



Guide for YOUrope needs YOU!
workshops in high schools



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PREFACE BY THE PROJECT MANAGER OF YOUROPE NEEDS YOU2!

Dear friends!

We are very happy that you decided to join YOUrope needs YOU 2! project, organize a workshop at high school in your city and by this, help us to empower high school students all over Europe and show them the way how to become active European citizens.

YOUrope needs YOU! is a great project which started more than one year ago and its 1st cycle in 2009 was amazingly successful. There were 5 trainings for trainers, more than 100 AEGEE members were trained to become capable workshop leaders and after that, several workshops were done at high schools in many cities in many different countries. Our project also won Charlemagne Youth Prize in 2009 and it became one of the biggest and most famous youth projects in Europe.

This year, we started 2nd cycle of YNY! and we are trying to make this project even bigger, involve more locals and reach more high school students. Because that is our aim – TO EMPOWER HIGH SCHOOL STUDENTS ALL OVER EUROPE! And if you are reading this publication, it means that you decided to join this amazing project and help us with this ambitious, but achievable aim.

You are holding our new publication – “Guide for YNY! workshops in high schools” which will lead you and guide you through whole process of organizing, managing and facilitating successful workshops for high school students.



It is divided into 3 main parts – what to do before workshop, what to do during workshop and what to do after workshop. You can find many advices and useful tips in here, as well as examples of possible activities and games which you can play with your participants. This guide book was made with the help from whole YNY2! team, as well as with the help from many people who did workshop at high schools last year, during 1st cycle, so we can consider them as experienced WS leaders and they contributed to this publication with many useful advices and suggestions.

I would like to thank you to everybody who helped us to create this publication and I hope that it will be useful for all of you, who will join our Action Months 2010 and organize a workshop at high school.

...and don't forget that YOUrope needs YOU too!

Miroslava Ganzarcikova
project manager of YOUrope needs
YOU2!

PREFACE BY THE EDITOR OF PUBLICATION



Dear Leaders of YOUrope needs YOU! workshops,

This is the new Guide to YOUrope needs YOU! Workshops in High Schools, with which we would like to help you in your preparation process. Here you can find useful tips, examples of workshops, scenarios about different types of WS, and of course, you will have a chance to gain valuable information from the experience of the people who already made WS last year.

The preparation process doesn't only mean to prepare yourself for the WS, it means to prepare yourself for event that can entirely change YOU! Indeed, being leader of a workshop dedicated to young people could be transformed into endless creativity! Don't forget that at this workshop, you will have an amazing role – to transfer knowledge and motivation! In your situation, to give means to take! Not literary, but to take enormous experience

and internal satisfaction. Since you are going to be a trainer of high school students, it is normal for you to have bigger knowledge about different areas, but from them you can gain even more important things than knowledge! Younger students can easily remind us how it looks like to believe that infinite opportunities are waiting for us, that impossible is nothing, as well as how it looks like to see the world with “sparkles in the eyes”. If you give them just a small motivation, they will give you back a million times bigger! They will you give motivation to work not on your goals, but on your dreams!:)

That's the main purpose of the YOUrope needs YOU! workshops – to inspire and to motivate! Yes, maybe during the workshop you will teach the pupils many useful and interesting things, but still that is going to be just a small percent in a comparison



with what they can learn by themselves if they're inspired to do that! Everything can be learned in myriad ways, so that our aim is to make them realize what are their interests and motivations, and to make them search for different opportunities.

In order to fulfill this, our suggestion is first you to think more about what is your biggest motivation, what makes you happy, which aspect from your work in AE-GEE, or from other volunteering is giving the biggest satisfaction... When you'll find the answer of these questions, remember the answers, and transfer your personal experience to the group. They'll be satisfied, and you'll be happy! And if you feel a bit anxious or nervous before the WS, don't worry! We're all nervous before important and meaningful events. If you are honest and open in your approach, the only thing you should be afraid of is having too long workshop.

The material in this guide is divided into three main parts:

- Preparations before the WS
- What to do during the WS
- What after the WS?



+ you'll find useful tips and examples.
Good luck with the preparation! Prepare yourself and enjoy!:)

...and don't forget! To guide YOUrope needs YOU! Workshop for students means:

- + To immerse themselves in the complex and interesting realities of international and multicultural activity
- + Equipping themselves for a changing world!

