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# Training Club Magazine

Training Club Magazine

**No.1  
2020**

## — Be your own leader —

"Be your own leader" is a project initiated by Association TEAM4Excellence and implemented with the support of a group of 7 international volunteers, under the European Solidarity Corps (ESC) Programme.

From October 2019 to March 2020, we conducted a set of non-formal educational activities aiming at contributing to development of critical thinking and analytical skills of youth.

This booklet summarizes the workshops,

exercises, games, ice-breakers, energizers and activities organized during the project period.



## Project topics

- ♦ Critical Thinking
- ♦ Improve attitudes towards ESC volunteering
- ♦ Solidarity
- ♦ Democratic Participation
- ♦ Tolerance



**Together  
Everyone  
Achieves  
More**

## Our organisation

TEAM4Excellence empower the Constanta community to share common values and responsibilities through experiences with young European citizens.

Our vision is to share and to involve the local community. We give the opportunity to become educators and mentors and to train people to share the same values. For Europe and for the world.

Over 700 young people from Constanta and about 70 European youth benefited from our activities in 2019.

**Together is better!**

## OUR VOLUNTEERS



SVEN

I am 28 years old and I live in the Netherlands. After graduating from International Business & Languages I have been searching how to be of service to others while improving my own particular skills and I was glad to find this project in this country full of potential.



LAURA

I am an 19 year old girl from the South of Germany – Bavaria. After finishing high school this year, I decided to travel the world and was searching for new adventures. When I found this project, I decided to apply and I am glad that I can be here and enjoy this experience in the beautiful Constanta.



ÄNNE

I am 23 years old and come originally from the northern part of Germany. A few things about myself: I made an apprenticeship as a tailor, worked as an intern for a fashion designer and an art museum, am interested in different cultures and countries and love hiking and the mountains. When I found this project I knew it would be an adventure I would like to embark on.



GUILLAUME

I am 20 years old, I come from a small town in the north of France, just near Belgium. I got a diploma in International Trades and I wanted to take a break in my studies to develop my skills in different domains. I also wanted to discover Romania, a country really different from mine. I am really happy to live in Constanta which is a beautiful city.



LISON

I am a 21 year-old student in Sociology, later specialized in gender studies. I come from France, the southern part, near Toulouse (known as the "pink city"). I took this year off because I wanted (and needed) more experience on the field and a step back from theory for a while.



SILVIA

I am 25 years old and I graduated in March in Diplomacy and International Cooperation. I studied in Italy, where I came from: I was born in Como and spent the last six years in Trieste, at the border with Slovenia. After graduation, I decided to leave with the ESC and join the project here in Constanta to grow personally, learn and gain as much as possible from this experience.



SARA

I am 21 years old, and I come from the North coast of Spain. After studying a degree in mathematics for two and a half years, I decided to drop off and to take a gap year and live some new experiences. That's how I found out about this great opportunity and I decided to get onboard.



The next pages present the workshops proposed by our team and delivered to young students from Constanta, during the project **Be Your Own Leader**.

# CREATE YOUR OWN SOCIAL MEDIA PLATFORM

## Workshop scenario



### Scope

In this lesson, participants experience what one can create within a group environment in a short amount of time with few restrictions.



### Task

Create a unique social media platform



### Time

50 minutes



### Materials

Coloured pens, pencils  
A3 paper,  
PC, projector, Wi-fi,  
Coloured post-its



### Age

Secondary school students  
10-14 years  
High school students  
15-19 years



### Methods

Teamwork  
Conversation  
Learning by doing  
Creativity



### Evaluation

The students are given the option to select emojis which best reflect their opinion on the workshop.

Additionally, they have the possibility to give written feedback and tips for the future.



## Facilitation steps

1. Give the students a question to answer on [mentimeter.com](https://www.mentimeter.com) to get their minds started on the subject. The question is "What is attractive to you about social media?" Their answers appear on the projector screen.
2. Explain the activity to the students (give an example).
3. Divide participants into groups of 4-5 persons and give an A3 paper and coloured pencils. Explain that they can draw and write anything they want to create the unique social media platform.
4. They start discussing what is important to them and attempt to reach a conclusion which they can work with. (20/25 minutes).
5. After finishing the exercise, they present their creations to the whole class and bring supporting arguments.
6. Vote for the best social media platform. Every team receives a certain coloured post-it. A post-it of the same colour is placed on top of their work, (they are not allowed to vote for their work).
7. The winner is announced.
8. Written feedback is collected.





