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| **VOLUNTEERING** |
| Tool Kit of activities for  Volunteers aged 50 plus |



**Partners**

**Dacorum CVS (working name Community Action Dacorum), UK**

**Replay Network, Italy**

**Gulbene Municipality Council, Latvia**

**Pistes Solidaires, France**

**Associaçao Mais Cidadania (AMC), Portugal**

**Federacja FOSa, Poland**

Erasmus+ KA2 ADULT Project “Local and International Active Seniors

No **2017-1-UK01-KA204-036596**



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# Introduction

## Introduction

Local and International Active Seniors is a project which aimed at increasing volunteering in people aged 50+ (especially men), improve processes/policies in volunteering organisations, reduce social isolation and improve literacy, numeracy and IT skills.

Community Action Dacorum and six other non-governmental bodies in Europe, including Pistes Solidaires, Replay Network, Gulbene Municipality and Associação Mais Cidadania, and FOSa, are working together to help educate and train seniors who would otherwise face social exclusion and/or early retirement

Following the research the partners look at what best practices and training existed already for volunteers and organisations who work with Seniors aged 50+. The partners in the project looked to develop training activities to cover a range of topics for the individuals.

Topics

* Motivating volunteers
* Intergenerational volunteering
* Active citizenship
* What volunteers should expect from volunteering (framework, health & safety policies)
* Skill development (teamwork, conflict management)

These training activities are then available to develop a local training course to boost confidence and build upon everyday skills, such as digital computing and creating social networks. These training courses hopefully will help to combat loneliness and isolation and promote the health and wellbeing of seniors. Staying active together is not only our mantra, but our mission!





# How to use the Tool Kit

## The Tool Kit

The Tool Kit includes the activities created in conjunction with other partners in the 7 main topics and the subtopics listed below. The Tool Kit will provide guidance on the subject matters and activities related to the topics. The activities will provide trainers with all the information to deliver them . For more information see the topic and activity in the index.

## Context

## Topics covered in the toolkit - see below for a brief overview of the subjects.

**Motivating volunteers** : Different types of motivations and what motivates someone to volunteer.

**Intergenerational volunteering** : Intergenerational volunteering involves older people working with those who are younger so they could exchange knowledge and learn from each other. IT is one of the example where young people are so advanced that they can help older people.

**Active citizenship** : Know your community and celebrate it. Who am I as a citizen and how to use this knowledge, to be part of a community and actively engaging in festivals, to appreciate diverse cultures and learn from them, share your own knowledge with others.

**What volunteers should expect from volunteering (framework, Health & safety, policies)** : Volunteer should expect the same as an employee will have in a work setting. They need to be made aware of health and safety policies and how the framework of volunteering works, differentiating the rules of employee and a volunteer.

**Skill development (teamwork, conflict management)** : skills development is a key factor in volunteering,it gives an individual opportunity to learn new skills and use existing ones they have.

**Teamwork and conflict management** : To be more productive and useful, it’s important to be a part of team. Teamwork can really benefit people who lack confidence as other members in the team can encourage them.

**Effective communication and planning** : Effective communication and planning is the key part of any volunteering you do. It helps to build better working relationships and keep to the tasks as well as meet deadlines.

## Aim

The aim of the Tool Kit for volunteers is to provide a trainer a range of activities from which they can pick and choose to train their volunteers. The Tool Kit provides ready made training ideas for trainers and is a free resource..

## Activites

The activities can be delivered in a range of settings from group, individual or peer to peer support. There are varieties of activities; however the activities could be adapted according to the setting of the country.

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# Module 1 : Motivating volunteers

## Introduction

The motivations of volunteers are very different according to the European country they are from, because the reality of the associations depends widely on historic factors. All the scenarios exist in Europe: there’s a legal or moral incentive in some countries, desire for self-fulfillment in others, and solutions to unmet social needs by public authorities or innovations created by committed citizens, etc.

Assessing these disparities allows us to synthesise the various possible approaches of the voluntary commitment of seniors and the needs that a community has to satisfy. This common reflection allows everyone to understand the beneficiaries of the voluntary actions of an association. It also allows us to imagine what we can benefit, individually and/or collectively, from voluntary commitment.

This module is about “Different types of motivations” and “Motivations for volunteer work”

* **Module 1.1 : Different Types of motivations**
* **Module 1.2 : Motivations for volunteer work**

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# Module 1.1 : Different Types of motivations

## Introduction to Module 1.1

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| This module should raise volunteers’ awareness about the different types of motivations to volunteering and their own motivations to volunteering  At the end of this module, participants will be able to:   * Identify different types of motivations to volunteering; * Identify their own motivations to volunteering   List of all units covered in the module   * **Unit 1: The reasons for volunteering.**   Activity A: Motivations   * **Unit 2: My motivation for volunteering.**   Activity B: Flower´s Power |



## Learning Activities for Module 1.1

## Module 1.1 : Unit 1

|  |  |
| --- | --- |
| **Unit title** | **The reasons for volunteering** |
| **Introduction, specific objectives of the unit** | In this unit the participants will look and reflect on different motivations and reasons for volunteering |
| **Inputs** | Individually, sitting in circle |
| **Activity** | **Activity A : Faces of motivation** |
| **References and further resources** | Clary et Al (1998)  ISPA2012-C Martins & S Jesus & J Silva |

**Learning Activity A**

|  |  |
| --- | --- |
| **Activity A** | **Faces of motivation** |
| **Setting** | Individually, sitting in circle |
| **Activity Description** | Each participant receives a piece of paper with a different character (e.g. fireman, single woman, lawyer, recently graduated social worker, priest, traveller, scientist, mother of 4 little children, businessman…).  Give some minutes for each participant to imagine and write two reasons that might lead the character to start volunteering.  Sharing and Group Discussion: ask the participants to share with the group what they imagined about the character and why they chose  those reasons.  The trainer presents different types of motivations for volunteering (functionalist Theory Clary et Al (1998) putting the different motivations of the characters into categories (values, understanding, social, protection, career, promote self-esteem, career)  Debriefing: there are no right or wrong motivations for volunteering, each person has different motivations at different stages of his/her life and they can be different depending of the type and context of the voluntary work. |
| **Resources** | Little colourful sheets of paper with the characters  Presentation of Functionalist Theory (Clary et AL 1998) |
| **Equipment** | Pens and/or colour pencils.  White board |
| **Timing/Duration** | **Min:  15 mins** |
| **Max: 25 mins** |
| **Comments & Tips** | **Trainer:** try to choose controversial characters to discuss opposing attitudes and reasons for volunteering. |

**Module 1.1 : Unit 2**

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| --- | --- |
| **Unit title** | **My motivations for volunteering** |
| **Introduction, specific objectives of the unit** | In this unit the participants will reflect on their own motivations for volunteering |
| **Inputs** | In circle, in pairs |
| **Activity** | **Activity A : Flower´s Power** |
| **References and further resources** |  |

**Learning Activity A**

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| **Activity A** | **Flower´s Power** |
| **Setting** | In circle, in pairs |
| **Activity Description** | Each participant is given two flower petals.  Ask each participant to reflect for a few moments on one or two   personal motivations for volunteering and then ask them to write them down, one on each petal.  Put the participants into pairs  Ask each pair to share their motivations with each other  Join the group together again and ask the participants to stand up and join all the petals together in the same big paper flower.  Debriefing:  Ask the participants how it felt to reflect on their own motivations and to hear about the colleagues motivations. |
| **Resources** | Real flowers and paper flower petals |
| **Equipment** | Glue |
| **Timing/Duration** | **Min: 20 mins** |
| **Max: 30 mins** |
| **Comments & Tips** | **Trainer:** can be done with paper petals or with real flowers |
| **Participants:** |

# Module 1.2 : Motivations for volunteer work

## Introduction to Module 1.2

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| This module is about motivations for volunteer work. Marketing volunteering; adapting actions to local needs; adapting volunteering to personal expectations; using one’s own skills  At the end of this module, participants will be able to:   * Define their areas of interest and personal aspirations, * Recognise their social skills, * Measure the benefit of common action   List of all units covered in the module :   * **Unit 1: Which motivations and which volunteer’s profile?**   Activity A: Which kind of motivations and which kind of volunteer? |



## Learning Activities for Module 1.2

**Module 1.2 : Unit 1**

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| **Unit title** | **Which motivations and which volunteer’s profile?** |
| **Introduction** | This module aims to understand the personal expectations of the participants (a wish to feel useful, preservation of social links, legal obligation, preparation of occupational retraining, social gratitude, assumed altruism, etc.); But it also aims to understand the  deep motivations sometimes on the basis of their commitment. In the same way, it can be useful for each person to see in what context they could volunteer, according to their personal experience, their social skills and of skills-jobs. |
| **Inputs** | Individual and collective decision |
| **Activities** | **Activity A : Which kind of motivations and which kind of volunteer?** |
| **References and further resources** |  |