Elena Avramovska
PR responsible YOUrope needs YOU2!

The ability to convert ideas to things is the secret to outward success.

Henry Ward Beecher

BEFORE THE WORKSHOP!

Making a team!

After decision that you want to make **YOU**rope needs **YOU!** WS, the first thing you should do, is to make a team of people who would like to make the WS with you, or who can help you. Ideally, the team should be consisted of two or three people. **BUT**, even If you can't find anybody who wants to make the WS with you that definitely doesn't mean that you can't make good WS alone! The quantity doesn't mean quality! We're suggesting you to find other people only because in that way it's going to be easier for you to get both help and support. If you are two, three or more people, share your tasks and be sure that everybody knows what are his/her tasks. Moreover, if you don't know the other persons very well, try to make some small team building activity, and talk to them how they imagine the WS. It is important for team to share the vision about what they want to achieve with this event.

BEFORE THE WORKSHOP!

Choosing a high school, contacting head masters and getting approval

The second step you should take is to decide in which high school you would like to make the workshop, and to get an approval from the headmasters.

If you personally know some of the teachers who work there, you can contact them and ask to help you. The administrative procedures are different in every country, so that we can't tell you in which way you should contact with the headmasters, but one is for sure – you should explain them the **YOU**rope needs **YOU!** project thoroughly. In this way, you will show that the project is serious and helpful for high school students. Use the facts that show how big and successful this project is. For example, you can mention how many trainings and WS have been made till now, how many people were trained etc. You can also show them our web page, or if it is required, you can make a letter with all information about **YNY!**. Again, it depends from the school administration in the particular country. Some of the trainers who already made WS, held them in some student organizations or clubs, like European student club. You can also consider this option, but try to focus on pupils that are not very active, who need to be activated by **YOU**rope needs **YOU 2!**J

Moreover, it makes difference whether you're going to make WS in the high school in which you've studied, or in other school (for example if you live in other city, or you're in a different country, for Erasmus etc).

See the table on the next page, and compare the advantages and disadvantages between making WS in your high school and in other high school:

“YOUR” high school, in which you studied	High school in city of your AEGEE local
-You feel there like at home! You know the building, the teachers, and the headmasters well.	- Although in this HS you’ll be in new environment, this could be new, challenging and even more interesting experience.
- You can do something special for your school, town, friends – for people, which were every day near you, when you were younger.	- If you make WS in the city where is your AEGEE local, or where you’re an Erasmus student, probably you’ll easily find other people who would like to join you or to help you to prepare the WS.
- It’s gonna be easier for you to organize the workshop + your high school teachers can help you if you have some problem	-You should prepare a letter to headmaster and teacher or go to school and talk about your ideas. You already know what you should tell them in the letter J But this also could be good opportunity to meet the headmaster personally, so that they can help you in future if you want to do WS or other activity in that school again.
-Teachers already have opinion for you, so you won’t need much effort to make them trust in YOUrope needs YOU!	- Make a list of the things and materials you’ll need during the WS. For example, if you need classroom where you can put the chairs in a circle, tell that to person who will be responsible to contact with you about this.
- Maybe it won’t be necessary for you to write a letter and explain, who are you, why you would to do this project in this high school.	-You must be confident when you’ll make the first contact with headmasters. Show teachers that you know what you want to achieve with your WS, and explain them that the whole school could gain something from your YNY! work.
- Maybe you already know some of the pupils	- If you’re foreigner in the school where you are going to make the WS, don’t see that as disadvantage! In contrary, teachers and headmasters probably will be pleased that foreign student wants to make something good for their school. They will be more enthusiasts, so don’t worry!:)
- Probably you are going to feel very comfortable in that high school	- Although you might feel more comfortable in the high school where you finished, making WS in other school sometimes could bring you more satisfaction – you’ll make everything by yourself!

