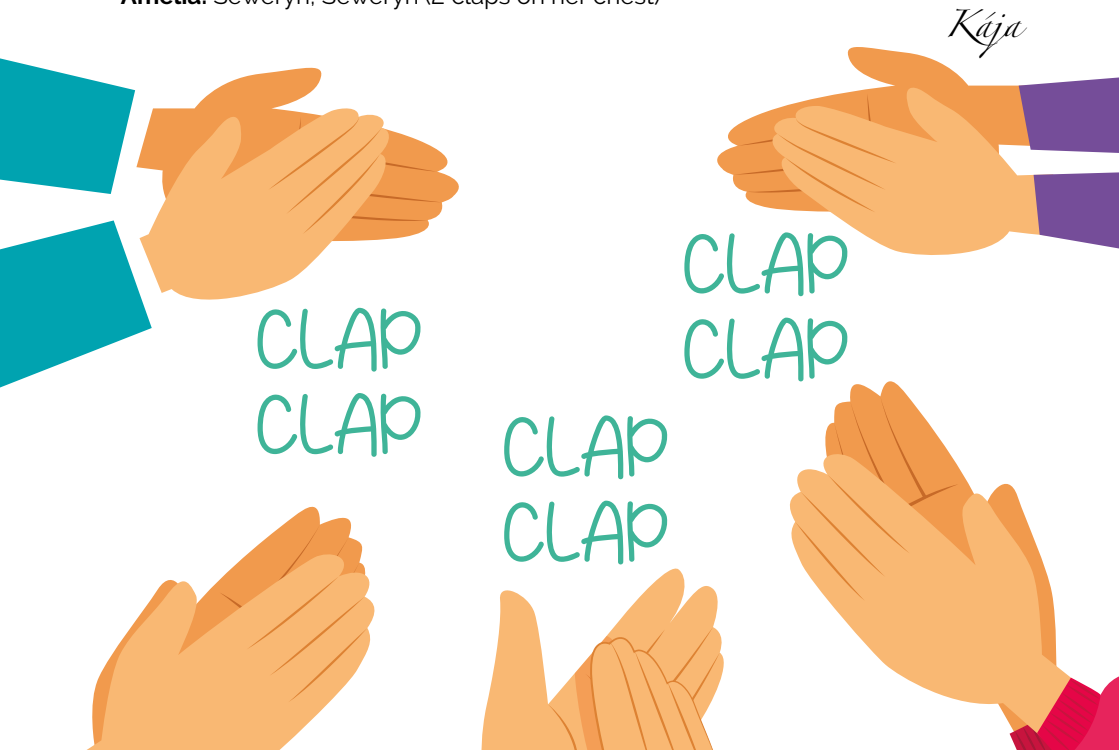
Kája: Petar, Petar (2 claps on her chest)

Petar: Petar, Petar (2 claps on his lap)

Petar: Amelia, Amelia (2 claps on his chest)

Amelia: Amelia, Amelia (2 claps on her lap)

Amelia: Seweryn, Seweryn (2 claps on her chest)



DO YOU LIKE ME?

Participants make a circle. One participant who is standing in the middle, picks someone and comes closer asking "Do you like me (name of that person)?" The other person says "I like you (name of the person who asks), but I like more people who (say a characteristic)." Everyone that fit the characteristic has to change their place in the circle. A person in the middle tries to find a place in the circle. The one that cannot find a place in the circle stays in the middle for the next round and comes up with a different characteristic.

Example:

Cyril: "Do you like me, Michaela?"

Michaela: "I like you, Cyril, but I like more people who are wearing a black T-shirt."

Now everyone wearing a black T-shirt has to change their place in the circle. Cyril would also try to "catch a spot" in the circle. Editra could not find a free place in the circle so she has to stay in the middle. She comes to Milan and asks "Milan, do you like me?" and the game goes on.

Mata

To make sure everyone is included, you can introduce the rule that you must not ask those who have been asked before.



KOALA

Participants gather in a room and one of them is the leader of this activity. The leader has four commands for participants:

- GO** – to walk
- STOP** – to stop
- JUMP** – to jump
- KOALA** – to hug another player.

Game starts with the commands - GO and JUMP. After a few rounds the commands change. Now, GO means to stop, and STOP means to walk. After a short trial, add also JUMP and KOALA commands. After another trial for a minute, everything changes. So now the commands are:

- GO** is STOP
- STOP** is GO
- JUMP** is KOALA
- KOALA** is JUMP

Milan



UMBRELLA AND RAIN

Participants are freely walking in a room when suddenly, the facilitator shouts "Find your rain and your umbrella". Participants have to pick someone as their rain and someone else as an umbrella (without being too obvious). Then they have to stand in a line so he/she would not get soaked – PARTICIPANT – UMBRELLA – RAIN. It can be quite a challenge because both, the umbrella and the rain, are also moving.