**Learning Activity A**

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| --- | --- |
| **Activity A** | **Which kind of motivations and which kind of volunteer?** |
| **Setting** | Individual and collective decision |
| **Activity Description** | Non formal methods  Easy adaptation of the activities to other languages  Potential ownership by different national situations  **1st PART (100 minutes)**  **1. Who are you ?** – Everyone chooses a Dixit card and comments on his choice. (15 mn)  **2. Your Maslow Pyramid - The volunteers make their own pyramid with pre-cut answers - 15 mn +  Can this pyramid evolve, according to the period, the place, the country ? - 5 mn**  Very few people know the order of the pyramid, in the way it was conceived by the sociologist who invented it. Every participant is invited to compose his own pyramid. The trainer observes, at first, the needs of the participants. Secondly, following comments on the priority of the needs to satisfy (the pyramid changes according to periods, countries, social classes, etc.), an exchange with the participants allows the trainer to understand the different worlds experienced by the participants  **3. When do you feel useful? Post it. – 15 mn**  In this animation, the participants are invited to express their feelings on a post-it, which allows them to put forward what they think they can bring to the others.  **4. What is diversity in volunteering? Collective brain-storming about the possible motivations of a voluntary commitment - 20 mn**  The trainer collects the results of the discussion, writes carefully on the board every motivation expressed, reformulates if needed, the motivations expressed by the Seniors. Non-exhaustive list of the categories: altruistic, fascinated, entrepreneur, citizen, etc.  **5. You meet Aladdin and his lamp… 3 wishes for the world surrounding you. Post it. 15 mn**  In a spontaneous way, the participants are invited to express 3 wishes on a post-it. They show their vision of the world, their understanding of its challenges so the trainer can easily  compose the portrait of every participant.  **6. I loved it ! What did you appreciate in your professional activities? Post-it - 15 mn**  Again using post-its, each participant is invited to write about his professional talents, but from the angle of personal satisfaction (a prerequisite essential to voluntary commitment). The trainer, but also the participants, have now a more complete portrait of the others.  **SECOND PART (100 minutes)**  **Return on the previous session - 15 min**  To make the link with the previous session, each participant is invited to « profile » all the other volunteers in a category of a volunteer type (entrepreneur, altruistic, etc.) seen previously.  **1. What are your areas of interest? Individual and group activities. Post it – 15 mn - If necessary, the organizer helps by asking questions.**  The volunteering will be more successful if the volunteer finds a commitment close to his areas of personal interest.  **2. A small word on the back … Every participant writes on a post-it what he likes, admires or appreciates about his neighbour on the right and sticks it on his back ; the left neighbour reads the post it – 15 min**  We often have some difficulties in evaluating or in imagining to whom we could be useful. This exercise, done with due care and consideration, allows each person to have a better vision of his or her strengths.  **3. The good place for your neighbour ? By whom and where the talents of your right neighbour could be appreciated ? – 15 min – Brainstorming**  This activity allows collective creativity to be applied: everyone has experience of specific environments, specific business sectors, the knowledge of particular social needs. General brainstorming.  **4. Draw your networks - drawing to be completed - 15 mn**  Using a document prepared by the trainer (drawing of the network of a person), every participant illustrates and explains what are his networks.  **5. For what benefit and for whom could we do a collective action? What benefits do we get from collective action? - 20 mn - Moving debate.**  The trainer invites each of the participants to give their answer, alternately. Other participants line up behind the one who spoke if they agree or move away if they do not agree with the answer. The trainer makes a list on the board. It allows everyone to become aware of the different social aspirations motivating people to volunteer.  **Evaluation**  Using a document representing a balance "For and Against", every participant is invited to fill it in, listing the good sides of the animation and the bad sides. |
| **Resources** | Needs : Dixit cards, special Maslow pyramid, post it, big paper sheets  Handbook of “the kind of volunteer I am?”  Information provided i.e. Presentation, demo, handout etc |
| **Equipment** | Table, chairs |
| **Timing/Duration** | **Min: 120 mins** |
| **Max: 180 mins** |
| **Comments & Tips** | **Trainer :**   * With some experience of facilitating groups * Native language * Able to understand and talk about the local situation |
| **Participants :**   * 8 persons (ideal); between 6 and 10 persons * all publics |

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# Module 2 : Intergenerational volunteering

## Introduction

This module looks at activities to highlight the importance of Intergenerational volunteering. Intergenerational volunteering can be a good way to strengthen the cohesiveness of society, increase tolerance, understand the needs of different age groups and find opportunities for spending free time usefully and making a contribution to society.

The possibilities for intergenerational volunteering can have two effects, one being to aid the transfer of specialist knowledge, the second being connected to flexible working in the voluntary sector.

Senior volunteering can be organised to facilitate the transfer of specialist knowledge from seniors to children and youngsters and vice versa. There are a lot of skills and knowledge that seniors have acquired during their lifetime that can be useful for younger generations, for example, various handicrafts, cooking, sharing memories etc, as well as organising activities in schools, kindergartens and youth centres. It can be useful both ways, as there are a lot of skills and knowledge that children and youngsters possess that can be useful, for example, IT skills, new approaches and information-gathering etc.

There are a lot of voluntary work opportunities that are both interesting and suitable for children, young people, middle generation and seniors. In our experience the best opportunities where different generations work shoulder-to-shoulder are at big events, for example, preparing and working for local or seasonal festivals, decorating and preparing the city`s environment.

* **Module 2.1 : Intergenerational volunteering**
* **Module 2.2 : Intergenerational meeting**

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# Module 2.1 : Intergenerational volunteering

## Introduction to Module 2.1

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| At the end of this module, participants will be able to:   * Find out about intergenerational volunteering in their community * Get to know about intergenerational volunteering benefits * Reflect on what skills, knowledges and strengths he/she can transfer to younger generations * To participate in non-formal learning activity and reflect   List of all units covered in the module   * Intergenerational volunteering possibilities, potential and benefits * Self-reflection and expression   List of all units covered in the module :   * **Unit 1: Intergenerational volunteering as an opportunity and for mutual benefit**   Activity A: Intergenerational interaction mapping |



## Learning Activities for Module 2.1

**Module 2.1 : Unit 1**

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| **Unit title** | **Intergenerational volunteering as an opportunity and for mutual benefit** |
| **Introduction, specific objectives of the unit** | The objectives of the unit are to find out possibilities for intergenerational cooperation in the community; to reflect on one’s own skills, knowledge and attitudes that can be useful for younger generations; to identify which skills, knowledge and attitudes are valuable and can be learned from younger generations |
| **Inputs** | Group & Individual work |
| **Activity** | **Activity A : Intergenerational interaction mapping** |
| **References and further resources** |  |

**Learning Activity A**

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| **Activity A** | **Intergenerational interaction mapping** |
| **Setting** | Group & Individual work |
| **Activity Description** | * At first, participants (senior volunteers) work in a whole group together. On flipchart paper (on a floor or desk) they draw a schematic map of their own community (town, city, municipality, as applicable). They discuss and on the map they mark places where are located organisations/institutions that work with children/youngsters (schools/pre-schools/youth centres/organisations etc.). This part of the activity could take 15 minutes. * In the second part, seniors have to think on their own, what skills and knowledge they have that could be interesting and useful to share with young people, e.g. a special language or dialect knowledge, crafts, historical knowledge, old-school team building games. The trainer can facilitate this activity and give examples, because sometimes it is difficult for seniors to recognise that they possess skills and knowledge that can be interesting for someone else. Seniors randomly write these skills and knowledge on A4 paper. (10-15 minutes) * The last task is to link which places, marked on the map, might find seniors’ skills and knowledge useful and transferable. For example, senior Linda writes her name on a post-it and that she knows how to weave. She thinks that this skill could be useful to share with young people in a local crafts club, so she sticks it on the map. At the end when all participants have linked their skills and knowledge to the map, the trainer discusses the results, makes a summary and participants can see the common skills they own and can do some activities in the group. (10-15 minutes) |
| **Resources** |  |
| **Equipment** | Comfortable room, chairs  Flipchart paper and desk, post-its, flomasters, A4 paper |
| **Timing/Duration** | **Min: 35 mins** |
| **Max: 45 mins** |
| **Comments & Tips** | **Trainer :** non-formal education trainer |
| **Participants :** senior volunteers, approx. 15 participants per group |

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# Module 2.2 : Intergenerational meeting

## Introduction to Module 2.2

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| This module looks at intergenerational meetings, at the end of this module, participants will be able to:   * Observe their own local environment to identify where social needs are not being met * Acquire perspective about “young” and “older” people * Visualise how to mobilise a local network   Identify local and transgenerational needs; build concrete projects  List of all units covered in the module   * **Unit 1: To motivate people for intergenerational volunteering**   Activity A: Intergenerational meeting |



## Learning Activities for Module 2.2

**Module 2.2 : Unit 1**

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| --- | --- |
| **Unit title** | **To motivate people for intergenerational volunteering** |
| **Introduction, specific objectives of the unit** | To consider intergenerational volunteering; to motivate seniors for collective action; to visualise concrete activities for different ages; to meet the needs of our locality  The elderly are part of our lives, even if the evolution of our societies breaks old intergenerational bonds. It is necessary to convene this meeting and to gather together in the same group both young people and older people so that active persons and pensioners can escape categorisation. The animations conceived and presented below thus abandon the notion of a composite group from the point of view of age. |
| **Inputs** | Individual and collective discussion |
| **Activity** | **Activity A : Intergenerational meeting** |
| **References and further resources** |  |

**Learning Activity A**

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| **Activity A** | **Intergenerational meeting** |
| **Setting** | Individual and collective discussion |
| **Activity Description** | Trainers discuss with volunteers, reflecting on intergenerational relationships  The elderly are a part of our lives, even if changes in our societies break the old intergenerational bonds. It is necessary to convene this meeting and to gather together in the same group young people and older people so that active persons and pensioners can escape from the increasing categorisation of people.  The animations conceived and presented below thus abandon the notion  of a composite group from the point of view of the age.  1**. The ideal city - Drawing the ideal city. In groups of 3 or 4 - 20 mn**  The group is divided into 2 or 3 groups of 3 or 4 people. Every group is given a big sheet of paper and is invited to draw the ideal city. At the end of 15 minutes, every group presents its ideas and comments on the ideas of the others.  **2. What is missing in my city ? - From the previous drawing, to list what is missing - to list - 15 mn**  The trainer creates a list of the "things lacking" which are "social needs". He focuses especially on what is common to all ages.  **3. Before / after - 35 minutes**  Split the participants into  groups of 2. Using images or photos (a house, an office, a family, a factory, a school, etc.) every group is given 2 images and tries to imagine, for each of these themes, what has changed in their  lifetimes. After 20 minutes, the trainer gathers the results of the discussion and opens it to comments. 15 mn.  **4. Together - 30 minutes**  From the list of the needs seen in animation n°2, the Seniors choose one of the needs and work in groups of 2 or 3, to think how best to encourage the participation of every age group. After 20 minutes, the trainer gathers up the results of the discussion and opens it to comments.  30 mn.  **5. For and against - formal Evaluation - 10 mn** |
| **Resources** |  |
| **Equipment** | Large sheets of paper, coloured pencils |
| **Timing/Duration** | **Min: 120 mins** |
| **Max: 150 mins** |
| **Comments & Tips** | **Trainer :**   * Native language * With some experience in facilitating group * Knowledge of local associations * Understanding of local situation |
| **Participants :** from 6 to 10 persons able to understand and express themselves in the language used. |

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# Module 3 : Active citizenship

## Introduction

Civic activity is a concept that includes many different types of activities, but usually we tend to associate it with political activity. However, from the point of view of the "Local and International Active Seniors" project, active citizenship should be perceived much more broadly - i.e. as all kinds of activities undertaken for the well-being of society and the natural environment.