Planning:

Before starting planning the workshop you need to know how much time you will have. Do you have an hour or two? If you are planning to have more than WS, how are you going to divide the materials? Are you expected to hold the workshop during a lesson? Do you have the whole morning? Will you be able to put the chairs in a circle? (if this is part of your plan). Another very important thing is the age of your students. Your WS should be different if you work with pupils who have 15 or 16 years, and with pupils who have 18. This is important because their points of view and interests are different. Let's say that we can divide the high students in three categories:



1st category of pupils	2nd category of pupils	3rd category of pupils
<ul style="list-style-type: none"> - 15 years old - They don't think about their studies intensively <p>Everything at school is new for them</p> <ul style="list-style-type: none"> - They usually don't know anything about students' associations, or their knowledge is very basic - They're still in the process of accommodation on the new environment - They more enthusiastic about the school, they're full of energy 	<ul style="list-style-type: none"> -16-17 years old - They know the school and the teachers well, they feel more relaxed - They love fun, but they also feel like adults:) - Show them that you feel the same, you are not so older and you are "on the same level" - At this age, pupils are usually dreamers, and have big imagination - They are starting to think more intensively about their future studies - They know each other very well, and love to work in groups! They could be perfect team! 	<ul style="list-style-type: none"> - 18-19 years old - They think more seriously about their future - They are before crucial moments – choosing university, final exams etc... - They want to consider different options and opportunities - They have many interesting ideas and plans - They have big expectations from the future, and they have big will to work on their dreams - THEY COULD BE OUR MEMBERS SOON!!! - They are interested in everything that consists the words : "student", "university", "travelling", "opportunities" ...

BEFORE THE WORKSHOP!

Logistic & materials

What material do you need for your workshop? If you are going to use a computer or a projector, make sure your contact person at school know about it and you have access to the equipment. You also might need paper, pens, tape. Think about it beforehand and bring things you need, in case they do not provide you with it at school.

DURING THE WORKSHOP!

Opening

The opening includes a welcome from your side and a little explanation what you are doing here.

Go on with expectations of the students and tell them what you have planned exactly afterwards.

Usually, you also have getting to know games and teambuilding games included (see the list of interactive and teambuilding games that you can use below). As you are going to be in a class of pupils that already know each other, this part does not have to be very long part of your work. Maybe it is a good idea for you as workshop leader to have little name tags for everyone.



Also talk about rules (adding new ideas, do not interrupt others, every idea is accepted at the beginning,...). If you have enough time, write them down so everybody can read them, or can write these rules on a flipchart before the WS in order not to lose time for this the WS.

DURING THE WORKSHOP!

Main activity

Before planning the content of the main activity, please take into consideration that the content should be a bit different if your workshop is for pupils that are second year, and if it's for pupils that are in their final year. If you're WS is for pupils in their final year, then, you can concentrate more on telling them about different opportunities for students, not for high school pupils only.

Before going to the steps which will explain you better what you can do during the main activity, read the following suggestion which might help you in different situations, every time when you will be trainer or leader of workshops.

- Create a positive atmosphere that enhances the self-esteem for all students. Each student should feel respected and valued. We do not all move alike or at the same speed. Value of each student is based on individual abilities. Modify activities when it's needed.
- Have a signal or sign that can refocus students quickly so that they can "freeze" and listen to you when you need to speak or end the activity.

- Share appropriate personal information with your students. Students respond favourably to the instructor who shares personal anecdotes or participates with them actively.

- Expect Success! Assume all students can, and want, to be active - including those with special needs.

- Model enthusiasm for physical activity. Be aware that students (at first) may seem apathetic or silly. These are common expressions of being self-conscious about trying something new in front of their peers. With practice, this discomfort can be minimized and students will be more relaxed and willing to participate.

- Give instructions before and after arranging the room to get ready for participation. Remind students of the rules for the activity and the “freeze” signals.

- Take time to make sure that objects are out of the way for safe movement.

- Set a time limit for the activity before beginning movement. Be sure to share it with students.

- Compliment groups or individuals so that all groups or individuals feel as though their participation was valued.

All these instructions could help you in various situations. In certain situations it's good to use all of them; whereas in others, you should use only some. It depends from the situation.

Now let's back to the step of the main activity.

DURING THE WORKSHOP!

