

VOYCE Project

Training module for tutors to prepare the end of the volunteers' experience

Output 5: Competences in action - Volunteering & social insertion



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volunteers' experience

This training module was created by CEMEA Centre in cooperation with CEMEA (France), Era Ewaluacji (Poland), Fundacion Docete Omnes, Fundacion Cibervoluntarios (Spain), Clube Intercultural Europeu (Portugal), CESV and CPIA 3 (Italy).

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1. Information about the training module

Theme: accompaniment of volunteers at the end of their experience

Domain: socio-educational

Target group: tutors of young mid and long-term volunteer

Prerequisites: the module is addressed to tutors following young mid and long-term volunteer (6 months at least) at the end of the volunteer's experience

Module's presentation: it will gather a group of volunteers for 2 days/2,5 days (6 to 15 volunteers) in order to share experiences, capitalise on their own and accompany volunteers in the emersion and expression of the competences built during the volunteering experience.

General objective: once the module is done, volunteers should be able to produce different tools illustrating their backgrounds and acquired competences.



Meeting of volunteers of the region Centre Val de Loire – 18/04/2018 - Orléans
Workshop about “the competences acquired during volunteering experiences”

2. Presentation of the training module

First of all, we want to point out the importance of the group (peer-group) in that step of the process, in the duality person/group. Indeed, the group will here:

- Help the volunteer in sharing his/her vision, and in confronting it to others.
- Create a situation for the volunteer to highlight his/her experience in front of other people
- Allow to make an individual experience become collective.

2.1. Aim of the training module

The global idea is a training module which would be easy to use by the tutors, in one or two days, to prepare the end of the volunteering and support any volunteers' future project. It is separated into three topics which deal with:

- Commitment: Make a link between life course and involvement in volunteering to make people aware of the value of the uncertificated skills improved.
- Communication: Make a link between skills and original communication to promote the know-how-to-be.
- Networking: Make a link between the work done, capitalised in a communicable version and training, certification, other issues for the volunteers and the resources that represent organisations/ people around for implementation of future actions and commitments.

2.2. VOYCE Project

This training module is one of the main results of VOYCE, a project co-financed by the European Commission, Erasmus+ program, and strategic partnerships in the field of youth. The project started in October 2016 and will end in September 2018.

The project is implemented by a **partnership** of 8 organizations, covering 5 EU Member Countries.

- Italy: CESV - Service Centre for Volunteering: (applicant); CPIA 3 of Rome - a public school for the permanent training of adults;
- France: Centre CEMEA Val de Loire and CEMEA Association nationale: two organisations with long experience in training educational actors, based on the principles

of active education, and promoting in particular complementarity between formal, non-formal and informal education;

- Spain: Fundacion Docete Omnes - a vocational training school for disadvantaged people; Cibervoluntarios - an association of volunteers specialized in ICT instruments;
- Poland: Era Ewaluacji –enterprise specialized in studies on formal, nonformal and informal education;
- Portugal: Clube Intercultural Europeu and Instituti Principe Real (IPR) - organizations that implement services and training for youths at risk and disadvantaged categories.

The issue dealt with by VOYCE is the validation of the competencies achieved by young volunteers.

The objectives of the project intend to:

- Create practical and innovative tools to be used to validate the competencies of young volunteers;
- Promote the use of such tools among the organisations that deal with young volunteers and among public institutions;
- Connect young volunteers who have acquired new competencies and companies interested in hiring them.

Target groups of the project are:

- European youths who volunteer and are interested in having their competencies validated; particular attention will be paid to disadvantaged youths and even more to asylum seekers, refugees, immigrants;
- Organizations hosting volunteers that will have a key role in the assessment and validation of their competencies;
- Public institutions in charge of of planning and implementing educational policies;
- Companies recruiting young people.

The **expected results** of the project are:

- 1) Creation of innovative tools for the validation of competences acquired through voluntary activities;
- 2) Promotion of a link between young volunteers and labour market;
- 3) Training of youth workers on the use of the developed tools;
- 4) Dissemination of tools and experiences of the project among all subjects potentially interested: public institutions, firms, third sector, volunteers.

Five different **intellectual outputs** are expected:

- O1 Research on the validation of competencies acquired in voluntary work;
- O2 manual for the validation of competencies;
- O3 Interactive platform for the validation of competencies online;
- O4 guide for "Mentors of pathways of the emergence of learning";
- O5 training module "Skills in Action: volunteering and social insertion"

Two transnational **training courses** were addressed to a group of 25 youth workers from all participating countries. Each course will have duration of 5 days.

- C1 training course on validation of learning;
- C2 training course on emergence and re-investment of competencies.

Finally, the project will organize 5 **multiplier events** for the dissemination of outputs and results. There will be in particular 2 transnational and 3 national events. The events will involve a composite audience made of young people, volunteer organizations, institutions, etc.

2.3. Definitions

We have to develop specific definitions of these three topics to target essential meanings and how we want to articulate concepts.

Volunteer's life course: it starts before the beginning of the volunteering since it designates the personal experiences the volunteer encountered before his/her volunteering experience. The volunteer is expected to express personal goals before the mission to build the base of the self-evaluation linked with his/her future project (project of commitment in organisation, project of studies, project of employment).