Examples of activities:

* occurrence of associations and non-governmental organisations,
* self-organisation of informal groups of citizens to solve local problems,
* participation in a non-governmental organisation,
* volunteering,
* local activity of a political party
* informal political participation, e.g. a demonstration,
* performing a function in local government,
* participation in elections.

The aim of the module devoted to active citizenship is to teach potential volunteers what exactly it means to be an active citizen and what they can do to act proactively for their local communities, especially through participation in volunteering. An important element of this process is to make them aware that each of them has already undertaken pro-social activities, often without realising the importance of the actions taken by them. To illustrate the variety of forms of civic activity, a 5-level classification has been introduced that takes into account scale and scope of actions:

* Activities focused on self-development (eg participation in a senior club, training, university of the third age ...)
* Activities on a microscale (eg feeding animals, helping a neighbour in shopping, caring for a sick family member / neighbour)
* Activities for the local community (eg cleaning the housing estate, building a playground, organising free time for single people, building bird feeders, etc.)
* Organised activity (I act in an organisation whose mission is important to me and I take part in the implementation of its tasks)
* Activities on a macroscale (I participate in activities concerning problems of the whole society - eg women's rights, ecology, violation of human rights - by signing petitions, participation in public protests, participation in public debates - also through social media, participation in social and charity actions for example, a letter-writing marathon organised by Amnesty International, etc.).

The workshop participants will learn how diverse are the possibilities of undertaking volunteering activities in their closest environment, which institutions are involved in the organisation of volunteering, what infrastructure is available. They will diagnose local problems in the context of searching for possible solutions and planning potential actions. In addition, future volunteers will submit themselves to self-reflection about their own potential as social activists - their experience, past activities and their motivation to take action for the benefit of others.

This module looks at activities to highlight the importance of Active Citizenship.

* **Module 3.1 : Know your community and celebrate it**
* **Module 3.2 : Who am I as a citizen and how to use this knowledge**

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# Module 3.1 : Know your community and celebrate it

## Introduction to Module 3.1

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| In this module participants should expect to learn about their community, what being an active citizen means, what volunteering opportunities there are in the community and how volunteering is celebrated.  At the end of this module, participants will know:   * More about what volunteering is available in their community * What an active citizen is * How to be valued as a volunteer   List of all units covered in the module   * **Unit 1 : What is available in your community**   Activity A : Globingo  Activity B : Four words  Activity C : Community mapping   * **Unit 2 : How to be valued as a volunteer**   Activity A : Celebrating volunteering  Activity B : Bad volunteer management |



## Learning Activities for Module 3.1

**Module 3.1 : Unit 1**

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| **Unit title** | **What is available in your community** |
| **Introduction, specific objectives of the unit** | In this unit you will learn what being an active citizen means, what volunteering opportunities there are in the community. |
| **Inputs** | Individual, walking around  Small group discussion |
| **Activities** | **Activity A : Globingo**  **Activity B : Four words**  **Activity C : Community Mapping** |
| **References and further resources** |  |

**Learning Activity A**

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| **Activity A** | **Globingo** |
| **Setting** | Individuals, walking around |
| **Activity Description** | Each participant has a “Globingo sheet” and is asked to walk around the room. They go around asking each other questions on the “Globingo sheet” trying to find people who say yes to the question and ticking the question off.  **Example questions being “I have volunteered before”,“I live in xxx area”, “I have a dog”**  Once they have found a person to answer each question they can shout out “Bingo”  (10-15 mins)  Go through the exercise and explain that many of us in the group have connections. |
| **Resources** | Globingo sheet |
| **Equipment** | Pens |
| **Timing/Duration** | **Min: 15 mins** |
| **Max: 30 mins** |
| **Comments & Tips** | **Trainer :** Might have to give an example. The questions can be adapted to the group. |
| Participants : |

**Learning Activity B**

|  |  |
| --- | --- |
| **Activity B** | **Four words** |
| **Setting** | Individual work/group work, sitting |
| **Activity Description** | Individuals think of 4 words which are the most important characteristics of an active citizen by filling in the 4 sentences as  “A real active citizen should be …………..” (10 mins)  Then pair people up and between them, they need to agree on 4 words from their answers (10 mins)  Then ask the pairs to join up as two groups (4 & 6) and again agree on 4 words (10 mins)  Then ask the 2 groups to come together and agree on 4 words (10mins)  Summarize the answers on flip chart paper, how did people feel and do you think we have fully captured what an active citizen is? (10 mins) |
| **Resources** |  |
| **Equipment** | Pens and Paper  Flip chart |
| **Timing/Duration** | **Min: 50 mins** |
| **Max: 120 mins** |
| **Comments & Tips** | **Trainer :** Might have to give an example if the group do not start easily. |
| Participants : |

**Learning Activity C**

|  |  |
| --- | --- |
| **Activity C** | **Community Mapping** |
| **Setting** | In small groups (3-4), sitting |
| **Activity Description** | In small groups, look at a map of their area. Ask them to identify   * What services and facilities the community has? (Blue) * What skills the community has? (Green)   Highlight the areas on the map in the colours highlighted above  (10 mins)  Now ask the group to express an emotion about different parts of the community   * See emotion sheet (10 mins)   Now ask the group what parts of the community need improving   * Highlight these area in red (10 mins)   As group discuss how these areas could be improved  At the end bring the groups together and summarise what has been talked about (15mins)  Note activity can be expanded by the participants drawing their own map |
| **Resources** | Map & emotions list  <https://drive.google.com/file/d/1nZXFKdyt0hG1qGnRJZy-sjHGvl7juCAU/view?usp=sharing>  <https://drive.google.com/file/d/1rEoC5FkMBtZxoSgvcAx--biGJdGq-aYJ/view?usp=sharing> |
| **Equipment** | Pens and post it notes  Flip chart |
| **Timing/Duration** | **Min: 45 mins** |
| **Max: 90 mins** |
| **Comments & Tips** | **Trainer :** |
| Participants : |

**Module 3.1 : Unit 2**

|  |  |
| --- | --- |
| **Unit title** | **How to be valued as a volunteer** |
| **Introduction, specific objectives of the unit** | In this unit you will learn how the community can value volunteering and how bad management of volunteering can be prevented. |
| **Inputs** | Group Discussion |
| **Activities** | **Activity A : Celebrating volunteering**  **Activity B : Bad volunteer management** |
| **References and further resources** |  |

**Learning Activity A**

|  |  |
| --- | --- |
| **Activity A** | **Celebrating Volunteering** |
| **Setting** | Group Discussion |
| **Activity Description** | A question and answer session where a long serving volunteer comes in and talks about what volunteering they do, why they volunteer, what they get from volunteering and how they feel appreciated as a volunteer.  (15 mins)  Get them to think about **“How they would celebrate volunteering”.** by asking them to think about how people in their private and work lives have shown appreciation of their work. Get them to use post it notes and write one idea per post it note and post on a flipchart  (10 mins)  Summarise the findings into groups  (10 mins) |
| **Resources** |  |
| **Equipment** | post it notes, pens, flip chart |
| **Timing/Duration** | **Min: 35 mins** |
| **Max: 60 mins** |
| **Comments & Tips** | **Trainer :** Tips could include what they can do to celebrate, such as having dinner once a year where all the volunteers are invited and are presented with a certificate of recognition. |
| Participants : |

**Learning Activity B**

|  |  |
| --- | --- |
| Activity B | Bad Volunteer management |
| **Setting** | Group discussion |
| **Activity Description** | Watch a video where bad management of an volunteer is highlighted. <https://www.youtube.com/watch?v=lvrDWUecV2c> (5 mins)  Then as a group ask questions like   * What was wrong? * What could have been done to appreciate the volunteer?   (15 mins)  Summarise ideas (10 mins) |
| **Resources** |  |
| **Equipment** | Flip chart, pens, projector and laptop |
| **Timing/Duration** | **Min: 30 mins** |
| **Max: 60 mins** |
| **Comments & Tips** | **Trainer :** |
| Participants : |

A close up of a flag

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# Module 3.2 : Who am I as a citizen and how to use this knowledge

## Introduction to Module 3.2

|  |
| --- |
| In this module, participants will learn about active citizenship, what their resources are, which ones they can use to act for the benefit of the local community and how to plan such activity based on their knowledge and experience.  At the end of this module, participants will be able to know:   * their resources in the context of taking social action * what is an active citizenship * how to effectively plan activities for the benefit of the local community   List of all units covered in the module   * **Unit 1 : What are your resources in the context of taking social action**   Activity A : Resources collection  Activity B :Your timeline   * **Unit 2 : How to plan activities for the benefit of the local community**   Activity A :The variety of forms of active citizenship  Activity B : Metaplan |



## Learning Activities for Module 3.2

**Module 3.2 : Unit 1**

|  |  |
| --- | --- |
| **Unit title** | **What are your resources in the context of taking social action** |
| **Introduction, specific objectives of the unit** | In this module you will learn about the resources that you can use to act for the benefit of the local community |
| **Inputs** | Individual work  Group discussion  Brainstorm |
| **Activities** | **Activity A : Resource collection**  **Activity B : Your timeline** |
| **References and further resources** |  |