Steps of the main activity

Beginning:

After everyone knows what is going to happen, you can start what you have planned. You can start with power point presentation for YOUrope needs YOU! project, because in this way, pupils will get the whole idea why are you there. We made example of ppt, which you can use during your WS, or you can make a similar one. (example of power point presentation, you can find at our website www.aegee.org/youropeneedsyou)

You might get the best results if you alter between theoretical input and interactive tasks. If you are experienced enough to act adjustable, you can start the workshop with just a slight idea and react completely to the needs and knowledge of the students. At the beginning it is advisable to plan your workshop thoroughly, though. Have a look at the scenarios if you need some support. Even if you use some of the scenarios and make detailed plan how to lead the WS, try not to be very strict, and follow the group. The main activity of the WS could be very creative and very often spontaneous. Interact with the group, feel their interests, and be open for new ideas and suggestions. Don't be afraid if the course of the WS take a bit different direction from your plan! That could be very good! It means that your group is consisted of students that want to interact with, and not only to listen passively.

Pay attention that no one is left behind during the activities and always try to find encouraging words to make them eager to work on.

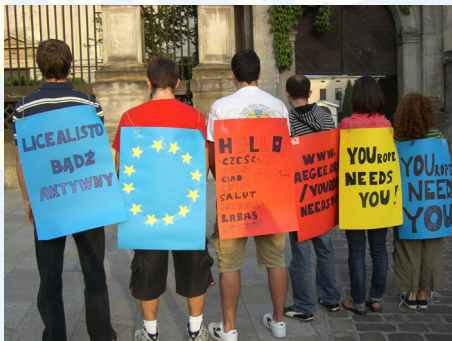
What to talk about during the main activity:

Very often the future YNY! trainers are asking what they should talk about during the WS. We understand that this question is common because there are indeed many subjects that you can use as topics for your WS. But this can be only advantage to you! You have freedom to choose the topics that you know the best, or which you consider as most interesting and/or valuable. Moreover, despite the familiar topics that can be discussed in all countries, you can also talk about something that is familiar and interesting for your country or city.

In order to help you with your choice, we made a list with the topics that were used by the trainers last year.

- European context
- Opportunities for young people in Europe
- AEGEE
- Project management
- Active citizenship
- How to be active on local, national and international level
- European Union, European Council and European Commission
- Youth in Action, ERASMUS, Work and Travel, Au Pair and further exchange programmes
- Civil Society, NGOs
- How to create your own project? (basic knowledge)

- Some key facts about Europe and youth NGOs
- Solutions for your country in terms of EU
- European integration, EU member states and candidate states as well as EU institutions
- Personal development



These are some of the basic topics that you can use. Of course, you can use many other – just use your creativity! For example, if you are making the YNY! WS in art or music school, search more before about different opportunities connected with music or art. If your pupils have 15 or 16 years, give them interesting information about different organizations for high school students. If pupils in your group have 18 or 19 years, you can definitely talk more about students organizations. Explain them more thoroughly about AEGEE and/or other student organizations (like BEST, EMSA, ESN,...) Furthermore, you can discuss more about their personal development. Explain them being active in NGOs often means to have an opportunity to transform your ideas and creativity into real projects!



During high school, pupils are usually very curious, they want to know many things, so be ready for different questions. Dedicate some time from your WS for questions only! This could be very interesting part of the main activity! Keep your mind open, and you will also learn interesting things! :)

Evaluation:

Do not forget to sum up your results together with the students and let them tell you what they liked and what they disliked. You can prepare a little questionnaire, ask them to write it on paper or tell you directly. This is very important as it is the best way for you to improve yourself. Also give a feedback to them.

Closure:

To sum up once more what you have done during the workshop and what the main aim was. If you have any material to hand out, do so. Tell them how they can contact you if they have further questions, and you can also take their e-mails in order to make mailing list or FB group etc.

AFTER THE WORKSHOP!

We hope that after the WS you feel happy, satisfied and inspired. The aim of YOUrope needs YOU! WS is not only to inspire the pupils, but to inspire us as well. First, take some time for self reflection, make evaluation of the experience you've gained, and think about the new things you've learned.

Then, it will be perfect if you make mailing list for you and the participants, and/or facebook group. In this way, you'll give them a chance to ask you additional questions, or comments. Moreover, you can use these groups for changing useful information. For example, maybe you'll find some interesting information about seminar or training for high school students, and you can write that in the group. Or you can connect your participants with participants from some other country, so that they will have their own network for changing information and experiences. And finally, do not forget to send your evaluation of the whole workshop to your supporting YOUrope needs YOU team ;)

On the next page you can find interactive games, energizers and teambuilding games + short tips from the people who already made YOUrope needs YOU! WS Choose the ones you like the most!:)

ICEBREAKERS & TEAM-BUILDING

European Bingo:

Prepare papers or write down all European countries, capitals, rivers on one piece of paper.