The self-assessment of those aims is based on Outputs O2, O3 and O4 of VOYCE project (see paragraph 2.2) all along the mission with dialectic relationships between tutor/volunteer/peer

"Know-how-to-be" concept is related to self-development and the fact that each person has his peculiar life course and singular skills and abilities. We want to develop a workshop where each one can find the better way to communicate their personal competences and individual pathways.

Competences: We want to highlight here the idea that we do not work on competences to "sell" the volunteering experience to the job system. On the contrary, we are fostering the consciousness and capacity of the volunteers to get an active and projection attitude that can help them in designing social and common goals.

Network building refers to the relationships the volunteer can have with other organisation and/or other training ways. For example:

- Networks for implementing other experiences for voluntary service: housing, social activities, specific workshop for activities and linguistic courses for example...
- Network for post-mission involvement: universities, employer, agency for employment, other organisations...

3. Frame of reference of the tutor's activities and skills

Following the module training, tutors should be able to:

- host volunteers by creating a peaceful and reassuring atmosphere, and a dynamic group that will make easier the collective work;
- explain clear and common collective objectives and methods for the training;
- accompany volunteers on identifying common aspects of his/her experience and the one of other volunteers;
- accompany volunteers to project themselves in the future and to define paths they want to choose;
- accompany volunteers to define and/or create a tool that illustrates their experience;
- prepare volunteers for future interviews or future initiatives (proposal, campaign, crowdfunding, etc).

4. General training organisation

4.1. Structure of the training module

It is important to gather a group of volunteers for the module. It will allow to link several volunteers' ways and reveal the non-formal skills and competences.

The following module is designed for 2 days (or 2 days and a half if possible). It is possible to split the training in 2 half days plus 1 full day:

- A - Group meeting + objectives' presentation - Day 1 - 1 hour and a half
- B - Workshop "Identify common aspects and singularities" - Day 1 - 3 hrs (including a break)
- C - Workshop "After volunteering" - Day 1 – 3 hrs maximum (including a break)
- D - Workshop "tool's designing" - Day 2 – 3 hrs maximum
- E - Workshop "network building" - Day 2 – 2 hrs

The module duration may vary according to the number of participants. The proposed timetable is designed for a group of around 12 volunteers that will work alone, all together, in pairs or in sub-groups. We should be aware that every change of group needs time and change of positions. If you need to change the number of participants, the timetable should be revised.

4.2. Pedagogical orientation

The entire training module is based on active methods that will allow trainees to actively participate in the module training, to be stakeholder of their own apprenticeship, to become autonomous.

From concept to practice: for the workshop "after volunteering" and "tool's designing", concept and practice will alternate and will be complementary based on a project method.

All workshops are built to be logically progressive. One workshop isolated for any other purpose will be useless and should only be part of the entire training.

Each objective will progressively be reached in order to achieve the overall objective.

4.3. Possible planning

	Day 1	Day 2
9h	Welcoming (coffee, etc)	Welcoming (coffee, etc)
10h	Workshop A <i>Presentation</i>	Workshop D <i>Break included</i>
11h	Workshop B <i>Break included</i>	
12h		
13h	Lunch break	Lunch break
14h		
15h	Workshop C <i>Break included</i>	Workshop E <i>Break included</i>
16h		
17h		Evaluation / Closing of the training
18h		

4.4. Module description

At the beginning of each day, it is important to welcome people around a collation with coffee, tea, juices, fruit, biscuits.

Indeed, having some food and beverages is important because it shows the group that personal rhythms are taken into account and help in taking a little break within the activities

A - Group meeting + objectives' presentation	
Objectives	<p>To enter into the training and into the group</p> <p>To allow participants to introduce themselves</p> <p>To create a peaceful and reassuring atmosphere</p> <p>To make participants aware of available resources (material, environment, timetable)</p>
Duration	1 hour
Material and configuration	<p>Material:</p> <ul style="list-style-type: none"> - Working furniture (table, chair) - Working equipment (pen, paper, etc.) - Board on the wall <p>Configuration of the room:</p> <p>Before starting, the room should be arranged and prepared to welcome participants. We advise to put the chairs in a circle. A table beside contains the collation, another table can show documentation, books, articles, games. The pens, papers and material available are installed on another table.</p>
Methodology	<p>Activity 1: Presentation of the participants (10 min)</p> <p>The idea is to allow participants to get a place in the group (only telling his/her name and moving among the others). With physically active games, such as alphabetic circle or others (see annex 5.1)</p> <p>Activity 2: Presentation of the training and set up of a framework (20 min)</p> <p>Firstly, it consists of a moment to expose the common collective objectives and the methods of the training. The objectives can be written into the room on a big paper and read and explained to the participants. You need to leave time for any questions.</p> <p>Secondly, it consists of a moment to present collective rules, timetables, logistic, i.e. food & accommodation, etc. You can have a written timetable (big paper) and read it to the group stressing fixed hours (lunch, train, meeting) and letting the group give his opinion on flexible aspects. This panel will stay on the wall visible for all during the 2 days.</p> <p>Activity 3: Deeper presentation of the participants (20 min)</p> <p>The idea is here to allow participants to introduce themselves to the others (see annex 5.2 for proposals).</p> <p>Activity 4: Expression of expectations (10 min)</p> <p>The participants are invited to express their expectation about the training, their needs. They will write it on post-it which will be put on the wall to be readable by all.</p>