Mária

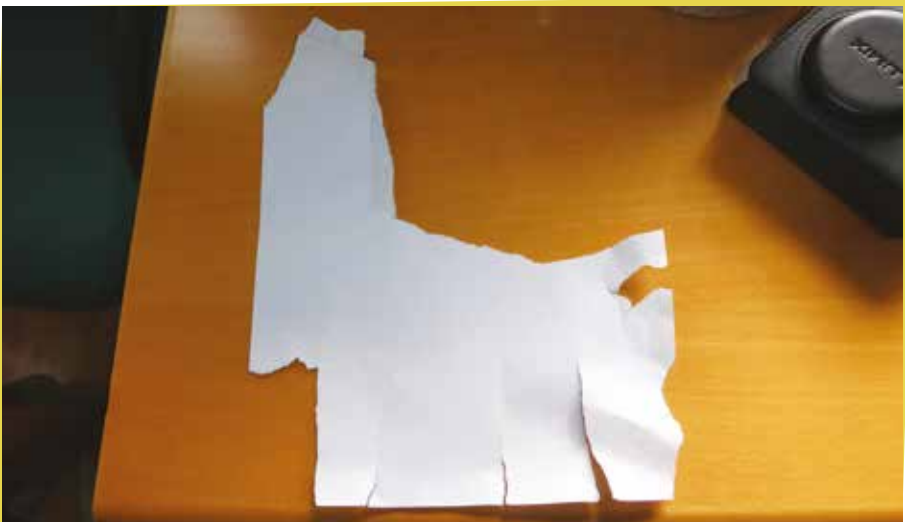
ENERGIZER

GIRAFFE

Material: Paper, a stopwatch

Each participant gets an A4 size paper. Hands of the participants must be behind the back during the whole activity. They have now 30 seconds to make the most creative and the most beautiful giraffe. Participants can fold, rumple, tear, etc. and they can only use their hands.

Martin



STATUES, STATUES, DON'T MOVE!

Participants line up in one line far enough from the facilitator. Facilitator shouts "Statues, statues, do not move!", and turns his/her back to the participants. While the facilitator has his/her back towards the participants, they are allowed to move but once the facilitator faces them, the participants cannot move. If a 'statue' moves and facilitator catches it, the statue has to take 5 steps backwards. The first one to touch the facilitator wins the game.

Mária

GIANT - DWARF

Players stand around the room. The facilitator gives two instructions:

GIANT = stop

DWARF = squat

Facilitator shouts out the instructions.

Players stand scattered around the room and the facilitator shouts instructions.

After a few minutes, the facilitator may try to confuse the players by gestures. Anyone who makes a mistake is out.

Mária



AROUND

Material: Three items (e.g. a pen, a bottle, a tape), stopwatch

Participants make a circle. Give pen, bottle and tape to three different people (not standing close to each other). The task is to pass the objects through each participant. There are conditions:

The pen has to be always above the participants' heads.

The bottle has to always be above the participants' knees.

The tape can be passed on only after the participant takes it from the previous one and does a 360° turn.

The activity ends when all the objects are back to their original owners.

Measure the time and encourage participants to do better. Agree together on a time goal which they think they can achieve.

Anička



SECRET DANCER

Material: Music and a speaker

Participants stand in a circle. One of them is asked to leave the room for a little while. Participants decide on one secret lead dancer. Turn on the music and start to dance. Everyone has to follow the lead dancer. The other participant is asked to come back, stands in the middle and tries to find out who is the lead dancer. Remember, do not look at the lead dancer in obvious manner. Otherwise, it will be too easy to identify him/her. When the participant guesses correctly who was a lead dancer, lead dancer goes out of the room, the group decides who will be the next lead dancer, music is turned back on and participant outside the room is called back, and the game continues.

Martin



AEROPLANE

Participants make a circle, very close to each other - shoulder to shoulder. Everyone turns 90 degrees to the right and tries to sit on the lap of the person behind them. When everyone sits down, they should spread their hands like an aeroplane and try to do at least one step and move.

Anna

ONE, JUMP, THREE

Participants make pairs and stand opposite to each other. Players alternate, saying, one, two, three.