**Learning Activity A**

|  |  |
| --- | --- |
| **Activity A** | **Resource collection** |
| **Setting** | Individual work, group discussion |
| **Activity Description** | The coach uses tape on the wall to create a template of a traditional wardrobe - walls, shelves, drawers ... Each shelf corresponds to one area, marked with a suitable colour, eg:  VALUES: WHAT IS IMPORTANT FOR ME IN LIFE (blue)  MY CONTACTS: INTERESTING, IMPORTANT PEOPLE WHO I KNOW, ORGANISATIONS, INSTITUTIONS, FORMAL AND INFORMAL GROUPS, etc. (green)  KNOWLEDGE: WHAT IS MY SPECIALISATION? (yellow)  SKILLS - WHAT ARE MY SPECIAL SKILLS? (violet)  MY SOCIAL EXPERIENCE (red)  Students receive colourful cards (at least 5 for each area colour), on which they write their resources for each area. After completing the task, each participant glues their cards with the resources in the appropriate drawers. After finishing the whole group stands in front of the "wardrobe", reads the saved answers and together with the trainer discusses the potential of the group in the context of social activity. |
| **Resources** | The outline of the wardrobe |
| **Equipment** | coloured sticky notes  painting tape  coloured A4 sheets (for marking areas)  markers  pens |
| **Timing/Duration** | **Min: 45 mins** |
| **Max: 90 mins** |
| **Comments & Tips** | **Trainer:** Might have to give an example |
| **Participants :** participants refer only to his or her own resources |

**Learning Activity B**

|  |  |
| --- | --- |
| **Activity B** | **My timeline** |
| **Setting** | Individual work, group discussion, brainstorm |
| **Activity Description** | Each person is guided by different values in life, for each person different things are important. This hierarchy of values is reflected by the actions we take as we all are motivated by different factors - this also applies to voluntary activities. These factors can be diverse - willingness to help, the need to do good deeds, but also - above all in the case of seniors - the need to be in a group of people like themselves. It is very important that the person who wants to participate in volunteering is fully aware of what stimulates him to act. This will allow them to choose the form of action according to what is important to them. Thanks to this, their involvement in volunteering will last longer. Unfortunately, very often people are not aware of the sources of their motivation, because they never considered it - there was no time or need. The goal of the "your timeline" exercise is to discover these sources. Thanks to the analysis of important life events and emotions that accompanied them, we can determine what motivated us, what pushed us to take action or make important decisions. These can be positive as well as negative factors (eg my friend's illness caused me to start raising money for his treatment). In addition, people participating in the exercise can observe what are the motivations of others, which can be an inspiring experience. As the main goal of the module is to acquire the ability to plan voluntary activities, the final part of the exercise is to work in a group to choose the courses of action corresponding to the motivations of different team members. In this way, future volunteers will be able to make conscious decisions about their work as volunteers and create their own actions, corresponding to their experiences and values  1. The trainer gives out 3 A5 cards for each participant and instructs them to write out clearly the three most important life experiences that made them decide to engage in community affairs or, more broadly, "being active". It should be noted that the activities are inspired by both positive experiences (I became the chairman of the school self-government or I joined the retiree's circle) and negative (divorce, sick person in the family).  2. While the participants prepare examples on the cards, the trainer prepares the axis in the middle of the room (using a masking tape), setting approximate periods of life (should be printed on pieces of tape marking their positions on the axis) as shown in the figure below:  https://lh3.googleusercontent.com/w4wsI1oXOQ97mAc_FFIRmhyT1shsQcCsb3ZoqfLJO_TuJ7viK4WnZNf5jv_H0qjPvHrS5mHndGRcCyJUrBfpcJpvagIQSN6R6u43ROWDLGIWV39DFWrzR56sIbFQC8b0apgJWcmV  3. Each participant spreads his pages on the left side, and at the appropriate height of the axis corresponding to the period and "colouring" experience, briefly commenting on it.  4. After the presentation, the trainer conducts a short discussion - he asks what motivated them to these actions, e.g. willingness to help, self-fulfillment, being in the group, appreciation, etc. The trainer describes these motivations on a flipchart, then asks what else can motivate people to act. A common catalogue of motivations for activity is created.  5. The trainer divides participants into groups and gives each of them 2-3 motivators from the catalogue. Groups are to think about what actions they would propose to others to respond to these needs: eg willingness to be in a group - creation and implementation of joint projects, participation in training, etc.  6. Together or in groups, we create one event / venture that meets the needs of many people. |
| **Resources** |  |
| **Equipment** | Flipchart  Markers  A5 cards  Painting tape |
| **Timing/Duration** | **Min: 60 mins** |
| **Max: 120 mins** |
| **Comments & Tips** | **Trainer:** Might have to give an example |
| **Participants :** participants refer only to their own experiences |

**Module 3.2 : Unit 2**

|  |  |
| --- | --- |
| **Unit title** | **How to effectively plan activities for the benefit of the local community** |
| **Introduction, specific objectives of the unit** | In this module you will learn more about active citizenship and how to plan social activities based on your knowledge and experience. |
| **Inputs** | Individual work  Group discussion |
| **Activities** | **Activity A : Forms of active citizenship**  **Activity B : Metaplan** |
| **References and further resources** |  |

**Learning activity A**

|  |  |
| --- | --- |
| **Activity A** | **Forms of active citizenship** |
| **Setting** | Individual work, group discussion |
| **Activity Description** | The exercise starts with a discussion on what types of social activity are known among participants. Next, the trainer conducts a mini lecture on various forms of social activity, i.e .:  1. Activity focused on self-development (eg participation in a senior club, training, university of the third age ...)  2. Activity on a microscale (eg feeding animals, helping a neighbour with shopping, caring for a sick family member / neighbour)  3. Unusual activity for the closest local community (eg cleaning the housing estate, building a playground, organising free time for single people, building bird feeders, etc.)  4. Organised activity (I act in an organization whose mission is important to me and I take part in the implementation of its tasks)  5. Activity in macroscale (I participate in activities concerning problems of the whole society - eg women's rights, ecology, violation of human rights - by signing petitions, participation in public protests, participation in public debates - also through social media, participation in social and charity actions for example, a letter-writing marathon organized by Amnesty International, etc.)  Then the trainer glues five sheets of flipchart to the walls, each one related to one type of social activity. The participants are asked to write down the actions they undertook within individual areas (on the sticky notes), but they also mark activities in which they would like to take part, but they did not consider it earlier.  At the end of the exercise, the trainer conducts a discussion about:  - which areas are dominant and where the involvement is smaller  - what are the reasons?  - what are the barriers to undertaking social activity?  - how to break these barriers?  - how can I use my resources to take part in activities I have not undertaken before? |
| **Resources** |  |
| **Equipment** | coloured sticky notes  flipchart  markers  pens  optional - multimedia presentation with a description of various areas of civic activity with examples + projector |
| **Timing/Duration** | **Min: 60 mins** |
| **Max: 90 mins** |
| **Comments & Tips** | **Trainer:** Prepare an interesting presentation with examples of inspiring social activities and actions – local and international |
| **Participants :** |

**Learning Activity B**

|  |  |
| --- | --- |
| **Activity B** | **Metaplan** |
| **Setting** | group discussion, brainstorm |
| **Activity Description** | The subject of whole training module is “who am I as a citizen and how to use this knowledge to act”. This means that its aim is not only to transfer knowledge about what active citizenship is, but also to systemize the knowledge about local society and its problems and then use it to find solutions or plan specific actions.  The purpose of the Metaplan method is to look at the problem from many points of view and focus primarily on the search for a common solution. It encourages reflection and increases the ability to analyze and evaluate facts. I chose this method because I see many advantages of its use:   * + gives a broad view of the problem   + teaches cooperation   + gives the opportunity to speak to each member of the group   + prepares for research work   + arouses interest and commitment of each group member   + teaches inference and precise expression of thoughts   + teaches the ability to analyze and organize information   + teaches accuracy and diligence   + teaches planning   + systematizes knowledge   + gives the opportunity to compare views of group members   + it complements the participants' knowledge on a given topic   + increases work efficiency.   During the metaplan discussion, its participants try to look at the problem from different angles, which finally leads them to find an optimal solution.  METPLAN POSTER STRUCTURE  https://lh3.googleusercontent.com/MsuT6brDif06DUuB8loIYq-K1cM5jqA3C5XnUTLogjyr_fFKwbvgYwhNODuDl8bjqDf8OHNvWTPrpDL1jhOUA0hdmy_APgx2gFYqf5nQ2rHJ6IhI-R6SS1hgWrnBfbFXH9U67aKS  METAPLAN - a method of discussion during which the participants together create a poster to provide a graphic interpretation of this discussion. The metaplan discussion can be carried out in a large group or in small teams.  Elements needed to conduct the metaplan discussion:  - a rectangular board to which a sheet of paper can be pinned using pins  - grey wrapping paper with dimensions of 145 / 122cm  - cards in three bright colours with shapes:  OVAL - ideas are written on it (which can be grouped), problems and questions  https://docs.google.com/drawings/d/sUAyXx4Z0BqBe-TFMZDVW9Q/image?w=167&h=66&rev=1&ac=1&parent=1H1mjVpxVg5DHy0fJujAFmJIOWsfCKI9SAgW6PPJ9Md0https://docs.google.com/drawings/d/sNKGTrmYTXp8DByncKeWvXw/image?w=167&h=66&rev=1&ac=1&parent=1H1mjVpxVg5DHy0fJujAFmJIOWsfCKI9SAgW6PPJ9Md0 CIRCLE - to describe facts, describe the existing state, to create structures - networks  https://docs.google.com/drawings/d/sWuOluVXV-2JuILi8Ipevog/image?w=105&h=91&rev=1&ac=1&parent=1H1mjVpxVg5DHy0fJujAFmJIOWsfCKI9SAgW6PPJ9Md0https://docs.google.com/drawings/d/sAKwrVJ5FQNKFk5N3znPe8A/image?w=105&h=91&rev=1&ac=1&parent=1H1mjVpxVg5DHy0fJujAFmJIOWsfCKI9SAgW6PPJ9Md0https://docs.google.com/drawings/d/sQdp0EgUWTcbKwkCayjLOSA/image?w=105&h=91&rev=1&ac=1&parent=1H1mjVpxVg5DHy0fJujAFmJIOWsfCKI9SAgW6PPJ9Md0 RECTANGLE - conclusions and final tasks are written on ithttps://docs.google.com/drawings/d/srXS-E1ZxLu9UtynbwLeVIg/image?w=158&h=75&rev=1&ac=1&parent=1H1mjVpxVg5DHy0fJujAFmJIOWsfCKI9SAgW6PPJ9Md0https://docs.google.com/drawings/d/sD9mThKCTZmQchHIBxTcjkg/image?w=158&h=75&rev=1&ac=1&parent=1H1mjVpxVg5DHy0fJujAFmJIOWsfCKI9SAgW6PPJ9Md0 CLOUD - the subject of the discussion is written on it  https://docs.google.com/drawings/d/sxqw-Jz35JcWMNOTeFZifaA/image?w=306&h=106&rev=1&ac=1&parent=1H1mjVpxVg5DHy0fJujAFmJIOWsfCKI9SAgW6PPJ9Md0  Rules for creating a poster:   * The poster field must be divided into areas:   How it is - a description of the current state is placed on the sheets in the shape of a circle;  How it should be - information about the ideal condition is placed in the rectangle;  Why it is not as it should be - information on the causes of differences between the current state and the ideal is placed on the oval-shaped sheets;  Conclusions - placed on cards in the shape of a rectangle of thoughts, which should serve as a stimulus for further action.  At the top of the poster, the topic of the debate is written in big letters on the cloud. It should be formulated in a clear way, as a questioning phrase - as a problem to be solved. Participants will write down their thoughts in a short form and pin pages to the sheet. Then there will be a poster presentation phase that needs to be discussed. After the discussion, all the cards are stuck to the grey paper and the resulting poster will be used for further work. It is important that the subtitles on the pages are clear and legible for everyone. To do this, use thick writing markers, and reduce the number of words to a minimum, giving only the merits of the case. |
| **Resources** |  |
| **Equipment** | - a rectangular board to which a sheet of paper can be pinned using pins  - grey, wrapping paper with dimensions 145 / 122cm  - cards in bright colours with shapes: clouds, ovals, circles and rectangles  - markers |
| **Timing/Duration** | **Min: 60 mins** |
| **Max: 120 mins** |
| **Comments & Tips** | **Trainer:** prepare cards in the shapes described before the start of the workshop |
| **Participants :** |

