

**Erasmus Plus
Strategic Partnership
for enhancing social consciousness**

**METHODOLOGY
TOOLKIT**

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Preface

The Reader holds the 30-hour-long state accredited teacher training's methodology toolkit called "*Mi(egy)Más – Improving social consciousness in 14-18 year olds. Improving the social consciousness of high school teachers*".¹ The toolkit provides help to apply the knowledge acquired during the training in practice, to create social awareness programs inside and outside of school and to promote social awareness among high school students.

The programme ideas and activities included in the *Toolkits* are based on the several-year-long routine and experience of teachers and trainers and had been tested and developed through teaching teenagers. Besides the description of the activities we also put emphasis on giving specific examples on how to use them. Obviously, most of the described activities come alive through the participation of students so we recommend the transformation of the activities according to the specific needs of students and the continuous development of them as well.

Finally, we find it important to note that the process of raising social consciousness requires the personal participation of teachers as well. Previous personal experience in this field is a requirement for this type of work.

Raising social consciousness can only be done step-by-step. The road is long but it is worth to start since today's youngsters will be the adults of the future.

We wish you good luck and a fruitful work to do first steps which we hope this *Methodology Toolkit* will be a useful contribution.

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¹ The teachers' training course is part of the national former education system for teachers (nr. of accreditation permit: A/9020/2018). The course is organized regularly by Katház Public Benefit Nonprofit Ltd.

Development of social consciousness - pedagogical foundations²

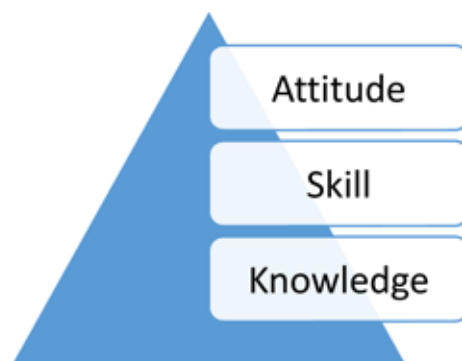
6 When we created the training programme called “*Mi(egy)Más – Improving social consciousness in 14-18-year olds. Improving the social consciousness of high school teachers*” and the *Methodology Toolkit* we shared the idea that social awareness is a part of social competence. But what is social competence? There are many interpretations of the term in the literature of pedagogy. What is certain is that social competence includes special skills, knowledge and attitudes which are essential to our professional and personal lives. As an element of emotional intelligence, it plays role in controlling our social relationships: empathy (an ability to understand other people’s feelings, needs and beliefs) and the skill for managing our relationships are also parts of it.

Skills in the social competence sphere do not form a closed group, among many others the following belong there:

- Interpersonal behaviour (conflict management, raising attention, greetings, helping others, behaving, positive attitude towards others),
- Behaviour towards the self (facing up to consequences, ethical behaviour, expressing emotions, positive me-attitude, self acceptance, responsibility in learning and in relationships),
- Behaviour towards the task (communication during an activity – answering the question, paying attention during the activity, active group participation, cooperation, presenting in front of others)
- Behaviour towards the environment (protecting the environment, diet behaviour, transport)³

Besides defining the subfields of social competence, we need to establish one more theoretical principle in relation to the competence model. Usually we define competence as readily available knowledge used in problematic situations and as skills which result in effective actions. In order to be competent in something we need to have knowledge about the topic which we can naturally use with the help of our skills and the application of these is ensured by our attitude or behaviour. Thus, in a competence development programme we need to think about all three levels:

1. Knowledge and information transfer,
2. Skill development,
3. Attitude formation.



2 Ildikó ERDEI – Adél KISS-PATAKI –Ágnes BIBOK –Eszter SZARVAS: *Solution catalogue*. Erasmus+ Strategic partnership for enhancing social consciousness (2015–1–HU01–KA201–013623).

3 STEPHENS, T. (1992). *Social skills in the classroom*. Cedar Press, Odessa.

The diversity of the fields of social consciousness and social competence shows it clearly how diverse and hard is the task of the teacher who decides to develop them. One of the difficulties can be to wait the time these skills demand since changing perspectives of people can take up years. Raising social consciousness turns into results only if we build up the process step by step. The project for enhancing social consciousness (*Erasmus+ Strategic partnership for enhancing social consciousness*) which supported the creation of the *Methodology Toolkit* is a good example of this. Project partners have realized during their work that it requires 1-3 years so that students become able to implement individual initiatives with measurable results in one of the subfields of social competence. For example, the editor of the *Toolkit*, Kathaz Ltd, has been doing social consciousness and social competence development activities for 5 years now (project weeks, programmes, trainings)⁴ and it experienced that former participants of these programmes implemented individual and volunteer initiatives (e.g.: *Prettily for a good purpose – charity fashion show*⁵) after 2-3 years.

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On the basis of all this, taking into consideration the difficulties of and the complex nature of developing these skills we strived for the following during the creation of the *Methodology Toolkit*:

- To provide concrete help which is applicable in practice for teachers in their school work,
- To contribute to the application of the knowledge acquired during the 30-hour-long accredited training *Mi(egy)Más – Improving social consciousness in 14-18-year olds*,
- To give a starting point and ideas for the use of non-formal educational tools (experiential learning, experience pedagogy) in school environment.

On the following pages you can find games and activities for developing skills in the field of social competence. The description of the activities always describes the goal of the activity as well as the skills and competences developed. Besides these, recommended number of participants, location, time and equipment list is also indicated.

⁴ E.g.: Let's connect! one-week-long residential project week, social awareness trainings, *Peer-to-peer discussions*, round-table conversations, *Favour Market* exchanging favours programme. See in details here: <http://kathaz.hu/szolgaltatas/tarsadalmi-tevekenysegek/>

⁵ See it also there.

Activities and games

Airport role game

Intercultural competence exercise

Time:

At least 45 minutes

Entry number:

8-50

8

Equipment:

2 rooms, maybe on room and outside area, role descriptions (following sites)

Preparation:

None

Goal/ priorities:

Learn to deal with foreigner, strangeness, xenophobia

Process/ task:

The group is divided into 2 groups (collectors and visitors) and each gets its own room for the preparation. Each group gets a note with the respective role description. As an instruction, the groups get only the task to learn the behavior of the respective culture. It is helpful if the groups are already in the preparation to learn of learning about other cultures.

After the preparation time, the collectors will be given the order to pick up the guests at a pre-determined location and take them to the hotel (the hotel may be the room that one group had to prepare).

When the two cultures meet, the trainer must pay close attention to the behavior of the cultures. For example, no run without hand on the shoulder.

Please keep in mind.../ things good to know:

In extreme cases, the exercise can escalate. The collectors circle the guests and oppress them. The guests run away. In these cases, the teamer must intervene immediately!

Role of the collector

You came to the airport to welcome your guests from a foreign country in a friendly way and to accompany them to the hotel. It is customary for you to move constantly in the public with your right hand on the shoulder of your neighbors. Kindness expresses it with a broad, constant smile and it is considered extremely rude not to look at the opposite. After a detailed greeting, they want to accompany their foreign guests into the hotel. Remember, however, that they are at the airport, a public place and their guests can only leave with you together. Your guests also have to form a chain by placing their right hand on the neighbor's shoulder. If your guests do not close your "chain", you should prevent them from leaving the airport.

Role of the visitor

You have just arrived in a foreign country at the airport and only know that you will be picked up there and taken to a hotel. In the public, you always keep a distance of about one meter away from each other and avoid any eye contact in order not to disturb the privacy of your conversation partner. Furthermore, it is impolite to ask anything. Since you have a long and strenuous flight behind you and are tired, you want to be taken to your hotel immediately after a short greeting. You know very little about the habits in the host country and should find them out quickly. But remember, you cannot ask questions and want to go to your hotel quickly.

Blind caterpillar

Cooperation exercise

Time:

Depends on the group

Entry number:

10 up to 30

Equipment:

One blindfold per person

10

Preparation:

Ensure the area

Goal/ priorities:

None

Process/ tasks:

The participants wear the blindfolds. The instructor let the participants gather outside the group room. Everyone should then stand isolated, but in hearing distance to the others. The goal is to get everyone back to the room. Beforehand the group has time to discuss and makes a strategy how to solve the challenge properly. The best solution might be to come together and build a polonaise to go back to the room together. Beforehand the participants should give each member a number, so coordination is better.

Please remember that.../ things to know:

Ask, if every participant is capable of being blind for the duration of the game.

Blindfold High Five

Goal:

gaining personal experience (visual impairment)

Skills and competences developed:

empathy, emotional intelligence

Number of participants:

5-15

Location:

indoors / outdoors

11

Materials:

blindfolds

Time:

15 minutes

Description of the activity:

Participants stand in two lines leaving some space between the two lines. Having their eyes blindfolded they try to walk up to the trainer on their own and give him a high five. We play several rounds of this activity.