B - Workshop “identify common aspects and singularities”	
Objectives	To define and emphasize common areas in the volunteer’s experience and singularities/specificities of his/her own experience.
Duration	3h30 (including a break) It is important to include a break (30 min) in between both activities. This informal time will also allow other ideas, thoughts to emerge, etc.
Materials and configuration	Material: <ul style="list-style-type: none"> - Working furniture (table, chair) - Working equipment (pen, paper, etc.)
Methodology	<p>Activity 1: Past life-Story / interview (2 hours)</p> <p>The idea is to accompany volunteers on developing common area in small groups and singularities for each participant. You will ask participants to create couples. One will be the “speaker”, the other one the “listener”. During 45 minutes, starting from the instruction “tell me your volunteering story”, the speaker will talk about his/her volunteering experience and his/her previous experiences in life that have lead to the volunteering experience, in a free expression. This allows the “speaker” to use his/her own mental outlines and his/her own language. The listener only listens and takes notes (as in an unstructured interview). After 45 minutes, the roles are reversed. N.B.: If really the speaker can’t find anything to say, the semi-structured grid “That time I learnt” can be used as a helpful tool. After those two free expressions, each person of the couple gets and reads the notes taken by the other one. After reading, the two persons of the couple try to identify the common aspects such as common competences and motivations (at least 5) of the two experiences. After these two interviews, all binomials define common motivations and competences that appear in both experiences. <i>(See annex 5.3 for other processes).</i></p> <p>Activity 2: Identifying aspects common to the whole group (30 min)</p> <p>The couples gather into the big group and the facilitator makes common competences and motivations emerge from the previous interviews, by collecting the lists of (at least) 5 common aspects and writing them on a board to make them readable to everyone. To identify the aspects common to all experiences, each item of the lists is enounced, and the participants create groups in space (like potatoes – <i>see annex 5.4</i>) either sharing or not this aspect (one group “Yes, we share”, the other one “no, we don’t share”). A trainer is observing and writing on a board the number of people sharing each item. At the end, we get a view of the aspects common to everyone or to a big or small part of the group.</p> <p>Activity 3: Singularities (30 min).</p> <p>Participants are invited to lead an individual reflexion about the singularities of their own experience (in opposition of the common aspects). Those reflections will be shared in plenary (for those who want).</p>

C - Workshop “After the volunteering”	
Objectives	To accompany volunteers on how they project themselves in the future and to define the paths they want for themselves
Duration	3 hours maximum (including a break). It is important to include a break at a moment. This informal time will also allow other ideas to emerge, thoughts, etc.
Material and configuration	Material: <ul style="list-style-type: none"> - Working furniture (table, chair) - Working equipment (pen, paper, etc.)
Methodology	<p>Activity 1: Looking to the future (1 hour) Individually, each participant will write a virtual letter which is addressed to his/her tutor, as if they were writing it in 2 or 5 years. They will describe their new situation, explaining reasons and choices that define their path. They must take into consideration the notes taken during the interview of the previous workshop and to take into account the singularities they have highlighted before. It will enable participants to project themselves and define path and competences they tend to.</p> <p>Activity 2: Medium possibilities/ communication tool (1 hour) Participants have to show the tools they have already used (they have been invited to bring them before the training). Did anybody have a Portfolio? How did they organise it? What about Digital Story Telling, has anybody used art techniques? A short presentation by one or two volunteers of each different tool can give ideas and examples to the whole group. If needed, this presentation can be completed by other ideas coming from the group, in a sort of brainstorming. People list any medium they know to communicate (portfolio, audio, video, digital storytelling, art, open badge, Europass tools, language passport...) and the facilitator writes it down on a board. They can also think about the added value of tools, depending on their target. This exercise will define all medium possibilities that can be used to talk and communicate on our experience and ourselves. The facilitator’s role is to stimulate ideas and bring new ones.</p> <p>Activity 3: Expression of needs (30 min) Participants must express their needs concerning those communication tools. If they need to be trained on Digital Storytelling, video, audio description, Europass, language passport (if not done before), a specific training has to be planned for them after the end of this module. That moment is also the opportunity to evaluate the needs of accompaniment about the following 3 aspects: portfolio, open badges, interviews, because those 3 aspects are part of the workshop D “designing a tool”. That gives an indication for the following day, about the necessity to lead the 3 activities successively (for everybody) or parallelly (for people needing it). That’s a good way to adapt the training to the real needs, proposing an</p>