# Module 4 : What volunteers should expect from volunteering (framework, health & safety, policies)

## Introduction

When a volunteer starts a volunteering opportunity they might have their own reasons for choosing that organisation, but what they should expect from the organisations should be consistent. At present there are some guidelines in some countries as to what volunteers should expect when volunteering, but in some cases there are no formal guidelines. In this module we look at what is important when looking at volunteering opportunities, your rights and what you can ask for and expect.

* Even when you are volunteering you still have rights
* To work in a healthy and safe environment​
* An induction or orientation session​
* A role description​
* Training and supervision​
* Protection by appropriate insurance​
* Holidays

Also it should be by mutual agreement, so the volunteer should consider the following points

* Is the opportunity right for them
* Do they understand what is expected of them
* Do they understand what the organisation can provide them

This module is about “What you expect when volunteering”, “Volunteer management” and “What volunteers should expect from volunteering (framework, health and safety, policies)”.

This module looks at activities to highlight the importance of Active Citizenship.

* **Module 4.1: What you expect when volunteering**
* **Module 4.2 : Volunteer management**
* **Module 4.3 : What volunteers should expect from volunteering (framework, health and safety, policies)**

A group of people standing in the grass

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# Module 4.1 : What you expect when volunteering

## Introduction to Module 4.1

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| In this module participants should expect to learn about what an organisation should provide for them and what they should expect from volunteering.  At the end of this module, participants will know:   * What organisations should provide * What they should expect to be provided when volunteering   List of all units covered in the module   * **Unit 1 : What they think an organisation should provide**   Activity A : Your Say   * **Unit 2 : What an organisation should provide**   Activity B : Guidelines |



## Learning Activities for Module 4.1

**Module 4.1 : Unit 1**

|  |  |
| --- | --- |
| **Unit title** | **What you think an organisation should provide** |
| **Introduction, specific objectives of the unit** | In this unit the participants will look at what they think an organisation should provide |
| **Inputs** | Group Discussion |
| **Activity** | Activity A : Your Say |
| **References and further resources** |  |

**Learning Activity A**

|  |  |
| --- | --- |
| **Activity A** | **Your Say** |
| **Setting** | In pairs, sitting |
| **Activity Description** | In pairs talk about what they expect organisations to provide when volunteering. Ask them to write their ideas down on post it notes  After 5 mins, bring the group back to together and ask each pair to present their thoughts.  Post the post it notes on to a flipchart |
| **Resources** | No additional material |
| **Equipment** | Pens and post it notes  Flip chart |
| **Timing/Duration** | **Min: 20 mins** |
| **Max: 45 mins** |
| **Comments & Tips** | **Trainer :** Might have to give an example such as introduction to the organisation |
| Participants : Try to pair people with similar interests |

A group of people standing in the grass

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**Module 4.1 : Unit 2**

|  |  |
| --- | --- |
| **Unit title** | **What an organisation should provide** |
| **Introduction, specific objectives of the unit** | In this unit the participants will hear about what an organisation should provide and explore what they think this means to them when they volunteer |
| **Inputs** | Presentation |
| **Activity** | **Activity A : Guidelines** |
| **References and further resources** |  |

**Learning Activity A**

|  |  |
| --- | --- |
| **Activity A** | **Guidelines** |
| **Setting** | In small groups of 3/4, sitting |
| **Activity Description** | Start by showing them the bullets points for the 6 point promise   * Planning for volunteer involvement * Recruitment process * Induction * Support and safety * Training and personal development * Involving, rewarding and recognising volunteers   In small groups of 3-4, get them to talk about 2 points for each group on what the promise means to them. The group writes the feedback on flipchart.  Allow 10 mins  Then the group presents back their findings to the class (15 mins)  Finish off  the activity with the presentation summarising what the 6 point promise is and what sort of basic training the organisation should provide. |
| **Resources** | The 6 point promise presentation |
| **Equipment** | Pens and Flip chart  Computer, projector and screen |
| **Timing/Duration** | **Min: 30 mins** |
| **Max: 45 mins** |
| **Comments & Tips** | **Trainer :** Might have to give an example such as an interview when recruiting |
| Participants : |

# Module 4.2 : Volunteer management volunteering

## Introduction to Module 4.2

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| --- |
| While volunteers will have some information before volunteering, and while they might be motivated and gain benefit, there are some additional tips on what you should expect from voluntary work:  There must be a contact person/voluntary work coordinator to whom you can turn any time regarding work tasks, support, information.  Voluntary work can be short-term (for an exact event, a specific task) or long-term. In the case of long-term volunteering, it is better to conclude an agreement or contract to set a framework regarding such issues as volunteering period, work tasks, insurance, results, certificates etc.  If it is important for a person’s career and professional growth, you can ask the hosting organisation to issue a document that proves participation and skills, knowledge and attitudes gained in the voluntary work. It can be a certificate, attendance letter or other kind of document.  It is important to understand the legislation in the country where you are doing voluntary work. Some countries have a specific law regarding volunteering. Check what legal conditions are set in your country!  Note that voluntary work doesn`t involve a salary but it doesn`t exclude you from receiving some form of benefit or reimbursement for your activity: refunded travel costs, free entrance to the event you are working for, meals etc.  At the end of this module, participants will be able to:   * Recognise what volunteers should expect from voluntary work * Recognise what support they need * Formulate questions they would address to voluntary work coordinators   List of all units covered in the module   * **Unit 1 : Supporting volunteers:**   Activity A: How to support supporters |



## Learning Activities for Module 4.2

**Module 4.2 : Unit 1**

|  |  |
| --- | --- |
| **Unit title** | **Supporting volunteers** |
| **Introduction, specific objectives of the unit** | Support is a significant issue when thinking about volunteers and their expectations. At first, it is necessary to understand the voluntary work cycle (finding volunteers, preparation, activities, evaluation, motivation etc.).  In smaller groups, discuss what kind of support volunteers need at each stage of volunteering and what questions they would address to their hosting/coordinating organisation. |
| **Inputs** | Trainer`s discussion with participants about voluntary work cycle, drawing a schematic circle |
| **Activity** | **Activity A : How to support supporters** |
| **References and further resources** | - |

**Learning Activity A**

|  |  |
| --- | --- |
| **Activity A** | **How to support supporters** |
| **Setting** | Group of 12-20 seniors, with or without previous experience in volunteering. Sitting in circle and working in groups in 4-5 |
| **Activity Description** | * Sitting in a circle, the trainer and participants discuss and clarify the voluntary work cycle and stages, drawing a schematic circle and putting the titles of each stage. (15-20 minutes) * Splitting into groups with 4-5 participants in each, participants discuss in groups: 1. What kind of support they would need at each stage of volunteering and write it on A4 paper. 2. What questions they would like to ask about each stage to the hosting organisation should they become  volunteers. (15-20 minutes) * Coming together in a circle, together with the trainer they discuss the results and write on the schematic circle they have made previously, the tips about support they need. This drawing of the voluntary work cycle/stages and support at each stage can be digitised and given to organisations that host/coordinate volunteers so they are aware of the support that volunteers need. The questions can also be summarised as useful material for hosting/coordinating organisations as a real FAQ list to take into account. (15-20 minutes) |
| **Resources** | - |
| **Equipment** | Chairs, flipchart paper and board, flomasters, A4 papers, chairs |
| **Timing/Duration** | **Min: 45 mins** |
| **Max: 60 mins** |
| **Comments & Tips** | **Trainer :** non-formal education trainer with knowledge of the voluntary work cycle |
| **Participants :** seniors with or without previous experience in volunteering |

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# Module 4.3 : What volunteers should expect from volunteering (framework, health and safety, policies)

## Introduction to Module 4.3

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| In this module, aimed at potential volunteers, it is possible to explore and open a peer discussion on volunteering as a framework: what it can bring to them, what it can reinforce and how it can help overcome personal limitations.  At the end of this module, participants will be able to:   * increase awareness about what volunteering means * express expectations and commitments * contribute to communicating the appeal of volunteering   List of all units covered in the module   * **Unit 1 : What is volunteering**   Activity A: Volunteering can make me .... |