Reflection:

After the activity a group discussion follows with guidance of the trainers.

Blind mathematician

Cooperation exercise

Time:

Depending on the version played 30 up to 90 minutes

Entry number:

10 up to 30

Equipment:

One blindfold per person, one long rope, maybe 2 ropes with same length

12

Preparation:

A plain floor; room with enough space;

Goal/ priorities:

None

Process/ tasks:

The group wears the blindfold and every one holds on to the rope. The commander calls out geometric figures (circle, square, triangle), which needs to be demonstrated through the rope. When the group seems to be finished, the rope is put on the bottom und the blindfolds are undressed and the result reviewed.

Please remember that.../ things to know:

Ask, if every participants is capable of being blind for the duration of the game.

Chair swinging

Goal:

developing group cooperation, practicing the spirit of compromise

Skills and competences developed:

communication, cooperation, concentration, spirit of compromise

Time:

30 minutes

Number of participants:

5-15 minutes

13

Location:

room

Materials:

equal number of chairs with number of participants

Description of the activity:

A circle out of chairs is created. The number of chairs must equal the number of participants. Participants stand behind their chairs. Everybody grabs their chair and pulls it back so the chair stand only on its two back legs. The aim of the activity is for the participants to make a circle and get back to their original position without letting any chair fall down. One participant can hold one chair at a time. No chair can touch the ground with 4 legs or if it happens they have to start the activity from the beginning. Before the activity, participants have time to think about how to pass on the chairs between each other. The participants cannot use any other body parts than their right hands.

The activity can be done in an advanced version as well. For example participants get a card in the beginning on which there is an instruction e.g.: „You cannot talk now”, „It must be your idea which the whole group follows.” „You can only ask questions.” etc. Participants must follow the instructions written on the paper throughout the activity.

Reflection:

Guided reflection, for example with the following questions:

- How did you feel yourself?
- How did you see your role in the group?
- How do you think the group worked during the activity?

If we play the advanced version of the activity (with given roles) then it is worth to debrief how participants lived their roles and how they handle conflicts originating from them.

Count-Down

Short cooperation exercise

Time:

15 minutes

Entry number:

10 up to 30

Equipment:

None

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Preparation:

None

Goal/ priorities:

None

Process/ task:

The participants split themselves up in the room. They close their eyes and get the task, to count the number of participants one after another to 0. Every participant is part of the show. No communication, neither with gesture nor verbal. If 2 participants call the same number the queue starts again.

Modification options:

Begin with higher starting number than participants.

Please keep in mind/ things good to know:

None

Cutting a Square

(in pairs)

Goal:

development of cooperation skills

Skills and competences developed:

communication, cooperation, task delegation

Time:

30 minutes

15 _____

Number of participants:

6-16 (even number of participants is required)

Location:

room

Materials:

paper, pen, ruler, scissors for every pair

Description of the activity:

The participants are divided into pairs. One member of the pair will be the Owner and the other the Android for experiment. They both get their role and tasks printed on a sheet of paper. The pairs have to carry out the task written on the paper. After finishing the activity the group goes through Reflection with the guidance of the trainer.

Roles

Instructions for the Owner:

1. You are the happy owner of an Android for experiment.
2. Instruct the Android only through oral communication to cut perfectsquare out of a rectangle shaped sheet of paper.
3. The Android has papers, pens and pencils, a ruler and scissors as well and he/she is able to use it.
4. The Android perfectly speaks Hungarian and knows the meaning of words like degree, line, straight line etc.
5. The Android is programmed to strictly obey to you.

Instructions for the Android:

1. You get papers, pens and pencils, a ruler and scissors.
2. Your positive features:
 - a. You perfectly understand Hungarian (meaning that you understand what is paper, pen and pencil, ruler etc.)
 - b. You obey to your Owner with no conditions.

However, you have two flaws in your system:

- You can implement only one instruction at a time. For example, if you are asked to draw a line you cannot do it until you are asked to pick a pencil and a ruler.

- Even though you always obey to your Owner you are not programmed for cooperation. For example if you are asked to pick up the ruler but they do not tell you how to do it, you can pick it up with your teeth etc.

Do not forget: always implement the given instruction but do not complete the whole task.

Reflection: group reflection.

- How did you feel yourself during the activity?
- Did you manage to do the task?
- Did you have any difficulties during the process of the task? If yes, what were these?
- What was it like to work together with your partner?

Drawing without the traditional use of the hand

Goal:

gaining personal experience

Skills and competences developed:

empathy, emotional intelligence, social awareness

Time:

15-20 minutes

Number of participants:

5-15

17

Location:

room

Materials:

felt-tip pen, paper sheets, tables

Description of the activity:

Please draw an object or an animal which you like very much. During drawing you cannot hold your felt-tip pen in the usual way. After finishing the activity the participants present their drawings to each other and explains what they represent in a couple of words.

Reflection:

- How did you feel yourself?
- What was your experience of being limited like?
- Are you satisfied with your drawing? Etc.

Flat for Rent

Goal:

introduction of the topic of prejudice and exclusion

Skills and competences developed:

tolerance, dealing with otherness, argumentative skills, cooperation, spirit of compromise

Time:

30 minutes

18

Number of participants:

5-15

Location:

room, indoors

Materials:

advertisement of a flat for rent

Description of the activity:

We divide the participants into two or more than two smaller groups. We give the same situation to all groups. Groups have to come to a common viewpoint and then share this (with arguments) with the other groups.

The task:

Take on the following roles! Together with the whole group create an order based on who would you rent the flat to the most gladly (number 1) and the least! In the end you will have to present the group's order to the others.

You inherited a flat which you would like to rent. You put out an advertisement and you have to choose from the following applicants:

- A Kurdish family with 5 members, they are moving out from the welcome station where they have lived for the last 1 year
- A married Chinese couple who has a restaurant, they have no children, they have been living in Hungary for 3 years, their small canteen is on Csongrádi st.
- An unemployed married couple from Transylvania, they have 3 underaged children, they have rented another flat but they had to leave
- A black businessman, he has just arrived to Hungary, he has a high position in AUCHAN
- A gay couple, they have an entertainment facility on Cserepes st.
- A young hippie couple with two children who go to kindergarten (they are against vaccines)
- A single mother, her gangster husband threw her out

Reflection:

- How did you feel during the activity?
- Did you manage to successfully represent your viewpoint?
- What did you take into consideration when you created the order of the possible tenants?
- What did your group take into consideration when they created the order of the possible tenants?

- Was there any difference between the individual and the group order? If yes, why?
- Was there any debate in the group about the final order?
- What kind of prejudices influenced the group in the decision making process in your opinion?

Handians and europeans – first contact

Simulation

Time:

At least 60 minutes

Entry number:

At least 14 split in 2 groups, max 21 split in 3 groups

Equipment

20

Instruction advice, scissor, ruler, marker, brush, colors, templates for group 1

Colored wax crayon, colored chalk, Finger colors for group 2

Newspaper, magazines will be cuted

Paper and A3 placats

Preparation:

Group distribution and exact time frame

2 or 3 rooms with enough tables and chairs to work on

Different rooms for the groups in phase 1

Equipment

Instruction copies spreaded

If a the simulation is filmed, test camera and settings

Test it.

Goal/ priorities:

Learn to deal with foreigner, strangeness, xenophobia

Sensibilisation of participants for intercultural meeting points (different cultures and culture specific communication)

Empathy training

Training of ambiguity tolerance

Training of role distance

Process/ task:

1. Split the participants in group. Max. 7 participants per group.
2. Groups 1 and 2 receive only the instruction sheets intended for them (see below), they are not allowed to read the instructions of the others. In addition to their own instructions, Group 3 receives the game descriptions of the other two groups.
3. Phase 1: The participants have 10 – 15 min time to familiarize themselves with the tasks and make initial preparations.
Phase 2: The group of Europeans and the Handians meet (possibly under observation by group 3 or a video camera). For the welcome and fulfillment of the task at least 20 min time is given (extend possibly). The game is canceled when the task has been solved or when a solution cannot be achieved.
Phase 3: The reflection and discussion phase, in which the simulation is evaluated together. This last phase requires a particularly thorough preparation on the part of the trainers (see evaluation, appendix, link list ...).

Evaluation:

The evaluation is a very important part of the simulation and should not be underestimated. The discussion leader should guide the conversation in such a way that a practical reference to the simulation is and remains visible to the students. The exercise was successful when students were able to internalize what they had learned and learned in a real situation. Ask the participants of the simulation (groups 1 and 2) for their sensations and thoughts during the simulation. Have Group 3 present their observations from the outsider perspective. Encourage your students to speak freely and also to call failures. Look for the reasons for success and misunderstanding. They can be guided by the questions raised by the group of observers. The discussion should cover the following issues.