## Volunteers' Voice

„One of the things that we can conclude after experiencing the workshop is that nearly all students enjoyed doing the activity.

We received mostly good reviews and a few suggestions e.g. some students would have liked more time for creating their social media platform.

Moreover, the students were able to discuss with each other in a respectful way and made a collective decision. To sum it up, all participants in the different groups made their own unique creation.

At the end of the workshop, most of pupils were grateful and satisfied with it, as well as willing to meet us again and to engage in other activities.”



# THE DUMBEST IDEA

## Workshop scenario



In this lesson, participants develop "out of the box" thinking and improve imagination and evaluation skills.



Remove the creativity blockage by focus on the dumbest instead of the best idea and try to see that even dumb ideas have the potential of becoming good ideas.



50 minutes



Coloured pens, pencils  
A3 paper,  
PC, projector, Wi-fi,  
Coloured post-its



High school students  
15-19 years



Teamwork  
Conversation  
Creativity



The students are given the option to select emojis which best reflect their opinion on the workshop.

Additionally, they have the possibility to give written feedback and tips for the future.

## Facilitation steps

1. We offer the students a problem, for example the excess of plastic in the oceans or the homeless animals in Romania.
2. The students work together in groups to come up with dumb solutions for the problem. They write down and/or draw their ideas on their A3 paper.
3. After the students have worked on their ideas, they present them to the entire classroom.
4. When all ideas have been presented, we open a discussion about the ideas and we ask which ideas could be turned into good solutions for the problem. We also ask the students if there is a possibility to combine multiple ideas together.





## Volunteers' Voice

„The students talked about topics that they usually wouldn't talk about but yet are important for the whole world.

It seemed that it was easier for the students to participate in a discussion when there was a smaller group of students present. The students feel less secure in a larger group.

They would in this case comment more on each other's ideas, come up with more creative ideas and respond to our suggestive questions which we asked after the presentations.

We concluded that even dumb ideas can often offer an avenue into a good one, so we think brainstorming should rather be about the letting ideas flow instead of putting up a high standard and immediately disregarding everything that doesn't suffice to this standard.”





# VISION BOARD

## Workshop scenario



### Scope

Confronting students vision of things with our perception about our own country in order to make them see how own vision match or not the reality.



### Task

Confronting perspectives to make another reality.



### Time

35-40 minutes




### Materials

Coloured pens, pencils  
A3 paper,  
Coloured post-its



### Age

High school students  
15-19 years



### Methods

Imagination  
Discussion  
Dialogue  
Creativity



### Evaluation

The students are given the option to select emojis which best reflect their opinion on the workshop.

Additionally, they have the possibility to give written feedback and tips for the future.

## Facilitation steps

1. Ask the students to split into groups of 4-5 persons.
2. Distribute A3 papers.
3. Explain that the purpose of the activity is to create a vision board of one of our respective countries (Spain, Germany, The Netherlands, France). A vision board is a creative board where you put your vision of things on paper. It means you can draw, write however you feel like.
4. Ask the students to present their vision board to the whole group.
5. Volunteers discuss about the vision board of his/her country and explain what is true and what is not, adding things to complete or to change the students' vision of things.







## Volunteers' Voice

„The students were really proactive and interested in us and in the activity.

They really appreciated the workshop and did their best. They were happy that they could do a different activity from their normal classes.

It seemed that they improved their knowledge and that the activity helped them to connect to each other.”



# INTERNATIONAL QUIZ

## Exercise scenario



### Scope

The scope of the activity is to raise awareness among students about other countries as well as their own, as well as to facilitate an environment in which it would be beneficial to work together as a team.



### Task

Participate in a 2 round quiz (Round 1: International Countries, Round 2: Romania & Constanta).



### Time

50 minutes



### Materials

Coloured pens, pencils  
A4 paper,  
PC, projector, Wi-fi  
Paper with the correct answers and for writing down the points of each team



### Age

High school students  
15-19 years



### Methods

Teamwork  
Conversation  
Learning from facts  
Guessing/estimating



### Evaluation

The students are asked to go to [menti.com](https://www.menti.com) and do a small evaluation of the workshop.