Example:

M: one

E: two

M: three

E: one

M: two

In the next step, 1 becomes a clap.

M: claps

E: two

M: three

E: claps

In the next step, 2 becomes a stomp.

M: claps

E: stomps

M: three

E: claps

In the last step, 3 becomes a jump.

M: claps

E: stomps

M: jumps

E: claps

Martina



WHAT DO YOU HEAR?

Material: Pens, papers, different objects to make noises (see below)

All participants sit down and receive a piece of paper and a pen. Participants, except facilitator, have to have their eyes closed. They will write on a paper later. The facilitator chooses objects for the game - ideally seven to nine. Then makes sounds with the objects, one by one, each for approximately 15 seconds. When the last object is used, facilitator repeats all the sounds once again, this time faster. Only then can participants open their eyes and write what they think they have heard, in the right order. Count together how many they guessed correctly.

Examples of objects and sounds: dribbling a ball, ringing a bell, paper rustle, etc.

Michaela

ENERGIZER

INTERNATIONAL GOSSIP GAME

This game is for an international group. However, you can also use a Google translator. Participants make a line. First person in the line whispers something in his/her mother tongue to the participant next to him/her (a few words, a sentence). That participant whispers what he/she heard to the next participant and so on. The last person in the line says what he/she heard. It will be probably something totally different.

Noémi



PILLOW GAME

Material: 2 pillows

Make a circle of chairs. Divide participants into two teams and sit down. Teammates cannot sit next to each other. Team members of team 1 and 2 should sit alternately, i.e. 1, 2, 1, 2 and so on.

Each team gets a pillow, the aim is to get the pillow back to the first player as soon as possible without pillow falling on the floor. You can pass the pillow only to your teammate who is next in the circle. The team that is the first to get the pillow back to the starting participant wins.

Noémi



You can distract the other team during the game.



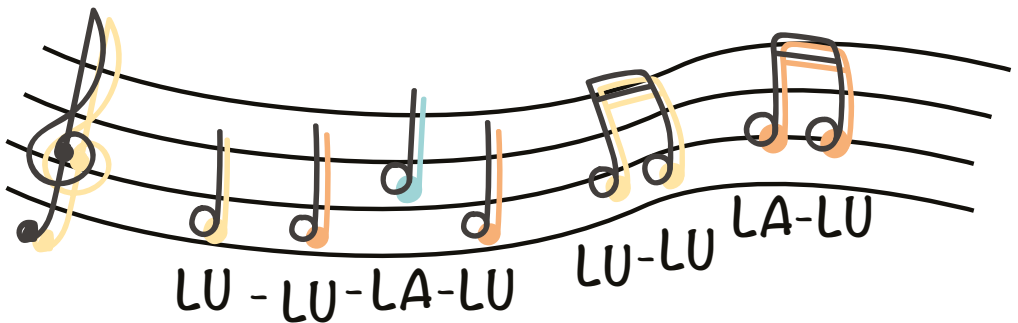
LU LU LA LU GAME

Participants make a circle. They all have to sing a song Lu-lu-la-lu, lu-lu-la-lu,... Moves for the song are the following:

Touch your legs with both hands, then cross your hands and touch your legs, touch your leg with your left hand and the leg of a person standing on your right with your right hand.

With each movement, you have to sing one syllable. Encourage participants to sing and move faster and faster.

Noémi, Bálint, Bálint, Rego, Zsolt, Dorina



LU LU LA LU
LU LU LA LU
LU LU LA LU
LU LU LA LU

BULL GAME

Material: A string

Participants make a circle. They all hold together a string. One person stands in the middle of the circle, that is the bull. Bull tries to grab other participants' hands. When he does, they change their places – one whose hand was grabbed becomes the bull. How to avoid becoming the bull? Simply drop the string. However, if the rope falls on the floor, the bull wins. The game has to be very fast. If you drop the string because bull was trying to attack you, you should try to hold it again as soon as the bull tries to attack someone else.

Miklós



There can be more bulls.



HI-HA-HO

Participants stand in a circle. Players do not 'attack' themselves but only send impulses to each other. When a starting player attacks, he/she shouts "HI" (hee). While shouting "HI", a player has to point hands in front of him to another player he/she is attacking. Palms should be together. The person who is attacked shouts HA and put his hands above him with palms together. Two persons next to the attacked participant have to defend him/her. They both shout "HO" and lean towards the attacked person and 'hit' the abdomen as if to cut it. The person shouting "HA" then points to another player and shouts "HI". It goes on and on. When someone makes a mistake, he/she goes out of the circle.