	individual training pathway.
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D - Workshop “tool’s designing”	
Objectives	To create tools that will support the volunteer’s social insertion To train volunteers for future interviews or initiatives
Duration	3 hours maximum, depending on the fact that the activities are led successively (for everyone) or parallely (for the people needing it).
Material and configuration	Material: <ul style="list-style-type: none"> - Working furniture (table, chair) - Working equipment (pen, paper, etc.) - Creative and artistic materials (paint, clay, drawing, etc.) - Computers
Methodology	<p>Activity 1: Gathering material in a portfolio. (1 hour). The idea is to ask participants to take all the material they have produced during their volunteering experience: competences questionnaires, production of led projects, communication tools, certifications... Each participant can try to organize them regarding a logical order (his/her logical vision), that means that each one creates his/her own portfolio.</p> <p>Activity 2: Open badge (1 hour) First of all, the facilitator will explain what an open badge is. Then each participant can create his/her own account on a web platform of open badges and ask for the validation of his/her badge (created by the organisation) by highlighting his/her competences. Then, they can also search for other open badges he/she can get thanks to the competences acquired (in addition of the badge of his/her own organisation). Link to some platforms: https://openbadgefactory.com/fr/ https://openbadges.org/</p> <p>Activity 3: Training on interviews for future initiatives (1 hour) The participant must identify the type of action they want to follow (employment, commitment in organizations, leading a campaign, making crowdfunding, etc) and the target they want to convince. Starting from the two questionnaires already filled (see the output O2 of VOYCE project http://voyceproject.eu/english-resources/), the participants must identify the skills they want to highlight regarding those actions and targets. Then, the participants can train themselves to the use of the communication tool of their choice, for the action and target they have identified, simulating a presentation. Another participant will play the role of the person targeted. The rest of the group observe the reaction and can make comments at the end.</p>

E - Workshop “network building”	
Objectives	To promote networking To allow participants to identify networks which can be useful for future initiatives.
Duration	2 hours
Material and configuration	Material: <ul style="list-style-type: none"> - Working furniture (table, chair) - Working equipment (pen, paper, etc.) - Creative and artistic materials (paint, clay, drawing, etc.)
Methodology	<p>Activity 1: Identifying outside networks (30 min)</p> <p>In small groups of three people, participants must reflect on the networks they know and write them on a paper using mind mapping (so they can identify networks linked to the association in which they were volunteering, or networks they know linked to previous commitment or studies...).</p> <p>A mind map is an easy way to brainstorm thoughts organically without worrying about order and structure. It allows you to visually structure your ideas to help with analysis and memory.</p> <p>A mind map is a diagram for representing, words, concepts, or items linked to and arranged around a central concept or subject using a non-linear graphical layout that allows the user to build an intuitive framework around a central concept (<i>see annex 5.5 for an example about climate changes</i>).</p> <p>The papers representing mind-mapping are put on the wall to be readable by all the participants.</p> <p>Activity 2: My network’s landscape, facilities and difficulties (1h30)</p> <p>After the previous collective brainstorming, participants are invited to draw the landscape of the networks they need to use to succeed in the action, the project for their future. On a paper, they draw/represent:</p> <ul style="list-style-type: none"> - plains / fields for people / networks that are easy to use. - fields separated by rivers for people / networks more difficult to reach - mountains for people / networks very difficult to reach - bridges over rivers for resource people who could help them reach remote networks - larger or smaller cities to symbolize groups of people / resource networks - etc... <p>After one hour dedicated to the drawing, each participant can explain his drawing to the others.</p>

Evaluation	
Objectives	To allow an evaluation of the training To allow participants to express themselves regarding the training
Duration	30 min
Material and configuration	Material: none
Methodology	<p>Activity 1: move about training concern (15 min) The participants are in a circle. Anybody can say a sentence regarding the training (content, rhythm, organisation, climate, duration, etc...). Those among the participants who agree with him/her, take one step forward, those who don't agree take one step back, those who don't have any opinion stay put. Between each sentence, people have to return to their initial spot in the circle.</p> <p>Activity 2: move about personal concerns (15 min) Same process but the participants have to express themselves regarding how they feel personally, regarding the end of their experience, their future, the possible communication tools they can use, the possible action they will implement after.</p> <p><i>(See annex 5.4 for other processes).</i></p>

5. Annexes

Annex 5.1: Ice-breaking tools

All the tools presented here are taken from the "Toolkit for Active Education Eager Trainer". 200 tools to facilitate our training." Editions Cafard. CEMEA Pays de la Loire (France).

Foreword

Why icebreaking activities?

These activities help to form a group, building trust and non-judgment among its members. They create a friendly atmosphere conducive to putting people to work.

These activities are not related to a single objective but to several: revitalizing a group after a lunch break, getting to know each other better, helping people getting undressed from their status, developing interactions between people, creating rituals in relation to the start of a day, relaxing, promoting cooperation...

These activities can be practiced by everyone and many times without fatigue since each experiment will bring different things.

The practice of these activities also helps to put all participants on an equal footing (those who can speak well and those for whom group speaking is more problematic; and those who have a recognized social status and those who have a low social status).

Some rules to follow when conducting these icebreaking activities:

- explain why the activity;
- use an activity that you master, to spread a positive energy of yourself;
- do not force participants to take part in the activity;
- participate in the activity yourself;
- observe (interactions, reactions, group dynamics);
- show humour (relativize, free yourself from tensions, dare);
- suggest to the group that they invent their own ice-breaking activity.