## Learning Activities for Module 4.3

**Module 4.3 : Unit 1**

|  |  |
| --- | --- |
| **Unit title** | **What is volunteering** |
| **Introduction, specific objectives of the unit** | The unit aims to:   * increase awareness about what volunteering means * enable participants to express expectations and commitments * contribute to communicating the appeal of volunteering |
| **Inputs** | No particular setting, divided in little groups |
| **Activity** | **Activity A :  Volunteering can make me…** |
| **References and further resources** |  |

**Learning Activity A**

|  |  |
| --- | --- |
| **Activity A** | **Volunteering can make me…** |
| **Setting** | No particular setting, divided in little groups |
| **Activity Description** | After dividing participants in groups, give them 3 panels with a big + and 3 with a big -. Show them the video of the Red Cross. Show panels with subtitles while the video is playing:  Today I feel + (more)  +  beautiful  +  brave  + tall  + strong  + combative  + good  + tidy  + constructive  + rich  + romantic  + fast  + over to you  Mandate:  If you are interested in volunteering it is because you have some idea of its impact. Let’s skip what you can bring to the others with your volunteering action and **let’s focus on what can happen to you while volunteering**. Create your own idea for an advertisement, like the Red Cross one you have just seen.  The + refers to aspects of you that you can gain or reinforce  The – refers to limits you can overcome thanks to volunteering (i.e. less shy)  Coming back to the full group, share the idea of each group.  Open a discussion about expectations and possible impacts of volunteering, sticking panels on the wall like in a “hall of fame” to keep during all the training. |
| **Resources** | Link to material  <https://youtu.be/Ee9j8dJdl1s> |
| **Equipment** | Video projector, panels (minimum A3 if not larger) |
| **Timing/Duration** | **Min: 60 mins** |
| **Max: 90 mins** |
| **Comments & Tips** | **Participants :** |
| **Trainer :**  Not all the panels have to be used, but no more than the ones given by the trainer |

A group of people standing in the grass

Description automatically generated

# Module 5 : Skill development (teamwork, conflict management etc)

## Introduction

In the framework of the project “Local and International Active Seniors” we approach volunteering as a learning experience. Volunteering means, therefore, that the seniors are involved in new experiences that help them expand their horizons, learn more about themselves and continue growing as human beings.

Volunteering is therefore an opportunity for skills development in a continuous lifelong learning path.

Learning within a volunteering experience is an experience of active education, based on learning by doing that encourages individual reflection as a way of increasing self-awareness on one’s own development. The volunteer assumes an active role for him/herself and for the other people involved.

The volunteers gain valuable life experience and skills, which will certainly have an impact on their personal and professional development. They gain transversal skills such as communication skills, team work, conflict management, language skills, intercultural skills, as well as develop their creativity, flexibility and adaptability.

Volunteering has a huge impact on the learning and skills development of the senior person, particularly when the experience is accompanied of a reflection process that makes the senior become more aware of his/her knowledge, attitudes and skills developed. In fact, John Dewey, an American philosopher, psychologist, and educational reformer, affirmed “We do not learn from experience... we learn from reflecting on experience”.

Based on research from the World Economic Forum we have identified 8 key areas of development that can be fostered by volunteering experience at local or international level:

1. Communication and use of information technologies;

2. Working with others;

3. Critical reflection and problem solving;

4. Creativity and entrepreneurship;

5. Attitudes for work performance (Responsibility, flexibility and adaptability);

6. Effective organisation;

7. Learning to learn;

8. Management, leadership and developing others.

This module is about skill development through volunteering by looking at “Giving and receiving”, “Teamwork, conflict management” and “Effective communication and planning”.

* **Module 5.1 : Giving and receiving (skills development)**
* **Module 5.2 : Teamwork, conflict management**
* **Module 5.3 : Effective communication and planning**



# Module 5.1 : Giving and receiving (skills development)

## Introduction to Module 5.1

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| This module should raise volunteers’ awareness of what they can do, what they want to contribute and what they would like to develop  At the end of this module, participants will be able to:   * Identify what they consider as their major assets (personal characteristics or skills) * Identify contexts where those assets could be useful * Identify what they would like to gain from a volunteering experience   List of all units covered in the module   * **Unit 1: My assets and where to use them**   Activity A: Gallery of Assets  Activity B: The City Builder   * **Unit 2: My profits**   Activity A: The City Explorer. |



## Learning Activities for Module 5.1

**Module 5.1 : Unit 1**

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| --- | --- |
| **Unit title** | **My assets and where to use them** |
| **Introduction, specific objectives of the unit** | In this unit the participants will look at what they consider to be their major assets and in which contexts they could put them to good use |
| **Inputs** | Personal reflection; Group Discussion |
| **Activities** | **Activity A : Gallery of Assets**  **Activity B : The City Builder** |
| **References and further resources** | Sunderland, M., & Engleheart, P. (2015). Draw on your emotions: Creative ways to explore, express and understand. Speechmark Publishing: London. |

**Learning Activity A**

|  |  |
| --- | --- |
| **Activity A** | **Gallery of Assets** |
| **Setting** | Individually, sitting |
| **Activity Description** | Ask participants to draw or write in the picture frames their personal aspects they consider truly valuable, aspects they think deserve to be framed! These might include personal characteristics, soft skills, or technical skills.  After 10 mins, each participant shares with the group the content of at least 2 frames.  **Discuss** how hard it can be sometimes for people to recognise or state what they value about themselves, and how much richer their contribution to others can be once they know what is the best they have to offer. |
| **Resources** | No additional material |
| **Equipment** | Pens and/or colour pencils.  Activity sheet with 6 images of wall frames. |
| **Timing/Duration** | **Min: 30 mins** |
| **Max: 45 mins** |
| **Comments & Tips** | **Trainer:** Might have to explain what personal characteristics (personality traits) are, as well as soft skills (behavioural skills), or technical skills (to know how to do). |
| If participants are stuck, trainer can add: “If your ‘internal critic’ appears and says things like ‘Don’t be arrogant’ or ‘Don’t boast’, put it on a cloud and let it float away.” |

**Learning Activity B**

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| **Activity B** | **The City Builder** |
| **Setting** | Individually, sitting and moving in the room |
| **Activity Description** | Ask participants to choose 3 frames (from previous activity) they would like to focus on and share the remaining 3 with the neighbour on their right.  Ask each participant to list, **for each of the frames,** at least one context:   * Where they **would like** to apply/offer their own assets * Where they think their neighbour’s assets **could be put to good use**   [The ‘context’ may include places (e.g., hospital) or a certain target-group (e.g., homeless people) that would benefit from the assets]  Ask participants to write each context (no matter the associated asset) on one paper sheet (1 context per sheet). Then, invite them to build a city: distributing the sheets on the floor – those are locations/institutions/people one can find in the city.  **Discuss** how one’s assets can be useful in different contexts. |
| **Resources** | No additional material |
| **Equipment** | Pens and/or colour pencils.  Paper sheets. |
| **Timing/Duration** | **Min: 25 mins** |
| **Max: 40 mins** |
| **Comments & Tips** | **Trainer :** |
|  |



**Module 5.1 : Unit 2**

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| --- | --- |
| **Unit title** | **My profits** |
| **Introduction, specific objectives of the unit** | In this unit the participants will reflect on what they would like to receive, to gain from a volunteer experience (specifically, which skills they would like to develop) |
| **Inputs** | Discussion in pairs |
| **Activity** | **Activity A : The City Explorer** |
| **References and further resources** | Sunderland, M., & Engleheart, P. (2015). Draw on your emotions: Creative ways to explore, express and understand. Speechmark Publishing: London. |

**Learning Activity A**

|  |  |
| --- | --- |
| **Activity A** | **The City Explorer** |
| **Setting** | In pairs, walking in the room |
| **Activity Description** | Ask participants to imagine that the training room is a city. Then put the participants in pairs. The pairs will visit the imaginary city walking  together around the room and visiting the city locations they prefer, e.g. hospital, garden, NGO working with refugees, school youth centre, , animal care centre... Share with the partner what they find there and how they are feeling there. Discuss what each of them thinks they could gain or would like to gain from a volunteer project there (or with that population).  Each participant carries a paper and pen. Before leaving for the next location, each participant rates (1-10) the context they just visited and writes a short note to justify the score (was it based on their feelings, what feelings?; on the profits they imagine they could get?)  Share with the group the process |
| **Resources** | No additional material |
| **Equipment** | Pens and paper. |
| **Timing/Duration** | **Min: 20 mins** |
| **Max: 30 mins** |
| **Comments & Tips** | **Trainer:** Instead of doing the activity using only the imagination  of the participants, it can be used to a draw representation of a city with different places or even write in paper different places of the city that are located in different locations of the room. |
| **Participants:** |

# Module 5.2 : Teamwork, conflict management

## Introduction to Module 5.2

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| In this module, aimed at potential volunteers, it is possible to explore the level of proactivity needed for a successful group, such as an organisation with its own dynamics and communication style. Flexibility and adaptation to existing limits and resources are fundamental conditions for a smooth integration into a new group of people, all with different personality traits and behaviours, influenced by both their experience and their role in the organisation.  At the end of this module, participants will be able to understand:   * Teamwork * Interaction and interdependence * Conflict management * Resources management   List of all units covered in the module   * **Unit 1 : Teamwork and organisational management**   Activity A - EGGSsercize  Activity B - bidibiBODYbibu |



## Learning Activities for Module 5.2

**Module 5.2 : Unit 1**

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| **Unit title** | **Teamwork and organisational management** |
| **Introduction, specific objectives of the unit** | The unit aims to:  - experience different organisational situations based on interaction and interdependence  - develop the ability to cope with limits and resources within an organisational context  - explore and handle conflict management |
| **Inputs** | The eggsercize is undertaken in groups; we suggest that the group is formed of 4-6 people maximum and to have at least 3 groups  You need a large room and 2 other rooms to play the game, the more distance you can have between them, the more the game will be challenging. You need at least 2 groups of 6 participants to make the game work, but the number of groups can be increased by multiples of 6 (18, 24, etc...). It is possible to add observers (see the instructions in handouts) or to double MR/MS YES NO. |
| **Activity** | **Activity A - EGGSsercize**  **Activity B – bidibiBODYbibu** |
| **References and further resources** | Sunderland, M., & Engleheart, P. (2015). Draw on your emotions: Creative ways to explore, express and understand. Speechmark Publishing: London. |