Martina



The game should
accelerate.



FIND A FRIEND

Participants walk freely. Their task is to find new friends. Facilitator says "Find a friend with whom you will hold your hands." Everyone tries to find someone to hold their hands. The facilitator continues "Find a friend with whom you will touch your left heels", etc.

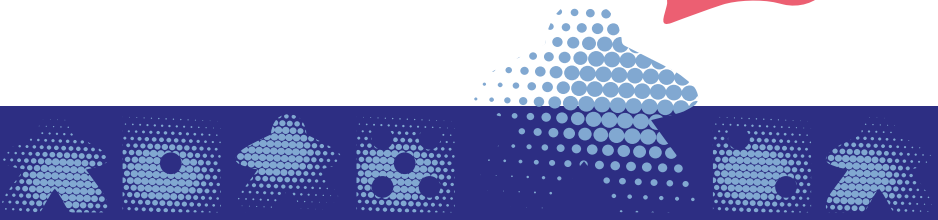
Other examples: touch your rights ears, touch your foreheads, touch your left knees, etc.

Friends cannot repeat, a participant has to find a new friend in each round.

Editka



Not everyone would like this game. Wait to play this game after participants get to know each other a little bit better.



CELEBRITIES, JUST A LITTLE DIFFERENT

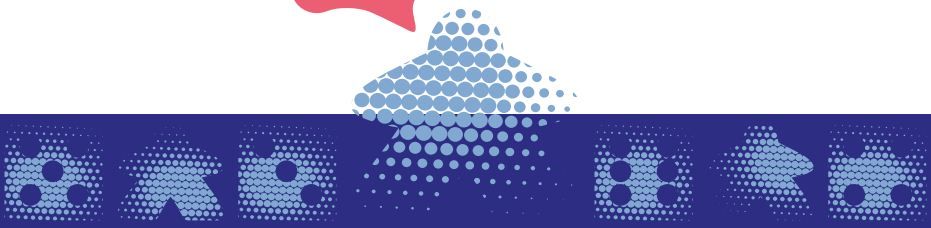
Material: A box, red and blue colour papers, a pen

Each participant gets small pieces of colour papers – 1 blue, 1 red. They should write a name of a celebrity on the blue paper and a mood or a state (e.g. tired, pregnant) on the red one. Collect the papers and put them in a box. Ask two participants to volunteer. Both of them take out one red and one blue paper (four altogether) of the box. They play their roles at the same time while interacting together. They can speak but cannot give out the obvious hints or the name of the celebrity. Other participants try to guess their names and also states/moods. Participants, who guess correctly, go for the next round.

Zdeněk, Cyril, Edit, Michal, Eli



Ask participants to write only celebrities that are well known so the other participants would know them.



THIS IS MY BUNNY

Sit in a circle and tell the participants that you have a bunny. Pretend like you are holding it in your hands. Tell them bunny will make a round and each participant will hold him for a little while. The person who has him has to do something to bunny, e.g. pet him, kiss him. Encourage them to be creative. When the round is finished and everyone has held the bunny, take him back and tell participants that the bunny has left. Now everyone's bunny is the person on their right. They have to do the same action to the person on their right as they did to the bunny.

Ivan



It might be sometimes a little embarrassing for participants. Make sure you encourage them and let them know it is only a fun activity.



PROFILE

Material: Paper, pens, markers, a duct tape

Divide participants into pairs. Give each pair two A4 size papers. Their task is to create each other's social media profile. It should have:

- First name or a nickname
- Three interesting things about the person
- Answer to a question 'Which two words would describe you?', e.g. a book lover, a passionate cook, etc.
- A picture instead of a photo. It has to be drawn by the other person with no tips or comments of the person to whom the profile belongs.

When the profiles are ready, present it to everyone. Put them on the wall or somewhere visible so that the other participants can have a look at them later.

Katka



Add fun elements to the picture that would highlight some of the information you found out.



MAKE YOUR OWN AVATAR

Material: Papers, markers

An avatar is the embodiment of a person. However, in the computer world, an avatar refers to a character that represents an online user. Give everyone a piece of paper and colour markers. Each participant should draw his/her own avatar. It should have some typical features of the participant. Participants should focus also on little details - they can hold something in their hands, wear something specific, etc. It should represent their personality. After drawing, divide participants into small groups and ask them to present their avatars to others. Later, put the avatars on a visible place and leave it there during the event.