Some examples of tools:

The circle classification of first names

The group will sort alphabetically by first names so as to form a circle.

Walking

The group walks trying to occupy all the space. When the facilitator says "stop," everyone stops. The objective is then to leave no empty corner... the space must be harmoniously distributed. If the group achieves good cohesion, the facilitator may suggest varying the type of walks. For example: jump, walk normally, then walk backwards etc.

The bomb and the shield

The facilitator defines a space in which participants can move freely. The game can be played in two parts.

For the first game, each player must secretly define a person among the players who will be his bomb. Either the players write the chosen person on a piece of paper or everyone trusts each other. At the host's signal, the players move through the game space and at the second signal, they stop. Those within 3 meters of their bomb are eliminated.

For the second game, each player must secretly define among the others who will be his bomb and shield. For this second round, the bomb will be too powerful to avoid it. To survive the host's second signal, the shield must be between the player and the bomb. The games follow each other until there are less than three people left in the game.

Hello... and you?

In a defined space, participants walk around without speaking to each other. At the host's signal, they place themselves in groups of two and introduce each other saying, "Hello, my name is... And you? ». At each signal from the facilitator, the participants take leave and form a new pair.

Drunk bottle

The participants and the facilitator form a very close circle. A volunteer is placed in the centre of the circle (which is still tightening). The person in the centre, relaxed, eyes closed, but rigid, falls to the right, forward, back or sides. The people in the circle gently receive it and gently move it in another direction.

Variation: Participants in a circle place their hands on the person in the centre of the circle and swing them from one side to the other; they agree on the direction in a non-verbal way.

Butterfly hunting

The first step is to designate a "Tori" meaning "bird" in Japanese... The other participants are butterflies. Tori is in the centre of the circle. He-she has her eyes closed and extends her

hand, palm up. The butterflies fly all around and sometimes graze his hand. Tori's trying to catch the butterfly. If Tori catches it (one finger is enough), the captured participant joins Tori in the centre of the circle, closes her eyes and reaches out to catch more butterflies. The last or last person left wins.

The Blind Walk

People put themselves in pairs. One closes his/her eyes and the other serves as the guide: either by whispering his first name, or with a physical code (the index finger touches the back to move forward, the head to move back...). The interest of blind games lies in our own destabilization while we are deprived of one of our most essential senses. We are then dependent and at the mercy of the other... trust becomes essential. The facilitator is guaranteed that people do not put themselves in danger.

The bullet

This activity, in addition to inviting people to get to know each other, allows them to learn first names. An (imaginary) ball is thrown at a person in the group saying "I got the ball from... and I send it to...". Each person must receive the ball (no one must receive it twice). After a first round, the ball must follow the same path. At some point, a second ball is introduced into the game.

The onion

Participants form two circles inside and outside. Face-to-face situations are thus provoked. Each pair has 1 minute to find a non-appearing common point (so it can't be "we both have long hair" or "we both wear glasses"). Then move the outer circle to the left and start again. We can give themes each time or not (song, cinema, family, politics, school...).

The invisible sculpture

The group is split in two. Half of them are sculptors. The other blind half. Each sculptor takes a blind man by the hand, walks him, sculpts him. All blind carvers must touch each other and form a single sculpture. Then, the sculptor reproduces this sculpture in another place of the part. Each sculptor-artist must embody his- her- carved. The blind opens their eyes. They must find their sculptor-artist.

The sound orchestra

A word of three or four oral syllables is chosen by the group. The group is then divided into as many subgroups as there are syllables and each subgroup is concerned with that syllable. It's about inventing multiple ways of saying, singing, repeating one's syllable. Each participant retains a personal way of singing his or her syllable. After which, a conductor is appointed... One agrees on gestures meaning the ways of singing: louder, less loud, faster, slower (for example, hand in the air = singing very loudly, hand which undulates = singing moderately loudly, hand which goes down = reducing the sound, hand flush with the ground = whispering...). The concert then begins...

Annex 5.2: Tools to introduce yourself

Group mapping

We define with the group a North/South and East/West orientation. Each person then has to move in the allowed space according to the questions asked: where do I live? where did I spend my last vacation? where was I born? and so on

The anecdote about his first name or birth

Each participant introduces himself/herself by giving his/her first name and a story about his/her first name (or a story about his/her birth). This autobiographical instruction allows each person not to introduce himself or herself for a function that would offer more legitimacy than others to speak for the rest of the training.

The acrostic

Each person writes his first name on a sheet of paper and with each letter of his first name he forms other words that present and characterize it. Once the poster is made, the person introduces himself by developing the "words" that are indicated on his sheet. People can be asked to decorate their posters with drawings, for example. The posters can then be stored and placed on the walls of the room. Note: During the presentation, the facilitator invites participants to develop what they have written. The risk otherwise is to have presentations of the type: "dynamic because I am dynamic, singer because I am a singer, Nanterre University because I am at Nanterre University". What is of interest for us here is to know why law studies in Nanterre for example, singer, yes but where? in a band? At the choir? Etc.

The presentation tree

The tree is composed of several clumps of leaves (spaces to fill) depending on the number of themes chosen. Themes can be, for example: my first name, my history or my life course, my expectations regarding training, a dream, my skills, my gaps, my experience...