1. culture

The extent and rules of body contact are very different from one another (contact cultures such as Handians, Arabs, Latin Americans, Southern Europeans, etc.)

Culture manifests itself in ways of thinking (for example aesthetic perception) and Methods of work (→ Handian: appreciation of hands as tools, rejecting tools)

2. communication

Communication is not only verbal, but also non-verbal (mimic, gesture ...), paraverbal (intonation, volume ...) and extra verbal (communication environment)

Communication is culture-specific (here, for example, the importance of hands in communication)

Language use conveys self-cultural standards (here, for example, only positive statements to avoid conflicts)

Successful communication requires a common “code” between sender and receiver

3. interculturality

When different cultures meet, communication and collaboration may be disrupted. Finding a common understanding level (code) can be achieved through empathy and meta communication

Empathy means empathy with regard to alien thinking and trade.

Metacommunication means the talking about communication, e.g. “How do you mean that?”

Expectations about other cultures often do not correspond to those found

Situation. The resulting disorientation and frustration require a high degree of ambiguity tolerance and flexibility

Ambiguity tolerance is the ability to withstand a contradictory situation

Flexibility is the readiness to learn new things or to adapt to unfamiliar situations

In the case of successful intercultural communication and cooperation, if a compromise leads to the convergence of the cultures, then “something new”, a synergy effect and enrichment for both sides is created.

Please note! Worth knowing:

The groups: When classifying pupils into the groups, make sure that the most creative students as well as the dominant personalities are evenly distributed among the groups.

The time: A certain time pressure must be present since it is implicitly contained in the tasks of the Europeans. If a result is marked, the inserted frame can be expanded if necessary.

The poster: Ideally, the resulting poster is a compromise that satisfies both groups. The quality of the final result is irrelevant, the way is what counts. If there is a balance / balance in the cooperation, then one is closer to the goal of understanding and learning a positive approach with foreign cultures, and of reducing a negative attitude.

Instruction Sheet Group 1

Who you are:

You are the representative of a European school class and await the visit of a Group from Handiland. In search of a partnership, you contact a handian school and invite them to Europe to celebrate the friendship with a festival. You are very curious to meet the foreign guests as they come from so far and so little is known about the handian culture. You just heard that the handians communicate and work differently than you do.

What you are planning:

The planned fest should be a great intercultural event, where you invite the whole surroundings. With a poster that you are going to develop with the handians you want to make an advertisement. At the same time this joint work should be the beginning of a fruitful and long-term cooperation.

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Working instructions:

For cost reasons (printing and duplication) you have set yourself the goal of not using more than two colors, best of course is black and white. You may want straight lines, exact forms and, above all, clarity to convey the content clearly. Choose your work materials according to these aspects!

Responsibilities:

Think about what you put on the poster and how you want to do it. Afterwards, greet your guests and tell them about your plans. Begin as soon as possible with the work on the poster, as it is still to be multiplied and distributed today. Always remember that it is a joint project, with which in the end everyone should be satisfied. So involve your guests and try to implement your ideas together.

Instruction Sheet Group 2

Who you are:

You are a group of students from Handiland. The Handians are proud, traditional people and very natural. They trust in the power of their hands. Hands are the most important part of their body and their working and communication means.

What you are planning:

You are a guest at your partner school in Europe to celebrate the recently concluded friendship exchange with a festival. You have heard that you should work with the Europeans for something. Rather, you are looking forward to getting to know the new friends, because you have a thousand questions about the foreign culture in your head.

As you welcome:

When you get to know a person, you greet her hands first. Clamp your fingers with theirs and look at both hands exactly. Only after extensive consideration you look the opposite in the face and speak with him.

How you communicate:

When you are talking to each other or with others, you always touch your conversation partners with your hands, no matter where (arm, shoulder, head), and thus affirms what has been said. Since you are very harmonious and conflict-prone, you basically make only positive / affirmative statements. Words like

NO, NO, NOT are taboo. In order to express a negative answer, you agree with what has been said, but withdraw your hands and put them on your lips and revert the meaning of what has been said.

How you work:

You are very creative and playful. You only work with your hands, you do not use tools. You love the colorful; it means the more colors, the more expressive. Straight forms are boring and non-meaningful; you like curved lines, round shapes and flourishes.

Responsibilities:

Unite on some behaviors / reactions to illustrate the above-described features of your culture. Practice your behavior in the group for the next 15 minutes. Try to remember the culture and your behavior and work practices and keep it for the entire course of the game. Concentrate, so that the taboo words do not slip out accidentally.

Instruction Sheets Group 3

You are a neutral group of observers, who are present in an intercultural encounter of handians and European.

What you do:

1. **Phase 1:** Inform yourself about the cultural differences between the European and the Handians by the group instructions. Discuss and deliberate together how the meeting of the two groups could look. Refer to the following questions of the analysis sheet and make your point.
2. **Phase 2:** Observe the meeting of the two groups and the individual reactions very precisely. Also pay attention to details and write them down on the analysis sheet.
3. **Phase 3:** This is the evaluation phase in which you as an observer and an expert got an important role. Share your observations with the other groups and evaluate them together.

Analysis sheet of the observer group

Phase 1:

1. What are the opposing cultural characteristics of the groups?
2. How do you imagine the meeting of the two groups, what conflicts are possible?
3. How will the group members deal with it?
4. How could we avoid the conflicts or solve problems?

Phase 2:

1. How is the welcome of the two groups? Do they feel comfortable or do they have some problems?
2. How does the communication between the Europeans and the Handians work? Are there misunderstandings and if so, how do you deal with them?
3. How does the project work together? Are both sides working equal, are both sides treated equal?

Ice flows – expedition

Cooperative exercise

Time:

60 minutes

Entry number:

10 – 30

Equipment:

A plastic tile for each member, paper with the roles, blindfolds, border tape

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Preparation:

Print the role paper, hand out the plastic tiles

Goal / priorities:

Experience limitations

Overcome communication problems

Accept and tolerate the different

„Weaker/calm“ people can get into leading positions

Process / task:

On a large playing ground are plastic tiles or similar. (River crossing). Two or three tiles should be close together, the others are scattered generously. The participants are positioned one after the other on the tiles (one each). On the way to the tile, each participant receives a piece of paper with a special property, which must be brought into the game as soon as the game begins (e.g., you only go backwards, You always make the opposite of what you say You are the perfect gentleman, etc.) These features must not be discussed. The participants are on an expedition and their ice floe has broken apart. Now all have to reach the safe research station (marked target area). The game is won when all the researchers reach the target. If someone falls into the water, he must go to the polar bear island (small, marked area), but he must leave immediately. (In principle, the same rules as for the river crossing, as far as the use of the tiles is concerned, if someone falls into the water, he may, however, keep his tile so that he can leave the polar bear island directly)

Modification options:

To make the whole thing even more difficult, one can give the individual ice floes time units. As soon as these have elapsed, the ice floes melt and the one who is standing on them sinks. E.g. A tile holds only 5 minutes, another only 3 minutes, etc. However, it must be noted that the time units are not too narrow.

Please keep in mind.../Things good to know:

Watch out who has which role!

You are blind!

You are doing the opposite of what you are told to!

You rhyme while talking.

You are singing instead of talking

You are only thinking of yourself

You want to help everyone
You are only allowed to walk backwards!
You want the other to be nice to you + start conversation with a “please”
You cannot talk.
You can only work with one arm.
You are a real gentleman.
You do not want to be touched
You are scared.
You are normal.
The moment someone talks to you, you cry.
You ask the whole time “Why?”
You only got one leg.
You want to hug everyone.
You are from the country “sdrawkcaB”=“backwards”, so you only understand words, the wrong direction
You cannot move your legs.
You cannot move your arms.
You are doing the opposite of what you are told to!
You are deaf.
You are only allowed to walk backwards!
You are shocked.
You only react, when pleased.
You want to help, but you cannot talk.
You only think of yourself.
You only walk when you get your ball back.

In need of groups

Exercise to the aspect of exclusion

Time:

At least 15 minutes

Entry number:

Indifferent

Equipment:

26 Sticker with different symbols (circle, square, triangle) in different colors. Should be an uneven account.

Preparation:

Distribute the sticker, pins before the group is in the room

Goal/ priorities:

Shows that humans are always in search of something equal

Process/ task:

Every participant gets a badge/sticker/pin. The participants should move freely in the room. The participants are given the task to build groups without speaking. As soon as a group has formed, the members can talk. After a short evaluation of how the groups were formed, the participants are given the task of forming new groups (again without speaking). The rounds can be repeated as often as required.