Katarína



SPEED DATING

Material: A list of questions, a bell

Participants sit in two rows facing each other. Everyone should have a pair. Facilitator reads out the question and a pair of participants facing each other should answer and talk about themselves. Participants have only 30 seconds, then the facilitator rings a bell and all the participants in the right row have to change their place - they move one chair to their right. The last one has to go to the first chair in the row. The activity can go on as long as you like.

Examples of questions:

- What is your favourite candy?
- What is your dream holiday destination?
- Have you got any siblings?
- What hobbies do you have?
- What was your dream job when you were little?
- Do you live in a town or a village?
- Do you have any hidden talents?
- If you could have any superpower, which would it be?

Martina



WHO BINGO

Material: A template of bingo

Prepare and print out a bingo template for everyone. Each square of bingo should comprise of a statement to which participants can say a yes or a no. For example, I have been to Finland, I can play the guitar, I enjoy watching TV series. You can either create a very general template so that there will be someone fitting the statement or you can do a bit of research on the participants before. Participants' task is to find out persons who will answer yes to the statements. They can only ask one question at a time. After his/her answer, they have to ask someone else. They can question the same participant later. Usually, the winner is the person who finds 'yes' to all of the statements. Only then, he/she can shout BINGO!

Noémi, Bálint, Bálint, Zsolt, Dorina, Rego



You can easily create your
own template online at
<https://myfreebingocards.com/>

MONSTERS

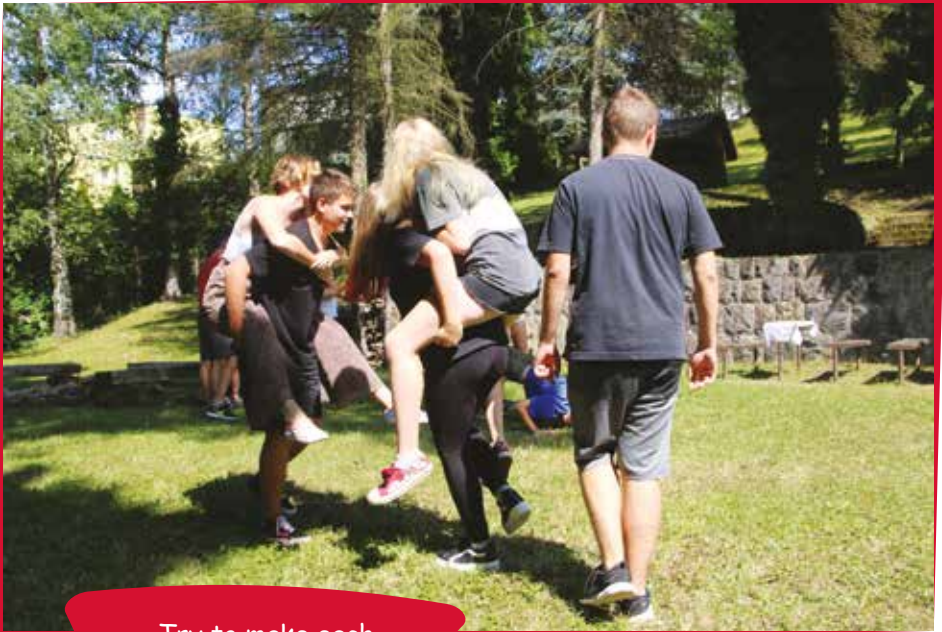
Divide the participants into groups of 4-5 (same number of participants in each group). The participants will together make one giant monster with their bodies. Facilitator says a number of body parts that can touch the floor. The participants should fulfil the task as quickly as they can. Give points to the group that fulfils the task first. Check whether they did it correctly. They have to stay in the position at least five seconds.

Examples:

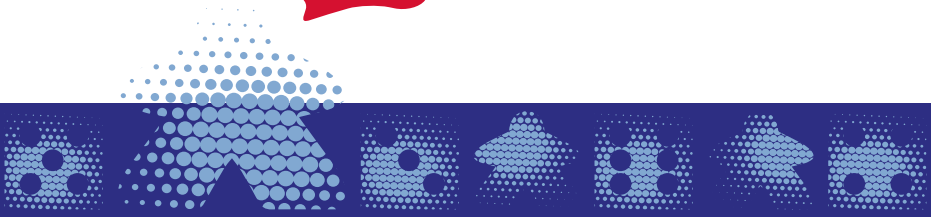
Make a monster with 10 hands and 10 legs on the floor.

Make a monster with 2 legs, 7 hands, 1 head and 2 knees.

Lucie



Try to make each task a little harder.