Ask each participant to draw a grid with nine boxes and to fill it with names of European countries, capitals, rivers, mountains as well. After finishing play the game "Bingo" by naming one thing a time and participants have to cross out if they have a match. You can finish the game either when someone has crossed out three statements in a row or all nine.

Note: maybe also prepare the 3x3 chart and hand it out to the students if you fear time limit.

I like it organised

Ask everyone to stand organised in line: in alphabetical order of their names, height, shoe size, hair colour (from bright to dark/dark to bright)

Virus Game

Choose one (or more) person to be the virus. Whenever he touches someone, this person becomes ill, meaning he talks nonsense the whole time, cannot walk any more but just make funny movements on the spot. Two other players can heal him, by taking each others hand (so the ill person stands in the middle of them) and say: "Healed" They cannot become ill, while they are healing the ill person.

Pizza massage

In pairs or in a line with everyone: Make an imaginery pizza on the back of your partner. Change after a while.

Jamaquack

story: Jamaquacks are endangered birds, living in the south of Australia. They stand a bit bent-forward, hold their ankles with both hands and move backwards. As they are nocturnal, their eyes are always closed at day. They are constantly quacking/ croaking and and just quiet when they sleep. As they are endangered they can be found in Australian zoos, but they love their freedom and always try to break out. Choose some students to be Jamaquacks. The rest is forming a circle and holding hands, so the Jamaquacks cannot break out. Two people open the circle and form the loop. Jamaquacks are inside the circle, their eyes closed and facing each other. Now they have to try to find the loop and get out of the circle. They have to make a quacking noise the whole time and especially when they have found the loop to signalise their friends the way. When one has found its way out, he is allowed to open his eyes, but not to stop making noise. The people forming the circle have to push the Jamaquacks carefully back to the circle if they have not found the right way out yet.

Lift Raft

equipment: paper

Hand out some pieces of paper (maybe one per person at the beginning) and ask them to stand on it without touching the ground. Now take away some pieces and ask the same. Take more and more and see if they manage to stand on one piece of paper (depending on the size of the group)

Fruit salad

Everyone sits in a circle (best if sitting on chairs). The team leader now goes through the circle and names everyone with different fruits (apple, banana, cherry). As he is now in the middle and without a chair, he has to find a place to sit. He calls one of the fruits e.g. Apple, and all the students who have been named apple have to change seats. Now a new person is in the middle and has to find a place to sit by naming any fruits

variation: do not give fruit names, but find anything people have in common: everyone who wears a black sweater, everyone who wears glasses, everyone who is looking forward to holidays...

Penguin and crane

One person is the crane. He has to move like a crane (his legs stiff, his arms forming a huge beak that is constantly snapping, always saying “cra, cra” [it looks a little bit like a robot walking]) The others are the penguins. They can just move like penguins (legs close together, small steps, arms close to the body). The crane tries to catch the penguins. Once a penguin is caught, it becomes a crane as well and helps to catch the other penguins.

From Circle to Square

equipment: rope

Stand in a circle and give everyone a rope to hold. Now ask them to close their eyes (maybe even use something to make sure their eyes are closed). If no one sees anything ask them to form a square instead of a circle.

Goofie

story: Goofie is a little figure living hidden and far away from society. The one who has a chance to meet him will get very lucky, as Goofie is one of the most generous figures in the world. Unfortunately, he cannot talk, so it is a bit difficult to find him.

Students have to stand somewhere in the room and close their eyes. Now they have to start walking around and find Goofie. Whenever they meet someone (touching), they ask “Goofie?” If he “Goofie”s back, it is not the right one. The team leader secretly chooses a Goofie and tells him to be it. Goofie has to stand still, where he has been appointed. If someone now finds Goofie, he has to stand next to him, waiting for the others to find them. He has become part of Goofie and can open his eyes, BUT is not allowed to talk anymore.

You- ah- Who?

Form a circle. Person A points at someone (Person B) and says: “YOU!” Person B raises his hand on his head and says “Ah!” and points with his fingers his left or right hand neighbour (Person C) who also has to raise his hand and ask “Who?” while his fingers are pointing at Person D. Person D can point at anyone and say “You!”, etc. The one who is not reacting, reacting wrong or too late has to stand in the middle and is allowed to disturb the others as long as almost everyone is standing in the middle.