Evaluation:

- On what criteria were the groups formed?
- Why are the button/pins/stickers used as an orientation system? (Or were not used?)
- Were people not included in the group because their symbol did not fit into the group?
- Showing the human characteristics (commonalities) used to form groups
- To show how easily people can use unimportant similarities to exclude individuals / groups

Please keep in mind.../ things good to know:

None

Instruction on the Chessboard

Goal:

gaining personal experience about intellectual difficulties

Skills and competences developed:

concentration, empathy, social awareness

Time:

20 minutes

Number of participants:

6-16 (even number of participants is required)

27

Location:

room

Materials:

chessboard for every pair, tables

Description of the activity:

Participants are divided into pairs. Every pair gets a chessboard with the figures already place in their positions. We play a recording which gives instruction and one member of the pair must follow them. The other member is an observer. In the next round they change roles. Instructions get faster and faster and the participant must make effort to follow them.

Reflection:

Group reflection. It is important to highlight that the activity represents how a person with mental disabilities experiences the world. How hard it is for them to follow instructions, maybe they are not capable at all to do so, or maybe the pace of the instructions is too fast etc.

Invisible Exhibition

Goal:

raising awareness, experiencing visual impairment

Skills and competences developed:

empathy, social awareness

Time:

approx. an hour

28

Number of participants:

depends on the size of the room, 8-10

Location:

equipped room

Materials:

elements of the exhibition

Description of the activity:

The aim of the exhibition is to show participants what it is like to live as blind person. Set up two or more rooms depicting different life situations (job, street, school etc.). Participants have to go through these rooms blindfolded and with guidance. Apart from orienting themselves in the rooms it is absolutely worth to try simple actions like filling a glass of water, eating with fork and knife, recognizing a coin etc..

If we have the chance, it is certainly worth to invite a blind person or someone with visual impairment in order to guide the group through the exhibition. This way he or she can share their real life experience with the participants.

Reflection:

Do not forget that Reflection is one of the most crucial parts of the activity. It is essential to process participants' experience by for example involving the books for a short time. Through Reflection, different experiences are shared which we can bring to a conscious level of the participants.

Lost

Cooperative exercise

Time:

At least 45 minutes

Entry number:

10–30

Equipment:

Distribution of roles, blindfolds, Stuff to hide (baggage)

29

Preparation:

Print the role distribution cards.

Goal/ priorities:

Experience limitation

Overcome problems of communication

Accept and tolerate the different

Process/ task:

The teacher distribute the participants and the baggage in the whole house or outside in the woods. Everyone has different injuries after the plane crash. Some are blind, other mute. The participants are not allowed to talk about their entity. The participants need to reach a safe place, which has to be predetermined. The game is won when every participant and all of the baggage reached the safe place. They got some time to plan beforehand, and even before they know what handicaps they got.

Modification options:

The whole group needs to reach the hospital AT THE SAME TIME, so everyone can be safe.

Please keep in mind.../ things good to know:

Watch out for handicaps and the distribution.

Modification 1

You are blind!

You are doing the opposite of what you are told to!

You rhyme while talking.

You are singing instead of talking

You are only thinking of yourself

You want to help everyone

You are only allowed to walk backwards!

You want the other to be nice to you + start conversation with a "please"

You cannot talk.

You can only work with one arm.

You are a real gentleman.

You do not want to be touched

You are scared.
You are normal.
The moment someone talks to you, you cry.
You ask the whole time “Why?”
You only got one leg.
You want to hug everyone.
You are from the country “sdrawkcb” = “backwards”, so you only understand words, the wrong direction
You cannot move your legs.
You cannot move your arms.
You are doing the opposite of what you are told to!
You are deaf.
30 You are only allowed to walk backwards!
You are shocked.
You only react, when pleased.
You want to help, but you cannot talk.
You only think of yourself.
You only walk when you get your ball back
You are not capable of moving

Modification 2:

If someone looks you in the eyes, you are running away at least 10 m!
You only react, when u name has been called!
Commands needs to be told to you by singing!
You are doing the opposite of what you are told to!
You go down when you hear „and“& “or”!
You need to be told a second time before you do anything!
You only talk to persons, you cannot see!
You only talk to persons, who are taller than yourself
You only talk to people, at least 20 m away from you.
You do not cross bridges!
You follow _____!
You only walk where the others already walked (footstep walking)!
If you see an animal, you hide!
You are only following commands from the first guy who talked to you!
You only listen to men!
You only listen to woman!
You are communicating by writing!
You are blind!
You can not talk.
You got no arms.
You lost your legs, no jumping!
You are only allowed to walk backwards!
You think you are naked!

Invisible Theatre

Goal:

raising awareness, experiencing different disabilities

Skills and competences developed:

empathy, social awareness

Time:

depends on the length of the course, every station should last for 3-4 minutes approx.

Number of participants:

participants go through the course one by one

31

Location:

big space, garden, corridor

Materials:

accessories of the stations

Description of the activity:

The aim of the invisible theatre is to show participants how they can experience certain characteristics of the chosen topic with their different senses.

We need to choose a topic which can be interesting and valuable for the group. We can choose any topic but it has to be interesting for the group and it must represent an important social knowledge.

The invisible theatre includes many stations which the participants can go through blindfolded. On every station we need to say out loud an important thought or quote meanwhile something is also happening in the background.

For example:

Quote:

„Do not worry about your lives, what to eat, or about your bodies, what to wear. Life is not more than food, and body more than clothes? Look at the birds of the sky: they do not sow, they do not harvest, neither do they collect in granaries and your heavenly Father feeds them. Don't you worth more than them?“

Background: tasting bread, drinking water, putting a scarf on their shoulders

If we have the chance, it is certainly worth to invite a blind person or someone with visual impairment in order to guide the group through the exhibition. This way he or she can share their real life experience with the participants.

Reflection:

Do not forget that Reflection is one of the most crucial parts of the activity. It is essential to process participants' experience by for example involving the station leader for a short time. Through Reflection, different experiences are shared which we can bring to a conscious level of the participants.

Leading the Blind (in pairs)

Goal:

relying on others! Leading; gaining personal experience about visual impairment, trust and reliance

Skills and competences developed:

leading and letting to be led, empathy, cooperation, social awareness, orientation, trust, emotional intelligence

Time:

15-20 minutes

32

Number of participants:

6-16 (even number of participants is required)

Location:

optional

Materials:

1 blindfold for every pair

Description of the activity:

Choose person who you trust. One of you will be in the role of the blind person and the other will help him/her. In the second round you will change role.

Before the activity you must discuss how you can lead the other person.

There are 3 rules:

1. You have to ask if he/she needs help.
2. If yes, you have to ask how you can help. (for example where can I touch him/her)
3. You have to tell him/her what you will do and what happens next in advance.

Reflection:

group reflection

Living library

Goal:

raising awareness, exchange of personal experience, meeting with disadvantaged and disabled people/ groups, experiential learning, phrasing questions in an informal situation

Skills and competences developed:

empathy, active and supportive listening, tolerance, dialogue creation

Time:

2-4 hours + reflection

Number of participants:

depends on the number of invited guest lecturers

Location:

indoors/ outdoors, calm environment is crucial where people can talk in person freely without any disturbance

Materials:

none

Description of the activity:

First, we choose a topic which can be interesting and valuable for the group. We can choose any topic which the participants are interested in and we can invite people who have authentic knowledge about it. The people who have knowledge in the chosen topics will be the „living books” who the participants can personally talk to in turns. It is very important that the guests are open to questions, it is easy to have a conversation with them and that they are able to talk about their topic representing values. During the activity these are the people who participants can borrow, just like a book in a library, for individual or small group conversations. We can rotate the people (so every participant has the chance to talk to every guest) this way we need to have a timeframe for each conversation so participants go to another guest on a regular basis. Another option might be that participants can „wander” freely among the books and can join different conversations (it is recommended to think in terms of small group conversations).

We must give enough time for the activity and we must not rush with it if they have just dived into it.

Possible topics:

- Social problems (getting-to-know disadvantaged groups, for example addicts, homeless, minority or disabled people)
- Career fair (representatives of different professions)
- Environment problems (water pollution, waste management etc.)
- Opportunities for volunteering

Reflection:

Do not forget that Reflection is one of the most crucial parts of the activity. It is essential to process participants’ experience by for example involving the books for a short time but without the guests as well. Through Reflection different experiences are shared which we can bring to a conscious level of the participants.

Shepherd and sheep

Cooperative exercise

Time:

At least 30 minutes

Entry number:

10 to 30

Equipment:

Long rope, one blindfold per person

34

Preparation:

Prepare a barn

Goal/ priorities:

None

Process/ task:

The rope builds a circle on the ground. It symbolizes a fold. The rope is open on one end, so the "fence" has an entry. The trainer tells the participants: "All participants are blinded, spread on the field; you are all sheep, who are blind caused by their age. One participant is not blinded, the shepherd, he will try to catch all of the sheep and put them into the barn. The shepherd is muted, and can't move the sheep need to communicate through animal sounds and can only entry the barn through the fence. " The participants do not know who the shepherd is, and they got 10 minutes to discuss their plans. The group can decide whether they want to play against the time or not have time pressure. It is also possible to have some people, observers for the safety of the participants. The evaluation should include aspects like: Collusion, cooperation, teamwork, trust. If the group does not know each other yet, the shepherd may be allowed to talk. Safety first! Watch out for the ground and tell the people they will be blind for some time beforehand!