MAKE YOUR OWN BOARD GAME

Material: A lot of different material and components that could serve as parts of a board game

Board games could be a good mean of learning and personality development. People develop different competences when playing board games. First, discuss with participants which board games they used to play and what different board games exist. You can divide them into groups and try out some board games, so the participants can find out various mechanisms. After they are already divided into groups, ask them to create their own board game. Assignment is:

Phase 1: Agree on the aim of the game. Which competences would you like to develop by playing the game?

Phase 2: Prototyping – mechanics selection, desktop, cards, resources, goals, winning terms, rules, etc.

Phase 3: Production of the game

Phase 4: Presentation and play testing

Peter



TEAM SEARCH

Material: 60 small square pieces of papers (20 for each team)

This activity should be played outdoors. You should have 20 small squares of paper for three teams. There will always be one team that does not get the point. Write onto each set of papers numbers from 1 to 11, and 14-16. You have six papers left – write some words on them that define your current event or draw something instead of the numbers. For example, draw a house or write FRIENDSHIP.

Ask the participants to divide themselves into four teams. Each team should have the same number of participants. Before the game starts, go around the place of the game and spread the pieces of paper all around, with the number facing down. Teams stand in rows (see the picture below). The facilitator says a number and the first participants in each row run as fast as they can and search for the number. They always have to turn paper back, number facing down. When a participant finds a number, he/she can return to his/her team. There are always numbers only for three teams. The fourth participant, without a piece of paper, goes back to the team with no points. The first team to find the numbers receives 3 points, second team 2 points and the third team 1 point.

The facilitator should always tell numbers in order. That way, the team can cooperate and prepare to pick the next number. Do not tell the participants about the texts or pictures on the papers. Use them instead of numbers 12, 13, 17, 18, 19 and 20. It will be a little surprise for the teams.

Lucie



FISHING

Material: A duct tape, cardboard, paper, markers, a string, fish - three different colours and shapes

Ask the participants to leave the room. Prepare a 'pond' using duct tape (see the picture below). Prepare approximately 70-100 fish of three different colours and shapes:

pink - big fish (2 points)

blue - middle size fish (5 points)

yellow - small fish (10 points)

Put them into the pond. Ask the participants to come back. Divide them into two teams. Each team gets 3 metres of duct tape, 5 markers, 7 metres of string, scissors, a piece of cardboard. You can make your own set of tools. Tell both teams that their task is to catch as much fish as possible. They can use only the tools they were given. They cannot step into the pond. If something falls inside the pond, it is gone and they cannot take it back. Do not forget to mention that the fish are of three sizes and they are worth different points. Now, let them fish! After all the fishes are caught, each team should count the points.

Who wins? Not a team with more points. There is no one winner in the game. The task was to catch as much fish as they can, not to do better than the other team.

Martina



MISSION IMPOSSIBLE

Material: To do list, timer, Mission Impossible soundtrack

Tell participants in the introduction that they will receive a list of tasks that they must fulfil as a group. If they fail one task, they fail the whole activity. It does not matter how they divide the tasks (unless it is specifically listed). Depending on the number of participants and tasks, determine the time they have to accomplish the tasks. Use an online timer, so the participants can see how much time they have left. Turn on the soundtrack of Mission Impossible to set the mood.

Example of a to do list for 50 minutes:

1. Take a photo of all of you. 5 hands and 1 foot has to be in the water.
2. Prepare 3 minutes presentation/conversation, where the topic is your favourite film (at least 3 participants).
3. Collect and bring 15 things starting with letter M.
4. Make a flag which represents all of you.
5. Find out interesting information about the place we are at right now.
6. Make a small present for the facilitators.
7. Find out how old is the whole group of participants.
8. Swap your clothes (4 participants).
9. Make a video clip of your favourite song.
10. Take a photo of the participants and facilitators in a T-shirt with the logo of the project.

Mária, Dávid, Martin, Nika, Kika



Check all the tasks on the list when time runs out. Participants have to have proof for each task. If there was a photo, play, song... let them present it to everyone. Reflection is very important. Talk about working in a team and the division of tasks, how did the participants feel?