Each participant fills the different tufts of sheets (printed on one sheet) with representative text or drawings. Then comes the presentation of the tree where for about 3 minutes each present their tree.

The object

Everyone chooses an object to introduce themselves. It is possible to do it with a book, a recipe... The instruction to bring an object of one's choice must therefore be given before the training day. This presentation can also be done via a "*dixit*" game card (make a set of cards available to participants).

Proust's questionnaire

Each one completes his or her Proust questionnaire which is then displayed, or even presented orally (the instruction given may consist in delivering only a few characteristics at the time of the oral presentation at the risk of making the presentation time too long). It is of course possible to adapt this questionnaire by removing or adding questions.

My favourite virtue:

The main trait of my character:

The quality I prefer in people: My main flaw:

My main quality:

What I enjoy most about my friends: My favourite occupation:

My dream of happiness:

What would be my greatest misfortune?

Besides myself, who would I want to be?

Where would I like to live?

My favourite colour:

The flower I love:

My favourite bird:

My favourite prose writers:

My favourite poets:

My heroes in fiction:

My favourite heroines in fiction:

My heroes in real life:

My favourite heroines in real life: My favourite food and drink:

What I hate most of all:

The historical character I don't like: The historical facts I despise the most: The gift of nature I would like to have: How I would like to die:

The present state of my mind:

The fault that inspires me the most indulgence:

My motto:

CV minute

The CV minute is presented on an A4 sheet and is divided into 4 categories: my first name; what I can bring to the group; what I hope the group will bring me; what I expect from the training. The facilitator introduces the Minute CV and distributes it to each participant. Each participant has 2 minutes to complete it and then introduces himself/herself orally in 1 minute. Depending on the configuration of the room, each sheet can then be taped in front of each participant or on the wall behind him or her.

Variant: the presentation is cross presented following a mutual interview by pairs... A interview B then A will introduce B... B interview A then B will introduce A.

I like / dislike

Each participant, on a piece of paper, is asked to list everything they like (Chinese food, football, TV shows) and, contrarily, everything they don't like. An oral presentation is then given in large groups. The sheets, at the end of the presentation, can be posted on the wall.

Three lies and one truth

Each one writes on an A4 sheet consisting of 4 boxes, four pieces of information about him or her (I can touch my nose with my tongue, I met Obama, I was born in the Reunion and I have 2 mothers). Of these 4 pieces of information, 1 is a lie and 3 are true. Then each leaves to meet the other participants and marks a cross on what she thinks is a lie on the other's sheet... After each of us has met, we do a turn of speech: "So, did I manage to deceive my world? Did I fool you?"

Unrolling the reel

Each one takes a piece of string, more or less long. Everyone must then tell each other, the time to wrap his string around his finger.

Annex 5.3: Tools to tell your story

Foreword

Why tell each other in training?

Because this exercise encourages the emergence, expression and embodiment of values! It seems essential to us to refuse to keep silent our convictions as education activists; that is why we encourage the tools that allow our values to be embodied in actions. Indeed, even though we spend a lot of time trying in groups to define common values, we think that it is less words than deeds that count. By offering people to tell themselves rather than what they think, they have the opportunity to say what they are or what they think by saying what they do.

Because this exercise allows us to privilege the narrative over the argumentation. We often propose to people to say what they think on an exclusively argumentative register and we know that this register is potentially stigmatizing and excluding to the extent that we are not equal in mastering the conceptual mode that argumentation implies. The preferred methods through life stories allow ideas to be expressed in a narrative way by inviting each participant to "become the storyteller of his or her own existence"!

So, at an evening debate for parents, ask the question: "When was the hardest time for mom and dad, and which was the most rewarding?" rather than ask them, "What do you think about parenthood?" .

Because this exercise promotes transmission. Through this work of transmission, we defend the need for the transmission of a political culture, associative, militant... between people. Yet we see a censorship on militant stories, a lack of transmission of political culture. How many of us dare to tell each other about our commitments, our political emotions, our small and big resistances, the events that have marked our lives, our professional orientation?

Because this exercise makes it possible to question the sensitive link that each one maintains with his or her commitments. By daring to tell ourselves who we are, what attracts us, what worries us, has formed us, is useful to us... we explore the meaning that constitutes us and leads us in our relationship to others and to the world.

Because this tool, finally, allows us to know ourselves better. Unrolling the film of our history in reverse is the best way to get to know ourselves... "Know yourself" Socrates advised us. How about we take him at his word?

Some examples of tools:

The coat of arms

This tool must allow us to explore the meaning that constitutes us and leads us in our relationship to others and to the world. It encourages self-expression: daring to tell oneself who one is, what emblemizes us, attracts us, worries us, trains us, is useful to us.

Procedure: Each person is asked to fill in the boxes of an escutcheon with sentences or drawings that signify important elements of a self-representation. This work must be done individually because it refers to the essential characteristics of an individual, to the breath that animates him/her. Set of distinctive signs, the coat of arms presents the person in his essence and in his project...