Please keep in mind.../things good to know:

Blindness for some time

Lost orientation

Watch out for an even ground, nothing to stumble over.

1 day/ 1 hour with disability

Goal:

experiencing the forms of disability

Skills and competences developed:

empathy, experiential learning

Time:

optional

Number of participants:

optional

35 _____

Location:

optional

Materials:

tools, accessories, equipments of the chosen disability

Description of the activity:

We chose a disability (visual or hearing impairment, autism, physical or mental disability) and we play this role through a certain amount of time with the participants of the activity. Participants have to solve different, every day tasks (travelling, school task, job, sport, game etc.) meanwhile playing their roles. Everybody can get the same role with the same disability or with different ones during the activity.

Reflection:

Detailed Reflection is important because getting into the roles of people with disabilities and personally experiencing them result in the emergence of intensive emotions in the participants.

Pass the Word Through Articulation

Goal:

gaining personal experience (deafness, hearing impairment)

Skills and competences developed:

empathy, social awareness, concentration

Time:

8-10 minutes

36

Number of participants:

5-15 minutes

Location:

room

Materials:

none

Description of the activity:

Participants stand in 2-3 lines. The leader starts a word for every group, for example star, table etc. Participants can pass the word only through articulation. They can repeat the word only twice. We will see what becomes of the original word at the end of the game.

Reflection:

group reflection

Social Fair

Goal:

getting-to-know as many professions in the field of social spheres as possible, providing chance to ask questions

Skills and competences developed:

social awareness, asking questions, communication

Time:

2-3 hours

Number of participants:

max. 35

37

Location:

indoors, where you can create several separate stations

Materials:

stations, introductory brochures, accessories of interactive tasks

Description of the activity:

The social fair works like a job fair or a school fair. We invite persons, institutions or organizations representing a certain group of people, working in different fields of the social sphere. Every organization (we can group them according to their topics) get one station where they can introduce themselves (the form and method of the introduction is up to the organization but it is useful to do it in an interactive way). Participants can walk between the stations. stop at those they are interested in and have the chance to ask questions or have a conversation.

Reflection:

At the end of the activity it is compulsory to discuss the experience and process the gained information of the participants.

Social Trip

Shared activity with people in need by visiting a specific institution

Outside-of-school programme

Goal:

gaining personal experience, developing empathy and tolerance

Skills and competences developed:

social awareness, empathy, accepting otherness

38

Time:

half day or 1 day

Number of participants:

max. 35

Location:

optional

Materials:

optional

Description of the activity:

Participants, with the guidance and coordination of the teacher choose an institution, company or organization where they can develop their social awareness and which they can visit and talk to the disabled people the organization works with and can also do some activities together.

Reflection:

We must dedicate a proper amount of time to process the group experience with reflection methods.

Sociopoly

Goal:

raising awareness, experiencing different disabilities

Skills and competences developed:

empathy, social awareness

Time:

depends on the length of the course, one station should last 3-4 minutes approx.

Number of participants:

max. 35

39

Location:

big space, garden, corridor

Materials:

accessories of stations

Description of the activity:

The aim of Sociopoly is to introduce young people personally to those people who live in the deepest poverty in Hungary. During the activity participants have to live through one month (eat, maintain a flat, raise children etc.) by doing casual labour, receiving aids and loans. The aim of the game is to survive the month.

The role-playing game is available in three versions: a boardgame (4-6 people can play at a time), life-sized version (recommended for events, groups of 3-4 can play it), game intro (for classes, bigger groups, they play it with the help of gamemasters and actors).

For further information check: www.szociopoly.hu.

Reflection:

group reflection

Special Needs Obstacle Course

Goal:

raising awareness, experiencing different disabilities

Skills and competences developed:

empathy, social awareness

Time:

approx. an hour/participant, but it can change according to needs

40

Number of participants:

depends on the allocated time and the number of tasks

Location:

indoors / outdoors, big space is required anyways

Materials:

wheelchair, blindfold, earphones/earplug, crutch etc.

Description of the activity:

We build an obstacle course and we come up with different tasks through which the participants can personally experience (individually or in groups) different forms of disabilities and disadvantaged lifestyles.

Examples for the tasks: building bouys and ramps into the obstacle course, blind leading, explaining an activity for a deaf person, transferring information to people with different sensory system disabilities, blind ping pong etc.

Reflection:

Do not forget that Reflection is one of the most crucial parts of the activity. It is essential to process participants' experience by involving the stations for a short time. Through Reflection, different experiences are shared which we can bring to a conscious level of the participants.

Take one step if...

Goal(s):

developing empathy, experiencing life situations, gaining personal experience

Skills and competences developed:

empathy, tolerance, self-awareness

Time:

15-20 minutes

Number of participants:

5-15

41

Location:

indoors / outdoors, space is required

Materials:

statements written and printed, role cards

Description of the activity:

Participants stand in one line in the end of the room. Everybody gets a role card and they have to act according to this role during the game. After that the trainer reads out different statements. Every participant decides if the statement is true to their role in the game or not. If it is true then they step one ahead. At the end of the game a very representative „social map” will be seen in the room about the different life situations and opportunities.

Possible statements:

- I have someone who I can talk to about my personal problems
- I spend 1,5 hours with my family every day
- I spend 1,5 hours actively with my family (playing games, talkig)
- I have a smart phone / I have an iPhone 6
- Our family has a car/Our family has a car which costs at least 6 million [currency]
- I sleep in a separate room of my own / I can talk with someone from my family before going to bed
- I have my own TV
- My grandparents live
- My grandparents live and I am in contact with them
- I have already travelled with plane
- I learn to play on an instrument
- We keep a pet
- I go to private lessons
- I have my own hobby
- I go to the cinema regularly / I go to the theatre regularly
- I have already had a birthday party
- I have my own Facebook profile
- I spend 2 hours on Facebook every day

- I have the chance to do sports regularly
- I am raised by only one parent
- I feel lonely
- I feel happy / balance
- I speak at least 1 language on a B2 level
- I volunteer somewhere
- I smoke (regularly)

Possible roles:

- You are super rich
- You live in a family with highly disadvantaged children
- You are a roma (e.g.: Szeged, Kecskés)
- You are an alcoholic
- You live in a one-parent family in very humble financial conditions
- You are raised on a farm
- You have hearing impairment
- You live in a „normal” family
- You live in a large family
- Give yourself (your own life situation)

Reflection:

Conversation with the participants.

How did you feel yourself in your role?

Could you take up the role you received?

Would you have liked to be in a different role? If yes, why? If no, why? Etc.

The Story of Leila

Goal:

proving that we think in patterns, showing how prejudices work, raising the topic of values

Skills and competences developed:

empathy, self-awareness, standing up for our own personal values, argumentation, open-mindedness, (self) criticism

Time:

30-40 minutes

Number of participants:

5-15 (even number of participants is required)

43

Location:

room, indoors

Materials:

none

Description of the activity:

The trainer tells the following tale to the participants and then asks them to put the characters in order based on how much they like them. (number 1 is the one they like the most and number 5 is the one they like the least)

After putting the characters in order individually the group discusses every order with the guidance of the trainer. In the end, the trainer shares the information with the group which he/she left out from the story.

„Leila wants to cross a river which is full of crocodiles to meet her love, Mohammed, on the other side. She goes to Ahmed to ask him to take her across the river with his boat. However, Ahmed says no to Leila. After that Leila decides to go to Ali, who also has a boat, and asks him to take her across the river. Ali answers that if Leila spends the night at him he would be willing to take her across the river. This is how it happened. The next day Leila meets Mohammed and tells him everything. Yet Mohammed rejects the love of Leila. Leila wonders sadly and meets Jaffar who she tells the whole story to. In the second part of the day Jaffar meets Mohammed and beats him up.“

The missing information, in other words: what really happened:

Leila is a 17-year-old high school student. Mohammed is 36 years old, has a wife and two children and he is the teacher of Leila. Ahmed is also a teacher of Leila. Ali is Leila's old, single grandfather who loves and does not dare to let Leila go home neither to cross the river at night. After Leila accepts to stay, they have a tea and a nice conversation and the girl sleeps at his grandfather's home. Jaffar is a psychopath who is very aggressive but likes Leila.

Reflection:

- By hearing new information participants might reconsider their order,
- We can highlight how prejudices work,
- Participants can discuss the role of patterns in thinking.