**Learning Activity A**

|  |  |
| --- | --- |
| **Activity A** | **EGGSsercize** |
| **Setting** | The eggsercize is undertaken in groups; we suggest that the group is formed of 4-6 people maximum and to have at least 3 groups |
| **Activity Description** | In part of the training room, prepare a strong rope going from one side to another of the room. Install it around 2 meters high. Hang fresh eggs sticking them to the rope with a more fine rope string (a string that burning can release the egg). Remember to characterise the eggs with strange and funny faces (empathy).  \\MYBOOKLIVEDUO\Public\STORAGE\1.CDM\Internazionale\E+\KA2\KA2 - Adult Education (INDIRE)\2015\Senior Plus - CdM\Learning Activities\C6 Adult - Blended mobility\SENDING\Formazione pre-partenza\Foto\20170510_120838.jpg \\MYBOOKLIVEDUO\Public\STORAGE\1.CDM\Internazionale\E+\KA2\KA2 - Adult Education (INDIRE)\2015\Senior Plus - CdM\Learning Activities\C6 Adult - Blended mobility\SENDING\Formazione pre-partenza\Foto\20170510_123116.jpg  Divide participants  in groups and give each group a name or a number. Distribute the instructions and read them twice out loud:  At the given time, the string keeping the egg suspended will be cut and the egg will drop.  Your task is to build a device that:   1. Will prevent the egg from smashing 2. Won’t touch in any way neither the egg and/or its string 3. Won’t be attached (fixed) to the ground or to any other object 4. Will be built only with the material given to you   While working, remember that:   1. **You can’t speak** (in any language!!). 2. You have **exactly** 30 minutes (a team member will tell you when to stop). 3. It is necessary for **all the group to participate** in the process 4. You have to **bring back to the group any material** you havent used   A jury of experts in “egg-ology” will evaluate your work on the basis of the following criteria:   * Egg’s integrity – up to 5 points * Originality of the device – up to 3 points * Optimisation of the use of resources (materials, time...) – up to 3 points * Aesthetic factor – up to 2 points |
| **Resources** | Link to material loaded on GD |
| **Equipment** | 6 fresh eggs, a long and strong rope, trash bags (for protecting the floor from eggs crashing), lighter,  Materials for each group that have to be exactly the same (quantity and quality):   * 1 plastic bag (to contain the other elements as well as providing material that can be used by participants – do not provide this info, but answer those participants who are asking if it is possible: you can use everything I gave you!) * 10 differently coloured A4 papers * 10 differently coloured A3 papers * 1 staple (with clips) * 8 wood skewers * 1 entire and not used paper tape roll * 2 scissors * 2 glue sticks * 2 inflatable balloons * 4 rope strings   Out of the bag a flipchart and a marker |
| **Timing/Duration** | **Min: 60 mins** |
| **Max: 120 mins** |
| **Comments & Tips** | **Participants :**  Give the participants a printed version of the guiding questions for a first debrief of the original working group. 1 reporter among them will be appointed to come back to the group with notes. The questions are:  1. Are you satisfied? Unsatisfied? Why?  2. Are the project and the device different? In what way do they differ? Why?  3. What communication difficulties did you encounter? How did you cope with those?  4. Are you satisfied about the way you used materials and time available for building the device? Why?  5. Did you manage to co-operate on the realisation of the project?  6. How do you evaluate your contribution in the group?  7. What do you think of the verdict of the jury?  8. What do you think of your group work, in comparison to the one made by the others?  9. Did you ever do a similar activity before? Did this fact influence you somehow? How? Why?  Debrief of the full group |
| **Trainer :**  Remember to prepare a chart on a flipchart for recording the results of the evaluation of the judges for each item in each group, in order to reveal the results in public - after building suspense!  Go through the debriefing in the full group,  question by question listening to each group and taking notes on a flipchart about the relevant conclusions |

**Learning Activity B**

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| **Activity B** | **bidibiBODYbibu** |
| **Setting** | You need a large room and 2 other rooms to play the game, the more distance you can have between them, the more the game will be challenging. You need at least 2 groups of 6 participants to make the game work, but the number of groups can be increased by multiples of 6 (18, 24, etc...). It is possible to add observers (see the instructions in handouts) or to double MR/MS YES NO. |
| **Activity Description** | BidibiBODYbibu is an evolution of another activity mostly known as "the fax". Teams of 6 members have the task of reproducing a complex image with as much details as possible. Each of them has different abilities and limits for the interaction.  **Aim**  Reproducing a complex image with as much details as possible is the goal of the activity for a team of 6 members. Basically it is an activity used during training sessions about communication within an organisation. Being quite interactive and complex, the results can reveal a lot about interpersonal communication, strategy, team working (especially rules management and task division).  BidibiBODYbibu can be played in 2 or more groups of 6 people. They will have 6 different roles inside each group. Each role has its own rules to follow. The task of each group is to reproduce a drawing as precisely as possible. Only one of 6 members will see the picture. Each group has basically 20 minutes, but each team has the possibility to increase its time, obtaining some time-bonus, thanks to the role of one of the members, focused on passing some tests. The activity is undertaken in 3 rooms, one for the EYES, one for the HANDS and one for MR/MS TIME The 6 roles are:  EYE : has in its hands the drawing that the HAND has to reproduce (HAND is in another room). It cannot move and it has to stay on its chair. It can talk with everybody.  HAND: has to reproduce a drawing that it cannot see. It is still in its room and it cannot move. It can talk with the VOICE and Mr./Ms. YES/NO VOICE: is the person through which the EYE and the HAND communicate. It can talk with everybody but it cannot see because is blind. It can move from one room to another but only with the help of the FOOT.  FOOT: You are accompanying the VOICE. You can see but you cannot communicate with anybody. You can move from one room to another, also without the VOICE.  MR/MS YES-NO : can move and see. It can talk saying only YES or NO and answering only to precise questions from the other members implying a yes or a no.  MR/MS TIME : can move, see and talk with everybody apart from the HAND. It has to gain some extra time for its group, passing some tests given by a trainer.  Every test passed will give access to a time-bonus, that has to be delivered to the trainer in the HAND’s room. Before starting, the teams have 3 minutes for splitting the different charges/roles inside their group. After this time they have to move to their room to start the game. This activity has been studied during EVS on arrival training in Italy. The activity has been developed to facilitate the participation of youngsters with low language skills.  2 different spaces for debriefing, one following a discussion by (colour) team and the other a discussion by roles (Hands, Eyes, Eyes... etc...), will accompany the self-evaluation of the activity (see tips in handouts) |
| **Resources** |  |
| **Equipment** | Video projector  Speakers for music  3 rooms  1 pc  4 pencils  4 eraser (rubbers)  4 little squared or round tables  Chairs (equal to the number of participants) 4 ropes 6+6+6+6 sticks (straws will be ok)  4 balls of different colors  Some white A4 paper  Some white A3 paper  Some printing will be necessary for the maps of the game  4 alarm timers (the ones you use for calculating time while cooking)  4 bandages  2 helping people  6 green paper vests with roles’ signs  6 blue paper vests with roles’ signs  6 pink paper vests with roles’ signs  6 orange paper vests with roles’ signs  6 detailed rules on green paper for the green team  6 detailed rules on green paper for the blue team  6 detailed rules on green paper for the pink team  6 detailed rules on green paper for the orange team  Time bonus on green paper  Time bonus on blue paper  Time bonus on pink paper  Time bonus on orange paper  Mr Time questions on green paper  Mr Time questions on blue paper  Mr Time questions on pink paper  Mr Time questions on orange paper  1 green A3 paper with Mr TIME possible choices  1 blue A3 paper with Mr TIME possible choices  1 pink A3 paper with Mr TIME possible choices  1 orange A3 paper with Mr TIME possible choices  1 room sign for EYES room  1 room sign for HANDS room  1 room sign for MR TIME room |
| **Timing/Duration** | **Min: 60 mins** |
| **Max: 120 mins** |
| **Comments & Tips** | **Participants :**  Questions for discussion by color:   1. What happened? How did we work? Which were the most difficult moments during the game? How did we react? Do you think that you experienced any conflict with the other members of your group? How was the communication? How the group used Mr Yes/No 2. How did you split the different charges in the group? As individuals, did you prefer another role? If yes, why? Did you consider yourself or someone else inadequate in your/his/her role, in which way has it influenced the final result? 3. How did you feel during the game? And now?   Questions for discussion by role:   1. Are you satisfied? 2. Why did you choose this role? 3. Did you think it would be like this? 4. Which role was the most useful one in your team? 5. What was the most difficult thing?   You have **20 minutes** to answer to these questions as a group using bullet points and short phrases on a flipchart. |
| **Trainer :**  The activity is based on a cooperative learning approach. Everyone succeeds when the group succeeds. Participants must fully participate and put effort into their group. Each group member has a task/role/responsibility and therefore must believe that they are responsible for the achievement of his/her task and that of their group. The activity tackles the social skills that must be exercised in order for successful cooperative learning to occur. Skills include effective communication, interpersonal and group skills:  1. Leadership  2. Decision-making  3. Trust-building  4. Communication  5. Conflict-management skills  Positive interdependence among participants is a key element of the activity. All group members must be involved in order for the group to complete the task. In order for this to occur each member must have a task that they are responsible for which cannot be completed by any other group member. |

# Module 5.3 : Effective communication and planning Teamwork, conflict management

## Introduction to Module 5.3

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| During this module, participants will learn the principles of effective communication as a necessary skill to establish interpersonal relationships and participation in social life - also in volunteering. In addition, they will learn how to be assertive – to express their own opinions, emotions and attitudes without violating the rights and beliefs of other people, without being aggressive.  At the end of this module, participants will be able to:   * communicate effectively * use body language correctly * communicate in an assertive way   List of all units covered in the module   * **Unit 1 : Effective communication and empathy**   Activity A : Cut-out  Activity B : What does it mean for you ...?  Activity C : Bridge for natives   * **Unit 2 : Assertiveness**   Activity A : What is assertiveness?  Activity B : My rights  Activity C : Behavioural motivations |