Note: try once with the whole group before playing

Get up

Two people start by sitting backwards to each other and linking their arms with each other. Now they have to try getting up. With a little bit of practice it is not too difficult. Now start asking a third/ fourth/ fifth person to join and try together. Try to get up with as many people as possible

Dragon Tail

All students stand in line, grabbing the shoulder of the person in front of them. Now the person on head of the line has to catch the end of the line. Goes as long as the first person to catch is head again.

Got your tail

equipment: clothespegs or anything that can be fasten at your clothes

Give every participant the same amount of clothespegs and tell them to fasten them on their clothes (not hidden!). Now everyone has to try to collect as many as possible by stealing from the others and fasten them on their clothes. The one with the most wins.

Variation: try the game a second time, but change rules after a minute: people have to try to get rid of their clothespegs and fasten them on the other people.

Human Knot

Form a circle and move as close together as you can (like a group hug). Now raise your hands and grap any free hand you can find. If everyone has found two hands to grap, try to untie the knot and move back to a circle. You are not allowed to leave a hand free or to open the chain until you have untied the knot. (note: not always possible) .

Singing games:

There are some energizers that are sung. As it is difficult to describe it, I advise you to have a look at youtube for the right rhythm. Nevertheless, here are the lyrics of three of them:

Joe from the button factory

Hello,
my name is Joe.
And I work in a button factory
I have a house and a dog and family.
One day my boss came and asked:
Joe,
are you busy?
I say no.
Then push this button with your right hand
// left hand
// right foot
// left foot
//with your head
// are you busy?
I say yes

Be banana

Be banana, be be banana//
Peel banana, peel peel banana//
eat banana, eat eat banana//
Go bananas, go go bananas//

This is the story of my pony

Here we go with the big fat pony
Here we go with the big fat pony
Here we go with the big fat pony
Early in the morning

Front, front, front, my baby
side, side, side my baby
back, back, back my baby

Early in the morning

INTERACTIVE GAMES

Balloon Stomp

Duration: app. 10-15 minutes

Preparation time: app 10 minutes

Equipment: ballons and statements

Cut up statements about Europe, roll them up and put them in separate ballons, which you blow up.

Everyone has to burst a balloon and try to find an answer to the question/ discussion.

Note: you can use the discussions from the material. You can also build groups through this activity

Map of Europe

Duration: 10 minutes

Preparation: 10 minutes

Equipment: papers

Prepare different papers for each student.

They get one card saying from which country they are (not the country they are originally from). Another card is the money they have (Euro, Zloty,... wherever they are from), maybe another one for the country they want to go to and another one for Visa.

Now simulate a journey: some can travel without any problems (e.g. Germany-Spain: no passport control, same currency), some need to change money (e.g Denmark - Greece), some need Visa (do they have it?), some need to change money (or have they already done?)

You can decide, what you want to show and if you let them travel to the country. You can show the difficulties for some of them, because they forgot their visa/passport/ do not have the right currency...

Let them build a map of Europe according to the places they are from in that game

Who am I?

Let students express how they feel: do they think more regional, national, European?

Possibilities how to express it:

- make a collage
- create a poster
- have a map where they can place little spots where they see themselves
- let them move around in the room and make clear where they are European/ national/ regional



Fish bowl

This means it good when it comes to discussions.

Have 4 chairs in the middle, the other in a circle around it. Three people always have to be in the middle, a fourth is optional, so one chair can be free.

At the beginning three people are in the beginning introducing into the topic and starting discussing it. If someone from the outer circle wants to say something, he can go and sit on the 4th chair. If another person wants to join now, he needs to tell someone else by tipping on his shoulder that he would like to take his seat. People from the inner circle can leave it if they want to and there are still 3 people in the inner circle.



Walt Disney Method

similar to fish bowl, but every person gets a fixed role:

- the dreamer is very subjective in answering questions and is very enthusiastic about it, but never prepared to make a decision or to analyse the idea thoroughly
- the realist pushes the development of the idea forward, controlling all necessary steps, conditions and qualifications
- the censor challenges the participants and examines the defaults. His aim is constructive and positive criticism to identify sources of errors
- the fourth person is the neutral advisor (could be the group leader)

Other simple methods to actively involve students :

• Brain walking:

- alternative 1: each student gets a piece of paper and has to write down an idea/ sentence/ word to a specific topic, then come to the front and pin it on a wall/ the blackboard/...