The chosen

Exercise on the aspects of exclusion

Time:

At least 35 minutes

Entry number:

At least 8

Equipment:

Flipchart

44

Preparation:

None

Goal/ priorities:

Show that humans are always in search of something equal

Process/ task:

At the beginning, 3 people are selected from the group. The chosen ones leave the room. The remaining participants of the group are thinking about a topic they will be able to talk about some time. When the theme is fixed, three words that are important to the conversation are replaced by new words that have nothing to do with the topic. After that, three other words that are important for the topic are searched for and replaced by three gestures. When the new words and gestures were learned, the group should talk about the subject. When the group is in the conversation, the three chosen are put in the room again without further explanation and are left alone with the group.

Evaluation:

- How the group felt during the exercise?
- How did the chosen feel? (Ignored, unpleasant, ...)
- Why did the chosen people were not be integrated immediately? Where did the order come from to not integrate the chosen into the group?

Please keep in mind.../things good to know:

Important for this exercise is to give the group no work assignment, also not indirectly!

Tennis sport – kraken

Cooperative exercise

Time:

At least 30 minutes

Entry number:

8-15, works as well with 25

Equipment:

Tennis ball, blindfolds, thing strings, a ring

45

Preparation:

Pick the track

Goal/ priorities:

carry and let carry

Process/ task:

2 to 3 participant will not be blind, all others wear blindfolds. The blind standing in a circle. The ring is tied the strings, the tennis ball lies on the ring. The Seeing needs to carry the blind, to transport the tennis ball on the ring to a predetermined track. The tennis ball shall not fall on the ground and must be released on the finish properly.

Modification options:

1. Blind do not know the task beforehand -> much more difficult.
2. The track can lead over stairs.
3. The seeing persons are not allowed to touch the blind.
4. Time can be added.
5. Play in small groups against each other.

Please keep in mind.../Things good to know:

Tell the participants they are blind for some time.
Exhausting task.

$$3 \times 3 = 10 !?$$

Conflict communication and tolerance

Time:

At least 45 minutes

Entry number:

Indifferent

Equipment:

Cards to show the solution visible

46

Preparation:

None

Goal/ priorities:

Show the process of agreement and compromises. Show the conflict in the process of agreement.

Process/ task:

The group gets a mathematical task which apparently has only one plausible solution. The group gets three possible solutions for this task. After the task the group gets 20 minutes time to agree on a solution. It is forbidden to reach an agreement by a majority vote (vote) or to work with help (for example glasses with liquids). After the 20 minutes the trainer selects a person who explains the decision of the group. Important is that this person is randomly selected. This happens, to ensure that everyone is involved and no one simply agrees, because the participant must be able to justify the decision of the group in a comprehensive manner. After the discussion, the selected participant explains the decision of the participants. The subsequent evaluation is about the process how the group has agreed on a solution.

Please note! Important:

Observers can also be used for a sufficiently large group. They are to observe the process of unification. This can be very helpful in the evaluation.

Responsibilities:

There are two glasses filled with the same quantity. In a glass is white wine in the other red wine. From the glass with red wine, a spoon is now poured into the glass with white wine. The white wine glass is now stirred, so that the two liquids are mixed. From this mixture the exactly same amount of liquid is now poured into the red wine glass with the same spoon.

Question: Is now...

- A) More red wine in white wine?
- B) More white wine in red wine?
- C) The degree of mixing is equal in both glasses?

Solution:

Answer C is correct. The degree of mixing is the same in both glasses.

Since this response is seldom chosen by the groups there is often a need for discussion after the idea of the solution. It is best to use visualization with various color moderation maps.

Tying Shoelaces

Task implementation with minimal instruction (in pairs)

Goal:

introduction of the topic of communication, understanding the role of clear instructions and cooperation

Skills and competences developed:

cooperation, communication skills, task delegation

Timeframe:

30-40 minutes

47

Number of participants:

6-16 (even number of participants is required)

Location:

room

Materials:

one shoe with shoelaces for every pair

Description of the activity:

We divide participants into pairs. One person from each pair is sent out of the room and then we explain the rules to the other person which apply to him or her. In the game the person who stays in the room comes from an alien planet who cannot communicate with their pairs. They have to take of their shoes and socks as well. They get a sheet of paper which they have to give to their pairs when he or she comes back. On this paper the other person will find the rules which apply to him or her.

The following is written on the paper:

„The person who you have just received this paper came from an alien planet. Before he/she entered he/she wore shoes and socks on his/her feet. Since he/she is interested in Earthen habits he/she took off one of his/her shoes and untied his/her shoelaces halfway and also took off one of his/her socks but right now he/she does not know how to put it back as it is on his/her other foot.

Since you have a big heart and you are a very understanding Earthen, you would like to help the alien to tie his/her shoes, put on his/her socks and shoes. Your task is to give him/her precise oral instructions which he/she will follow. (Even though the alien took part in a (Hungarian) language crashcourse he/she hardly speak the language) The alien cannot mimic us, so we cannot help him/her by showing what and how to do. What's more, he/she can pay attention to and understand only one person at a time.

Oh yes, and a couple of more useful advice:

Do. Not. Touch. The alien!

What happens if you do? Well, we cannot guarantee your safety... The last person who touched it vanished into thin air.”

A common discussion follows after the implementation of the activity with the guidance of the trainers.

Value activity

Value exercise

Time

30 minutes

Entry number:

At least 6

Equipment:

48 Task cards, pen, blank placats

Preparation:

Copies

Goal/ priorities:

Getting started with the aspects of value

Process/ task:

Split in 2 groups

Task:

There are different terms that are related to the word or the meaning value, to guess. The terms are drawn, mimicked or explained. The groups change with the presentation task. The group who guessed the fastest term gets a point. The group with the most points has won.

Examples:

Explain: PRICE without using the following 3 terms:
cheap, costs, shop

Please keep in mind.../things good to know:

None

Value auction

Dealing with values exercise

Time:

At least 60 minutes

Entry number:

In small groups, competitive

Equipment:

Money, coins

49

Preparation:

Auction hall

Goal/ priorities:

Dealing with values

Process / task:

There are 63 values for the auction. Each group receives fictional 1000 euros or fictitious money (coins) for the value auction. Each group discusses (individual group consultations) how much they want to give per value.

How much is a value worth?

What is the breakdown and strategy?

There are many values on the auction market!

What values do we want to have? Discussions are done beforehand. Each group then chooses an auctioneer. Now starts the auction.

At 10 Euros / coins begins the auction.

10, 20, 30, 40, 50

“For the first, second and third, the value for ... goes to group xyz”.

After each turn, the remaining sum should be written down by each group.

Evaluation:

Questions can be:

- What was the peak?
- Was the value really worth it?
- How is it among teenagers compared to adults?
- Which values have hardly cost? – Do you really need them?
- How was it, if “my” value was not possibly to get?

Please keep in mind.../ things good to know:

None

Values and their prices

Values

Recognition	Luxury
Job	Power
Car	Freedom of speech
Convenience	Courage
Drugs	Order
Marriage	Obligatory consciousness
Honesty	Punctuality
Family	Wealth
Fantasy	Religion
Flexibility	Respect
Freedom	Thoughtfulness
Leisure	Beauty
Friends	Nostalgia
Friendliness	Sexuality
Peace	Safety
Security	Fun
Obedience	Sportiness
Money	Teamwork
Justice	Tolerance
Health	Tradition
Faith	Loyalty
Good behavior	Abundance
Harmony	Environmental protection
Homeland	Vacation
Supply shaft	Responsibility
Hope	Trust
Humor	Wisdom
Intelligence	Prosperity
Career	Apartment
Creativity	Satisfaction
Power	Reliability
Love	

Values in my life

Cross ten terms that you think are important to your future.

After choosing ten values, the group shall discuss the reasons and intentions for choosing the given values (importance of the given value, priorities, future goals etc).

Unemployment
Hope
Profession
Death
Satisfaction
Children
Self-realization
Power
Politics
Holidays
Nature
prosperity
Believe
War
Democracy
Dreams
Celebrity
Learning
Retirement home
Third world
Error
Lifestyle
technology
Disease
Hate
Fixed
Impotence
Sexuality

Training
Wisdom
Health
Peace
Wealth
Friends
Environment
Progress
God
Parents
Sadness
Routine
Nutrition
Standards
Education
Freedom
Restlessness
Dropout
Popularity
School
Heart attack
Accident
Consumption
Loneliness
Lifestyle
Quality of life
Pleasure
Downfall

Alienation
Time
Career
Love
Working time
Happiness
Growth
Age
Knowledge
Apartment
Everyday life
Hunger
Morality
Change
Forced
Possession
Partnership
Pension
Justice
Disappointment
Revolution
Leisure time
People
Computer
History
Relatives

Reflection

Reflection with the participants, sharing experience, feedback

52 The term „reflection” is usually used in relation to „caring about our own actions and way of thinking” in Methodology Toolkits and training activities. The main purpose of reflection is for the group and for the participants themselves to process what happened during the activity, realize positive learnings and keep them. Besides, it also tries to uncover the reasons underlying problems and difficulties in order to remove them and learn from the mistakes in regard to the future. Reflection gives time for the group to „digest” experience, manage conflicts and stress and solve misunderstandings. Moreover, it helps to critically analyse and evaluate personal behaviour, specific group situations and incidents. Through reflection, we can make learning processes, other participants’ perspectives and next steps visible for participants. Through the course of reflection, we can also focus on the roles which participants played during activities.