## Learning Activities for Module 5.3

**Module 5.3 : Unit 1**

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| **Unit title** | **Effective communication and empathy** |
| **Introduction, specific objectives of the unit** | During this module, participants will learn the principles of effective communication as a necessary skill to establish interpersonal relationships and participation in social life - also in volunteering. |
| **Inputs** | individual work  group discussion  team work  brainstorm |
| **Activities** | **Activity A : Cut-out**  **Activity B : What does it mean for you ...?**  **Activity C : The bridge for natives** |
| **References and further resources** |  |

**Learning Activity A**

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| **Activity A** | **Cut-outs** |
| **Setting** | Individual work, group discussion |
| **Activity Description** | The exercise aims to show the most common mistakes in communication.  Course:  1. The trainer gives each participant one sheet of paper  2. Then he asks the participants to hold the sheet in their hand, to close their eyes during the exercise, and to ask no questions  3. Command: "Fold the card in half and tear off the top right corner. Then bend the card in half again and tear off the bottom left corner. Fold the card in half for the last time and tear off the bottom right corner".  4. The trainer asks participants to show their cards.  As a result of this exercise various patterns are created. The trainer discusses with group the causes of those differences and then brainstorms about various barriers to the communication process, including:  - using words and messages which are not precise  - no bilateral communication  - no eye contact  - careless listening  - external disturbances (eg noises)  - lack of focus  - different experience- etc.  All those barriers are written down on the flipchart sheet. |
| **Resources** |  |
| **Equipment** | * sheets of coloured paper * flipchart * markers |
| **Timing/Duration** | **Min: 30 Mins** |
| **Max: 60 Mins** |
| **Comments & Tips** | **Trainer :** don’t let the participants talk during the exercise |
| **Participants :** |

**Learning Activity B**

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| **Activity B** | **What does it mean for you…?** |
| **Setting** | Individual work, group discussion |
| **Activity Description** | The exercise aims to show a different approach to the interpretation of non-specific messages.  Course:  The trainer distributes sheets with the exercise "PRECISION IN COMMUNICATION" to the participants  Each participant must answer the questions on the sheet. Then each person reads their answers to individual questions (first everyone answers question No. 1, then No. 2, No. 3 ...). After completing this part of the exercises, the trainer initiates a discussion on the correct wording of the messages, problems caused by using abstract words (a lot, little, some ...) and the need to use precise terms (not "come later" but for example "I will be there at exactly 8.00 PM "). |
| **Resources** | "PRECISION IN COMMUNICATION" questionnaire |
| **Equipment** | * "PRECISION IN COMMUNICATION" questionnaire * Pens |
| **Timing/Duration** | **Min: 30 mins** |
| **Max: 60 mins** |
| **Comments & Tips** | **Trainer :** |
| **Participants :** |

**Learning Activity C**

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| --- | --- |
| **Activity C** | **The bridge for natives** |
| **Setting** | Team work, group discussion |
| **Activity Description** | The exercise aims to show differences in communication styles between people.  Course:  1. The trainer divides the participants into two groups (e.g. by drawing colourful cards from the bag) - specialists and natives.  2. Each group receives instructions on the task that it should perform.  3. Groups perform the exercise in accordance with the instructions provided.  After completing the exercise, the trainer initiates a discussion about the differences in communication and language use as well as the need for empathy and understanding of these differences. This is a particularly important competence for volunteers and all those who want to help others - people of a different age, different education, different social status, intelligence level, etc. – all of those mean different ways of communication.  The trainer should also raise the issue of non-verbal communication and its role in building a coherent message. A good start for  the discussion is the "Conversation without words" exercise.  Course:  The trainer asks participants to pair up, sit side by side and jointly choose any topic for conversation (interesting for both of them). Then, he invites participants to a 3-minute conversation in pairs on a chosen topic, but forbids them from maintaining eye contact and moving around. After finishing, the trainer asks for impressions from the conversation conducted in this form. Then we brainstorm - what non-verbal messages do we use? The trainer writes down the answers on the flipchart and discusses each of them:  - eye contact  - attitude  - gestures  - distance  - gestures  - clothing  He also emphasises the role of non-verbal communication based on the principle known as "Principle 7-38-55" by Albert Mehrabian, according to which the percentage share of the above components in the communication of attitudes, feelings and emotions is as follows:   * spoken words - 7% * tone, voice 38% * non-verbal communication 55%. |
| **Resources** | Instruction for groups |
| **Equipment** | * Instruction for groups * adhesive tape * scissors * sheets of paper * glue * markers * flipchart |
| **Timing/Duration** | **Min: 90 mins** |
| **Max: 120 mins** |
| **Comments & Tips** | **Trainer:** should encourage participants to actively take part, but make sure that conflicts do not occur. |
| **Participants :** |

**Module 5.3 : Unit 2**

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| **Unit title** | **Assertiveness** |
| **Introduction, specific objectives of the unit** | Participants will learn how to be assertive – to express their own opinions and emotions and attitudes without violating the rights and beliefs of other people, without being aggressive. |
| **Inputs** | Group discussion  Brainstorming  Small group discussion |
| **Activities** | **Activity A : What is assertiveness?**  **Activity B : My rights**  **Activity C : Behavioural motivations** |
| **References and further resources** |  |

**Learning Activity A**

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| --- | --- |
| **Activity A** | **What is assertiveness?** |
| **Setting** | Brainstorming, whole group sitting |
| **Activity Description** | The course of the exercise:  The trainer writes on the poster the question "What does assertiveness mean to you?". Then he initiates brainstorming about the concept of assertiveness - the participants have to say everything that they associate with assertiveness, what they have heard about it, what they learned about it, etc. The trainer writes all the answers on the flipchart and then sums up the whole exercise by indicating which statements are actually related to assertiveness and which are not.  Then he introduces the participants to the definition of assertiveness:  “Assertiveness is a form of behaviour characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view” (taken from: Dorland's Medical Dictionary) |
| **Resources** |  |
| **Equipment** | Flipchart  Markers |
| **Timing/Duration** | **Min: 30 mins** |
| **Max: 45 mins** |
| **Comments & Tips** | **The trainer :** should encourage participants to list as many associations as possible - even if they seem wrong, funny or unwise. |
| **Participants :** |

**Learning Activity B**

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| **Activity B** | **My rights** |
| **Setting** | Whole group sitting |
| **Activity Description** | Course:  1. The trainer distributes clean sheets of paper and asks everyone to sign them and write one law that they are entitled to.  2. The participants then exchange cards and enter different laws for each other (they cannot be repeated). As a result, everyone has as many rights as there are participants.  3. When the cards return to the owners, the leader asks everyone to analyse the written rights - are they assertive?  4. Summary - the trainer using the poster / presentation presents the assertiveness laws:  Specialist in public relations Herbert Fensterheimer is the creator of 5 laws that refer to assertive behaviour:  1. You have the right to do what you want until it hurts someone else.  2. You have the right to maintain your dignity through assertive behaviour, even if it hurts someone else, as long as your intentions are not aggressive but assertive.  3. You have the right to present your requests to others as long as you believe that the other person has the right to refuse.  4. There are situations between people where rights are not obvious. However, you always have the right to discuss and explain this matter with another person.  5. You have the right to exercise your rights. If you do not use them, you agree to take them away.  These five statements form the basis of the theory of assertiveness and the training of assertive skills. Many definitions of the concept have been created. |
| **Resources** |  |
| **Equipment** | clean cards  pens  poster presenting the assertiveness law. |
| **Timing/Duration** | **Min: 30 mins** |
| **Max: 60 mins** |
| **Comments & Tips** | **Trainer :** should ensure that each participant does not have 2 equal or similar rights |
| **Participants :** |

**Learning Activity C**

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| **Activity C** | **Behavioural motivations** |
| **Setting** | In 3 small groups, sitting |
| **Activity Description** | At the beginning of the exercise, the trainer presents a short presentation on three types of behaviour:  - aggressive behaviour - it is represented by someone who effectively strives to achieve their own goals, but does it in an unfriendly way, causing conflict, giving the other person a feeling of inferiority. This means threats, hostility, treating other people as opponents, transgressing rights, anger, conflicts with the environment , but also uncertainty and the desire for attention.  - submissive behaviour - someone who is ineffective, who gives way to others, is not always able to defend his own interests, but gives in to others in the name of a good atmosphere and friendly relationships with people. This means applying oneself to others, limiting one's own rights, lack of self-confidence, an escape from making decisions, fear of the reaction of others, a sense of harm and undervaluation.  - assertiveness - it is a full expression of yourself in dealing with other people and the ability to legislate and defend your rights without feeling discomfort and disregarding others.  Course:  1. The trainer divides participants into three teams and distributes tasks:  - team 1 - "Reasons for aggressive behaviour"  - team 2 – “Reasons for assertive behaviours "  - team 3 - "Reasons for submissive behaviours"  2. Groups discuss the reasons for the behaviour, write them down on half of the flipchart, and the selected person from each group presents the results of teamwork in the forum.  3. The trainer adds to the statements with significant unmentioned reasons for each type of behaviour.  4. Then, in groups, the participants fill in the remaining part of the flipchart with answers to the question "Potential consequences of such behaviour" and presents them again to the others.  5. Summary - discussing the question, "Which behaviour is the most effective and appropriate?" prompts participants to express their own opinions and beliefs. The poster with the slogans can be used to summarise:  SUBMISSIVE BEHAVIOR:  - respecting the rights of others  - disregarding own rights  AGGRESSIVE BEHAVIOR:  - respect for own rights  - disregard for the rights of others  ASSERTIVE BEHAVIOR:  - respect for own rights  - respecting the rights of others |
| **Resources** |  |
| **Equipment** | Flipchart  Markers  Masking tape |
| **Timing/Duration** | **Min: 60 mins** |
| **Max: 90 mins** |
| **Comments & Tips** | **Trainer :** |
| **Participants :** |



Notes

Notes



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