- alternative 2: as the name says: go for a little walk with your students and let them discuss a topic

• getting the mood of a group:

You can use the easy way of letting everyone raising their arms if they agree to an aspect. But you can also make it more active:

- prepare a picture on the blackboard (maybe you have collected ideas through a brain walk) and let the students stick something on their preferred topic/ what they think is correct/ most important.

They can also use a pen and simply make a sign on the paper

- make a vote with cards: red is against, green is in favour

- divide the room into several parts and tell which idea/answer is in which corner, then let the students go to their choice. If you want to continue with a group work, you might also have the different groups now

SCENARIOS

SCENARIO I

- start with something that confronts the group with information that will lead to an area of inquiry. This can be anything: a video, a powerpoint presentation, a newspaper article, a song
- individual reaction of the students: have you experienced something similar? What do you think of it?...
- compare: similarities and differences of students point of view
- let students work on it through discussions, group-work, role-play (depending on the subject)

SCENARIO II(exploring concept)

- state two countries and give one as a positive and one as a negative example, but do not let the students know what they are an example of (e.g. take EU/ non-EU countries; Schengen/ not Schengen; Euro/ not Euro)
- state a second pair of positive and negative examples and let the students try to find out what the countries are examples of; let them generate and test their hypotheses
- go on until they find the solution
- let them name more positive and negative examples
- use this as a basis for a discussion

SCENARIO III (role-play)

- warm up the group: introduce to the the problem (maybe with a little story) and make the problem explicit
- explain the concept of role-playing
- select participants: decide whether all students should play or just a selection. If all, divide them into groups and tell that everyone should come up with a solution
- set the stage: get inside the problem situation
- give time to prepare the role-play
- enact: let them show what they have come up with
- discuss and evaluate: review the action and discuss the mayor focus. What solution did the group(s) come up with and why?
- Relate problem situation and solution with real life experience

SCENARIO IV (simulation)

- present the topic of the simulation and explain how it works. Give an overview of the steps
- set up the scenario by giving rules, roles, procedures, types of decisions
- start the game and give a little feedback after a few minutes. Tell what is good and bad and if necessary give more directions
- summarise what they have done after the official ending of the simulation and compare it to real life experience

SHORT TIPS FROM STUDENTS WHO ALREADY MADE WS

- Come half an hour before the time of the WS, and prepare all materials you need. In this way, you won't be in a hurry, and nervous.
- Be relaxed! Enjoy in your WS! :)
- Use this opportunity to feel like high school student again! :)
- Smile and be cheerful!
- Don't talk too fast or too slow
- Don't forget to follow your plan, but not too strictly
- Mention different things – each pupil has different interests. Show them that this WS is for ALL of them.
- Your WS should last approximately 1.5 – 2 hours, but of course, the length depends from the situation
- If they want to discuss more on particular topic, let them do that, even if that take a bit more time than planned. But always try to moderate the discussion
- You can make a small break during the WS (10-15 minutes)
- Tell some joke or funny story that happened to you somewhere in Europe
- Tell them some basic rules about how the WS should look like
- Make the chairs in circle – more comfortable situation both for you and for them
- If some of the teachers want to stay during the WS, explain her/him that it would be better if you stay alone with the pupils. They're gonna feel more comfortable
- Make nametags! You will feel much more comfortable if you know how to call each of them by name
- Explain them well the rules of the team-building games and of the exercises
- Explain them that you won't tell to the teachers too many details. They will feel more comfortable if they know that their comments and opinions will stay behind close door
- And of course, don't forget to enjoy as much as you participants! =)



Dear YOUrope needs YOU 2! leaders of WS,

it seems we came to the end of this guide. We hope that the guide we made for YOU will help you, and that you will enjoy in your preparation process for your new experience! We made this guide thanks to people who helped us – team members of YOUrope needs YOU! from the first circle, and & YNY! leaders of workshops who already made WS in high schools. We believe that you will make great WS, and that you will manage to give and to get inspiration!

Good luck!:)



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