If the coat of arms is personal and intimate, it can then be socialized. In a second step, each participant can present and discuss their coat of arms in small groups. A synthesis can be carried out in a last time (the salient points, the similarities, the differences, the questions to which it refers us...) then we get back in large group.

If a socialization of this tool is proposed, it must be accompanied by ethical rules: no criticism or "wild" analysis will be expressed by anyone; clarify from the outset the modalities of expression of the coat of arms; collectively define the subsequent use of the coat of arms: does it remain personal? Is it a pretext for conceptual exploration? Does it lead to a discussion of the essential characteristics of the profession?

Different coats of arms can be created depending on the audience, training objectives etc. An example (proposed during the positioning of the DEJEPS training) is presented on the following page.

Variant: The contour of the hand

Each participant reproduces on a sheet of paper the outline of his or her hand. Then he writes his first name on the back of his hand. In each finger, he writes information from the instructions given by the training team.

Political and symbolic work

Duration: 15 to 30 minutes per person

Arrangement: in a circle. Consider equipping the room with a video projector, speakers, computer, internet connection to be able to broadcast some works.

This tool provides an entry point for political exchanges. It also collects impressions, feelings and other images maintained by people about works that have marked them.

Process: the facilitator proposes to each participant to bring a work (song, book, article, film, poem...) for the next session that "echoes" his or her commitments (volunteers, professionals, activists...), political convictions and values. It is a work that has marked the person at an M moment in his/her life. Each participant will then have 15 minutes to share his/her work. He--she'll have to successively:

Objectively present this work: bio of the artist, year of release, context, anecdote...

Share an extract with the whole group

Provide a personal and subjective analysis of this work:

This exercise can be done over a week of training for example with presentations spaced during the week. Example: to start each morning and afternoon. This spacing of the presentations of the different works avoids the pitfall of repetitiveness. How does she touch me? How does it appeal to me? How does it echo with my values?

A group work (according to the type of works or the theme treated by the different works for example) can also be imagined at the end of the individual presentations. In all circumstances, it is necessary to allow the reactions of the other members of the group to be expressed: questions, additions, opinions...

Annex 5.4: Tools to make an assessment, an evaluation

Foreword

Different forms of evaluation or assessment

It should be noted that different forms of assessment or evaluation (we choose not to deal here with the difference, although substantial, between assessment and evaluation... CEMEA has produced many documents defining these terms, see therefore elsewhere) can be used. Here are some of them (non-exhaustive list):

Evaluations or balance sheets by graph

Easy and fast to use, the graphs allow you to probe a group at a glance. The general principle is to write comments on a diagram proposed in advance (target, mill, star whose each branch symbolizes a content or a criterion to be evaluated) in an individual way, or in a collective way on a poster. A tool from this evaluation / assessment family called "the spider's web" is presented on the next page.

Evaluations or assessments by questionnaire

A technique widely used in assessments or evaluations: it involves replying in writing to a series of questions that may relate to content, a feeling, an experience, etc. The questions are open and invite a broad, developed response, leaving the choice of words to the participants. Examples: What title would you give to the training? What was the strongest thing you held back? What was your favourite moment and why? What didn't you like and why? What advice do you want to give to the facilitator?

Projected evaluations or assessments

They invite input on concerns that combine the subjectivity and objectivity of participants. Thus, saying what we love, what we feel, what worries us, what it means to us... often makes us aware of our representations or our personal relationship with content. Different tools presented in the following pages (thrown words, Chinese portrait, letter etc...) enter this family of evaluation / assessment.

Evaluations or assessments by artistic shaping

It is a question here of assessing a situation by appreciating its result by an artistic shaping (theatrical sketch, poster, poem, slam, plastic construction...) by listing in advance what one would like to find there with regard to the objectives.

Evaluations or assessments by discussion

Within a collective, we organize an exchange around the training we have just experienced. This discussion can be organised in large or small groups (with or without oral feedback), either in a directive way (answer to specific questions), in a semi-directive way (from an initial outline of questions, the discussion takes place according to a free evolution), or in a free way from a single starting instruction, people express themselves as they see fit).

Evaluations or balance sheets by control inventory

List or grid of written proposals from which participants should choose the ones that best suit them by surrounding or checking the right answer, crossing out the wrong answer, placing a cross or a simple answer (yes or no).

Example of tools

I have a word of advice!

Each participant is invited to deliver a tip (only one!) to the training team for the continuation. This advice often speaks volumes about the relationship the training participant has had.

The sweet and the spicy

Two objects (one soft, one spicy) circulate within the group. In a circle, each one, in turn, takes hold of the two objects and says what was sweet and spicy for him or her in the formation.

The step forward

The group meets in a standing position and in a circle. Everyone is then invited to speak (and only once). To do this, it takes a step forward and gives a balance sheet item. Those who agree take a step forward, those who disagree take a step back, those for whom it does not matter (or have no opinion) stay put. The person returns to the circle. Another idea comes from another person.

I have a picture to present to you...

Photos taken throughout the training are displayed in the room (this tool requires a real anticipation of the training team: think "immortalize" by successive shots of different moments of the training and this from the 1st day). Each person, in turn, takes a photo and expresses their feelings about the formation from this photograph.