Thus, it is clearly visible that reflection plays a key role in activities where participants develop their social competences or increase their social awareness. If we make a couple of activities right after each other we do not have to reflect on each separately because answers can be redundant. The leader of the activity needs flexibility and awareness of the situation to know when it is the right time to reflect.

How do students/participants develop through reflection?

On the first hand, with the help of reflection students can learn how to express their thoughts, share their impressions and emotions and on the other, reflection can contribute to the strengthening of group and class cohesion. Reflecting on a specific event or behaviour they can reach rules and norms both on the level of the self and the group which originate in their own approach to the world. So reflection is exceedingly capable to eliminate heteronomy (being under the influence of another person in a moral sense) and to promote individual responsibility and self-training. The positive effects of reflection can be seen in the strengthening of cooperative behavioural patterns and in the weakening of destructive patterns. On the basis of the latter the whole group can consider alternative behavioural forms.

Finally, the giving and receiving of feedback and the development of general communication skills is also possible with the regular use of reflection. However, in order to create meaningful learnings, we as teachers, need to follow the rules of reflection and also take the different stages of reflection into consideration.

When introducing reflection activities, it is necessary to present students and participants the aim and the rules of giving and receiving feedback. Some questions we can use for reflecting on an activity:

In the following part you can read the description of some reflection activities. Obviously, activities can be transformed according to the experiences of participants, to the characteristics of the class or to the needs of specific fields of development.

Circle time

Reflexion method

Time:

15 minutes

Depending on the content (useable as an warm-up)

Entry number:

4 up to 30

Equipment:

Chairs

53 _____

Preparation:

Questions/statements

Goal/ prioritites:

Sophisticated, topical evaluation

Process/ task:

The participants sitting in a circle of chairs. The trainer calls bold statements, questions. The middle of the circle is the positive site; the outside is the negative site. The participants need to position themselves. Adding to that, after every question a participant out of each position can be asked to offer a statement, for his reasoning to choose its position. It is also possible to choose two poles on the opposing ends of the room, four poles in the corners of the room. The circle offers sitting position, but at the same time should be big enough to position them.

Please keep in mind.../things good to know:

None

Dice reflexion

Reflexion method

Time:

30 minutes

Entry number:

Small group

Equipment:

Foam dice

54

Preparation:

Questions

Goal/priorities:

Reflexion/evaluation

Process/ task

For every site of the dice there is a different question/aspect:

e.g.:

1 = my own behaviour

2 = group

3 = content

4 = method

5 = highlights

6 = trainer/teamer/teacher

In one turn everyone can roll the dice and answer. Several turns are possible.

Modification options:

It is possible to go personal with the questions.

Please keep in mind/ things good to know:

None

5 Finger – reflexion

Reflexion method by writing course evaluation

Time:

10 minutes

Entry number:

Small/big groups, individuals

Equipment:

Pen and paper

55 _____

Preparation:

Paper

Goal / priorities:

Reflexion by writing

Process/ task:

Every participant gets a paper with a handprint (as an alternative the participants draw their own handprint on a blank paper). **Now the complete the reflexion paper.**

???

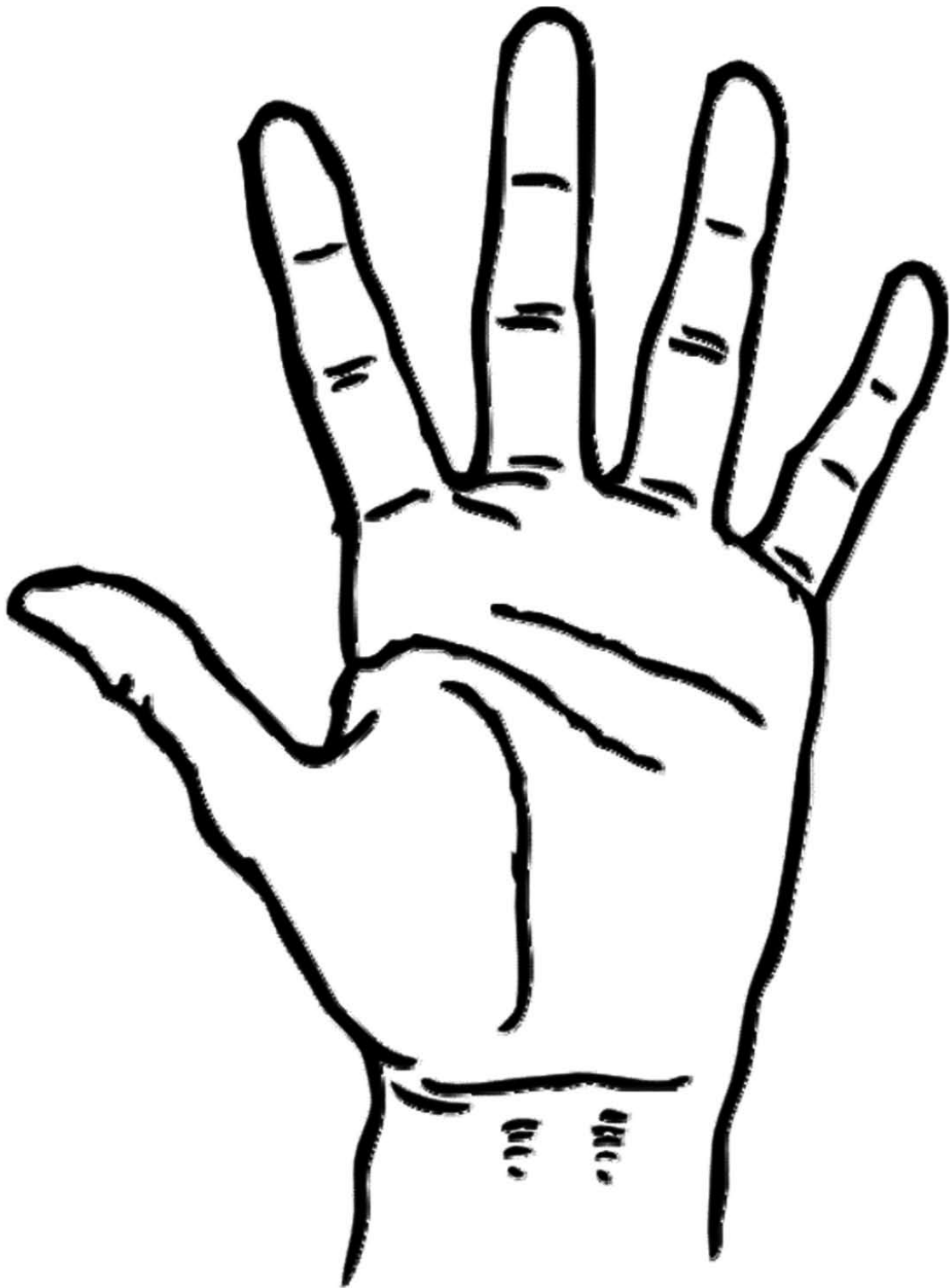
- Thumb: That was awesome.
- Pointer: That's what i want more of.
- Middle finger: That was not so good.
- Ring finger: That is what i keep in mind.
- Little Finger: That was too short.
- Palm: evaluation of the trainer.
- Possible without paper, having an evaluation circle.

Please remember that.../ things good to know:

None

5 -Finger Reflexion
Name:

56



Gate and door

Reflexion method

Time:

15 minutes

Entry number:

Indifferent, small groups

Equipment:

Pictures of doors and gates

57

Preparation:

Pictures of doors and gates

Goal/ priorities:

At the beginning of a Seminar, closing old things, on to new beginnings

Process/ task:

Behind the door is a new room. The trainer collects pictures of old, new wooden, iron doors etc. Every participant gets one door, which describes the situation the best. The first step is to describe the situation where the participant is in and the imagination what's behind the door, what will possibly happen. The iron door e.g. is heavy to open; the new door shows new alternatives. The door describes the way to the goal.

Modification options:

Participants can make pictures of doors themselves between two seminars.