LET'S IMPROVE

Material: Flip chart papers, markers, post-it

First, participants will learn about 8 key competences:

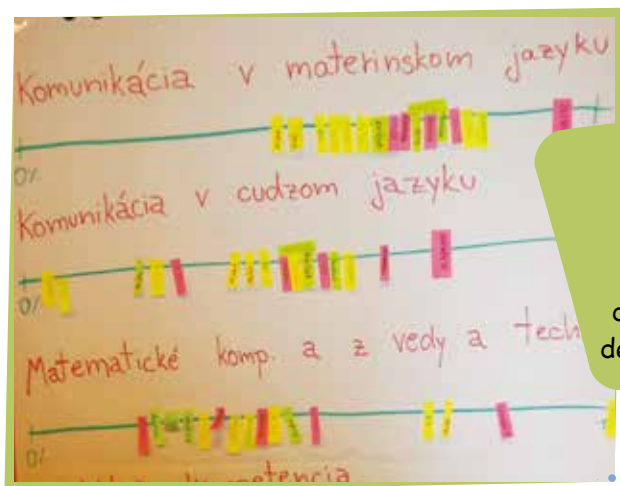
1. Communication in the mother tongue;
2. Communication in a foreign language;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Social and civic competence;
7. Initiative and entrepreneurship;
8. Cultural awareness and expression.

Write all competencies on the flip chart paper and draw a line to them. Type 0 at the beginning and 100 at the end. Each participant prepares eight post-it with his/her names. Each post-it will be stuck to each competence on the flip chart paper. Participants stick the post-it to where he/she thinks his/her competence is developed at the moment.

E.g. Peter puts post-it of the mother tongue communication to an imaginary 75%, to foreign language communication, at 45%, etc.

At the end of the event (training, camp), the participants will return to the post-it and move them as their competences have developed. A group reflection follows.

For a detailed explanation of key competences, we recommend that you read the Youthpass manual.



Martina

The activity is optimal for the start of the event. Return to the activity on the last day and reflect on the developed competences.

FLOWER BED

Material: A flip chart paper, markers

Put a blank flip chart paper in a visible place. Draw soil on the paper. Explain to participants, that they should create together a flowerbed of their competences (during training or a camp). Whenever they learn something new, develop a competence, they will draw a part of the flowerbed. The amount of detail depicted depends on 'the amount' of knowledge or experience. Each competence/skill/experience will represent one plant.

e.g.

English – Rose

New friendships – Tulip

Digital skills - Daffodil

Martina

REFLECTION

JUST ONE WORD

Each participant says one word, which reflects his/her feelings about an activity.

Anna

The activity should be used only when you are out of time or there is no mood for reflection at the time.



MAPPING

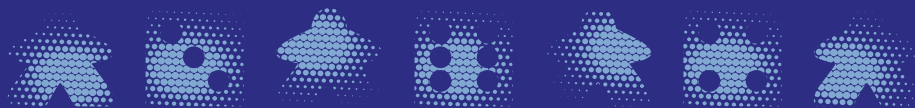
Material: Papers, pens, clipboards, envelopes (3 pieces of each colour), list of examples of learning for each team

The activity aims to clarify the difference between formal, informal and non-formal learning. You should start with a short introduction about non-formal education, and how it is different from formal education or informal learning.

Formal education is provided by educational institutions. It is intentional and has a structure. It ends with accepted certification. Non-formal education is also intentional and structured. However, it has different methods and does not end with a recognized certification.

Prepare envelopes. Put five examples from the list to one envelope. Each team gets three envelopes, together with all 15 examples. Each team (three envelopes) has to have a different colour. You shall colour the envelopes with markers.

Divide the participants into teams and give them three envelopes of the same colour. Ask them to pick one of them to be 'a mapper'. Each team should have one mapper. He/she will get a pen, clipboard with paper and the envelopes. Then, ask the teams to change their mappers. Each mapper has to go to the team on the right, with envelopes. In the next 15 minutes, the mapper will go with another team. The task of a team is to hide the envelopes somewhere at the venue. Remember, they are hiding it from the other teams. Mapper (from the original team) goes with them and draws a map of their way, with marks of where the envelopes are hidden. A mapper cannot use numbers or letters, only pictograms.



After 15 minutes, all the teams are back together. Mappers can go back to their original team. From now on, mappers cannot speak. A mapper gives a map to his/her team and now they have 15 minutes to find the envelopes the other team hid from them. Team has to come back after 15 minutes, with or without envelopes.

Only now can the team open the envelopes and they see various examples of learning. Their task is to identify whether an example is a formal, non-formal or an informal type of learning. Afterwards, present the results and discuss together the examples.