The irreversible

In a circle, the group meets. Each one, after a time of individual reflection and writing, refers the group as a whole to the elements of an answer to the following question: in relation to this training adventure, am I able to identify the irreversible? Training transforms (in

"transformation" is there not "training"?... yes but transforms what? What are the decisive transformations? Can I identify them? What aspects will never be the same again?

The potatoes

On an A4 (or A3) sheet, each participant makes circles (or potatoes) more or less large depending on whether he or she appreciated this or that time of the training. It is a question of including all the times of the training (it is thus necessary to list them before inviting each one to plunge into his or her sheet). Participants indicate the name of the time in question within each circle. Then a time of oral expression is organized: each one presents and explains his realization (such circle, such size, such reason...).

The significant moment

Each participant takes up the course of the training and identifies an important moment, when a significant formative event took place. What has this event changed about me? On a professional level (or voluntary)? On a personal level? What did I learn? How? What meaning did this moment have for me? What change in my posture after that moment? A time for individual reflection and then an oral presentation according to the "round table" principle follow one another.

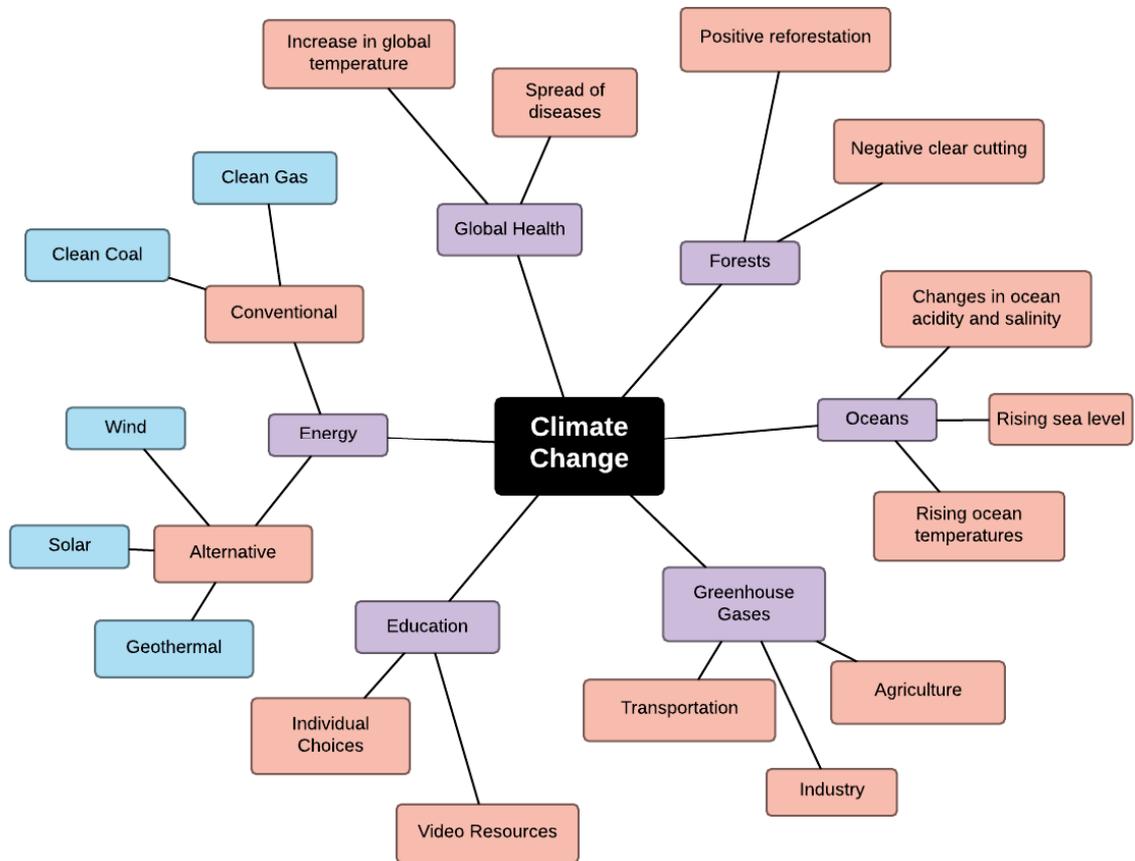
A story in motion

A sheet circulates from hand to hand. Each participant is invited to write a piece of history about the training. But everyone has the right to read only the previous passage (the sheet is folded each time). The story is thus written in several hands... once finished, the story is read in plenary.

The talking wall

Several sheets of the flip chart are prepared in advance by the facilitator. Each sheet has a beginning sentence as the title. Examples: 'I believe that at the end of the training, I miss...' or 'I come out of the training having filled my backpack with...'.
The sheets are placed on the walls of the training room so that everyone can read them. Each participant is given a felt pen and goes around the room to add their own comments on each sheet. It is also possible to bring this technique to life by distributing post-its and pens to participants who will then place their post-its on the sheet concerned. It is a good idea for everyone to read each other's comments at the end of the day.

Annex 5.5: An example of mind-mapping



Source: <https://www.lucidchart.com/pages/examples/mind-map/climate-change-mind-map-template>