Please keep in mind/ things good to know:

None

Matchstick reflexion

Reflexion method

Time:

15 minutes

Entry number:

Mndifferent

Equipment:

Matchsticks + box

58

Preparation:

None

Goal / priorities:

Short evaluation, atmosphere

Process/ task:

Every participant gets one matchstick and lights it up. During the time it burns down the participant is allowed to tell the other something. Every participant has a turn.

Modification options:

Possible in big or small groups. Beforehand ask a question, e.g. „How do you feel? “, „How do you think about the exercise? “

Please remember that.../ things to know:

None

Post card reflexion

Reflexion method

Entry number:

indifferent, small groups

Equipment:

post cards

Preparation:

post cards, in the middle of the room

59 _____

Goal/ priorities:

at the beginning of a Seminar, evaluation of the atmosphere

Process/ task:

Every post card has its own meaning. The trainer collects post cards. Every participant gets one maybe 2, which describes his situation the best. The first step is to describe the situation.

Modification options:

Participants can collect post cards themselves between two seminars.

Please keep in mind/ things good to know:

none

Start of record

Reflexion method

Time:

15 minutes

Entry number:

10-12, works better in small groups

Equipment:

Paper, pencils, cue cards

60

Preparation:

Start of records on placates

Goal/ priorities:

Daily reflexion, cooperative reflexion

Process/ task:

3 steps of the reflexion: awareness, sensation, transfer

For every step the start of records are distributed in the middle.

For example:

“I caught attention on...”

“I don't like...”

“I will keep in mind...”

The participants should have some moments to think. It is also possible to ask them directly. Important: every step at once.

Please keep in mind.../things good to know:

None

Stone reflexion

Intensified reflexion method regarding one exercise

Time:

20 minutes

Entry number:

Small/big groups, at most 25

Equipment

Small stones or other items (15 per person), placates,

61

Preparation:

Placates, pencils, items

Goal/ priorities:

Contact within the group

Process/ task:

Every participant gets 15 small stoner or other little items. Now the cue cards are prepared with points of teamwork, which are important for a working team.

For example:

- arrangements
- trust
- mindful listening
- working together
- helpfulness
- motivation/participation

After being asked a specific question (What worked really well?) the participants distribute their small stone/items. After the vote, the one with the most items/small stones seemingly worked well, the one with the least stones/items needs to be addressed in the following exercise.

Please keep in mind.../ things good to know:

Sweets reflexion

Reflexion method

Time:

15 minutes

Entry number:

Indifferent, small groups

Equipment:

62

Black licorice wheels, peanuts, chocolate, gummy bears, sour sweets, bowls, signs with questions

Preparation:

Buy sweets, fill them in bowls, write signs

Goal/ priorities:

Reflexion or as a start in the seminar week

Process/ task:

The sweets in the bowls got some meaning:

Black Licorice wheels → my role in the team/class

Gummy bears → my colleagues

Peanuts → brain twister/hard nut

Chocolate → that was sweet

Sour sweets → that is what i do not like

On their turn, the participant picks one sweet and talks about the aspects.

If some more aspects are important, new sweets and ideas can be implemented.

The trainer can eat the sweets after the reflexion themselves or give them to the group.

Please keep in mind.../ things good to know:

None

Thumb barometer

Fast reflexion method

Time:

10 minutes

Entry number:

Small/big groups

Equipment:

None

63

Preparation:

Questions

Goal/ priorities:

Fast way to evaluate, very individual-

Process/ task:

The group stands in a circle. Now everyone closes the eyes and reach their thumbs out. Now the Trainer asks questions, and the participants answer with their thumb. Good means thumbs up, neutral means thumb in the middle, bad means thumb down. Nuances can be added. When the eyes are opened again, they ones who voted extremely good or bad are offered to give a statement.

Possible statements:

- We worked well together!
- I participated with full force!
- Everyone listened while one was talking

Please keep in mind.../ things good to know:

None

Traffic light reflection

Reflexion method

Time:

15 minutes

Entry number:

Small/big groups

Equipment:

Yellow, red and green cards, questions

64

Preparation:

Cards, questions

Goal/ priorities:

Fast overview about atmosphere

Process/ task:

Every participant gets red, yellow and green cards. The team is asking question, state statements, referring to happened events. The group answers with the traffic light cards.

Possible statements:

- We worked well together!
- I participated with full force!
- Everyone listened while one was talking

Please keep in mind.../ things good to know:

None

Two different

Reflexion method for small groups

Time:

20 minutes

Entry number:

Small groups, individuals

Equipment:

Placates with aspects

65 _____

Preparation:

Placates, pencils

Goal/ priorities:

Interchange

Process/ task:

There are statements regarding exercises, which were done before, written onto cue cards. The cards are placed on the ground, not side-by-side. The participants now should discuss in groups of two the aspect the card is stating, roundabout three minutes. The trainer got a predetermined signal, which he is using to change the groups and aspects.

To reflect in the whole of the group, the individual members should pick the aspect, which is the most important to them. Choose the three most chosen ones and discuss them in the group.

Please keep in mind.../ things good to know:

None

Social awareness programmes outside of school: ideas and opportunities

In the following chart we present some outside school programmes related to social awareness. For further information regarding the organizations of the programmes check the contact list. The names of the organizations are in English, however, to make search easy, the original Hungarian names are also indicated in brackets.

66

Catholic House (Katolikus Ház)

6720 Szeged, Dugonics square 12.

www.kathaz.hu

katolikushaz@gmail.com

Let's connect! – Social project week

Social project week for high school students. It is organized at least once a year, every March in Szeged and/or surroundings.

Used methods: training method, experimental learning. Pillars of the program: community, spirituality and social awareness.

Peer to peer discussions – Roundtable conversations

The topics/questions of the discussions are hot topics, situated in the center of the attention of high school students. The topics are chosen together with the participating students. The discussions are led by the participants, who had been prepared professionally for the given topic and public speaking.

Topics discussed so far:

Staying home or going abroad? – Studying and/or working abroad?

Habits of entertainment: going out, partying etc.

Music, culture and fashion: current trends

Favour Market – voluntary favour exchange program

Favour Market means continuous exchange of favours in the communities of Catholic House. It is a community initiative for exchanging professional knowledge, time, whatever someone has and can offer to help others. The exchanges take place in a coordinated form, helped by an online platform.

Prettily for a good purpose – charity fashion show

The Charity fashion show is a bottom-up initiative of the volunteers of Catholic House.

The fashion show is organized and realized by them (design and sewing of clothes as well).

Donations collected at the event is offered for an NGO, active in the social sphere or charity activities, selected by the organizer volunteers.

Stones of Providence – interactive spiritual path

The spiritual path offers personal time for silence, prayer, and meditation. It makes also visible the signs of Providence in human life. The path is composed of 5-6 stations, which is followed by optional reflection and discussion.

Bar of chocolate (Kocka csoki)

Budapest

<http://www.kockacsoki.hu>

Social enterprise for helping people living with autism

Visit of a chocolate making manufactory, presentation of the enterprise.

Optional: trainings regarding the topic of autism.

Never Give Up! Foundation

(Nem Adom Fel Alapítvány!)

Budapest, Szeged

www.nemadomfel.hu

pappszabolcs@nemadomfel.hu

Organization of social consciousness and social awareness programs

Trainings, lectures, meeting and discussion with experts on disabilities.

The programs can be organized at various places, also further details are to be discussed.

Never Give Up! Center

(Nem Adom Fel Ház)

Szendrőlád, Pánd, Martonyi

<http://www.nemadomfel.hu/alapitvanyunk-programjai/nemadomfel-hazak>

pappszabolcs@nemadomfel.hu

Community center and residence of disabled people

The Center is managed by the Never Give Up! Foundation, where disabled people live and work. The Centers can be visited and common programs with the residents can be organized (team games, sports programs etc).

Never Give Up! Coffee and Bar

(Nem Adom Fel Kávézó)

Budapest, Baross street 86. (8. district)

<http://nemadomfelkavezo.hu/>

info@nemadomfelkavezo.hu

Bright Side of Life Foundation

(Napos Oldal Alapítvány)

6723 Szeged, Csongrádi avenue 104.

alapitvany@naposoldal.org

Voluntary activities, organization of programs and camps for disabled people

“Way out for the recovery of people living with addiction” Public Benefit Nonprofit Ltd.

(Kiút Szenvedélybetegek Gyógyulásáért Közhasznú Alapítvány)

6723 Szeged, Becsei street 3.

kiutalapitvany@gmail.com

Personal visit, lectures, discussions

**“Liar Center for disabled children
(Odú Központ Pedagógiai Szakszolgálati Intézmény)**

6723 Szeged, Gáspár Zoltán u.

info@odukozpont.hu

<http://www.odukozpont.hu/>

Early development center for disabled children (aged 0-3): volunteering, visits, lectures.

Reference list

In the following reference list you can find theoretical works and activity toolkits in the topic of social awareness, social consciousness and competence development.

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