1. Cooking soup with mom
2. Driving in driving school
3. Language course at a language school
4. Workshop of nonverbal communication
5. An experiential course of traditional crafts
6. Watching a documentary on TV
7. University studies in Psychology
8. Conversation with friends about politics
9. First aid course
10. French cuisine course
11. Painting a fence with a neighbour

Non-formal 4, 5, 10; Formal 2, 3, 7, 9; Informal 1, 6, 8, 11

Martina and Katka



MEMORY GAME

Material: Memory cards

Prepare memory cards. Write the rights and then examples of their deprivation. Participants have to play a memory game and find pairs. Encourage a discussion about rights.

1. Right to social security; someone tries to break into your room
2. Right to privacy; you log into Facebook and put your personal information, Facebook saves all the information and shares it with others
3. Right to education; a girl with reading difficulties receives her education at a private school but she does not receive the attention and help she needs
4. Right to equality; two persons being stopped by the police for the same issue and one being charged and the other one getting a warning.
5. Right to marriage and family; a girl wants to marry her boyfriend, but she is being forced to marry a guy her family picked.
6. Right to a fair public hearing; you are charged with a criminal offence and have to go to the court but do not receive a public hearing and then are sentenced to jail.

Petar, Borjan, Angel, Anja, Amelia



WHOSE RIGHT IS IT?

Material: A list of different rights, pieces of paper

Write the Children's and Human Rights on pieces of paper. Participants, one by one, pick a piece of paper and they have to decide whether the right belongs to Children's or Human Rights. Discuss each right briefly with the group.

Examples of

Children's Rights

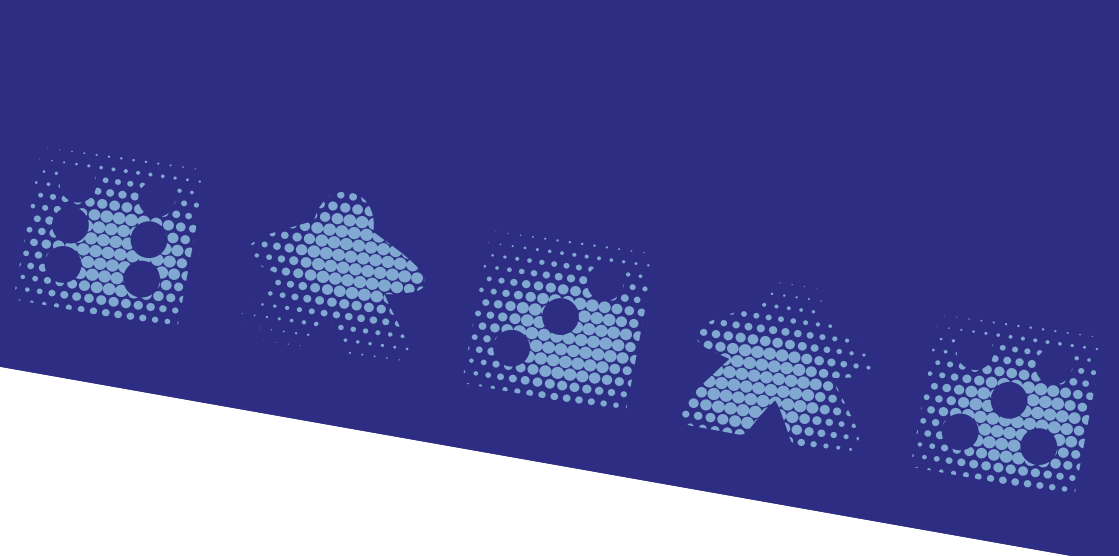
- the right to give your opinion, and for adults to listen and take it seriously
- the right to choose your own friends and join or set up groups, as long as it isn't harmful to others
- the right to be raised by your parent(s) if possible
- the right to care and protection if you are adopted or in foster care
- no one is allowed to punish you in a cruel or harmful way
- the right to legal help and fair treatment in a justice system that respects your rights
- the right to know your rights
- the right to a good quality education
- the right to play and rest
- the right to be protected from being hurt and mistreated in body or mind
- the right to be protected from kidnapping

Human Rights

- the right to freedom of movement and residence within the borders of each state
- the right to leave any country
- the right to a nationality
- the right to freedom of opinion and expression
- the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay
- the right freely to participate in the cultural life of the community
- the right of equal access to public service in one's country
- the right to life, liberty and security of person

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.





Detská organizácia FÉNIX, o.z. is a civil society organisation which works with children and youth since 1991. The organisation has over 6500 members and volunteers in Slovakia. The main objective is to provide space and opportunities for active and meaningful leisure time, to support regular and systematic activity, to lead and motivate the organisation's members to continual personal development and active citizenship.



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