## Facilitation steps

1. Ask the students to split into groups of 4-5 persons.
2. Distribute A4 papers.
3. Every group receives a piece of paper for each round on which they are asked to write their group name
4. The groups have a brief moment to think of a name
5. The first round quiz starts (few examples are on the next page).
6. Continue with the second round.
7. The points are counted and the winner is announced



In a village in Spain they have the tradition to celebrate this party. What do you think they throw at each other?



Which two buildings were designed by the same architect? Pick 2 answers.

- a) House with lions
- b) Casino
- c) National History and Archeology Museum
- d) Folk Art Museum

French people are known to turn the wine in their glass. Why?



- a) Because it is cool.
- b) Because it allows us to see the quality of the wine.
- c) Because it liberates the flavour of the wine thanks to the oxygen.
- d) Nobody knows but it became a tradition.



9th GRADE  
10th GRADE  
University



## Volunteers' Voice

„Just like we are different people from different backgrounds, the same can be said about the high school students. Every class gave us a different impression. However, on the whole, we can say that the students appreciated the activity and did their best to succeed in being the group with the most points.

Although each group always managed to get at least some points, there were some groups that amazed us and managed to give only a few incorrect answers.

The pace of the workshop varied a lot, depending on the class we had to teach. Some students were very proficient in English. However, at times we required a lot of extra time in order to allow the quiz questions to be translated in Romanian by either a teacher or a student, so that all students could participate properly.”





# AU CONTRAIRE

## Workshop scenario



## Scope

The purpose of this workshop is to demonstrate how hind-sight bias works.



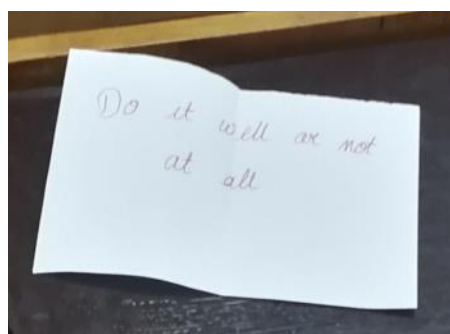
## Task

Read a proverb. Give examples and explanations to prove that the proverb received presents an obvious truth.



## Time

50 minutes



## Materials

Pens, A3 paper  
Coloured post-it



## Age

University students  
20-23 years



## Methods

Group work  
Presentation  
Debate  
Experiential learning



## Evaluation

Observation of behavior, contribution, engagement and aha moments.

## Facilitation steps

### Preparation

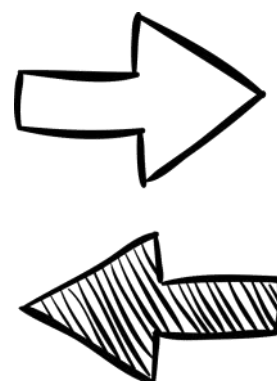
1. Select a pair of proverbs that contradict each other. Here are some examples:  
*Look before you leap. / He who hesitates is lost.*  
*All good things come to those who wait. / Time and tide wait for none.*  
*Do it well or not at all. / Half a loaf is better than none.*
2. Write one of the selected proverbs on a card and write the opposing proverb on another card.

### Flow

1. Split attendees into 2 groups. Give a proverb card to each group.
2. Ask each group to think of examples and explanations that would support the proverb. 15 min for this independent activity.
3. Bring both groups together.
4. The groups that face each other debate over their arguments and explanations to prove their proverb contain an obvious piece of truth. 20 min

### Debriefing

1. Point out that when people learn or accept a statement, they have no difficulty coming up with supporting evidence.
2. We need to have an open mind to accept both perspectives.





## Volunteers' Voice

„Very often when people learn something new, they assume that they knew it all along. This way of thinking is called the hindsight bias. The scope of the exercise was for the students to think out of the box.

We pointed out that the two proverbs contradict each other and the logical thinking would lead us to believe that both of them cannot be valid at the same time.

Together we concluded that there is more than black and white; nuanced colours exist in everything that is said.”



# IMPROVE YOUR SCHOOL

## Workshop scenario



### Scope

The scope of the activity is to evoke critical thinking among the students while addressing their current situation at school.



### Task

Propose actual feasible improvements for their own school.



### Time

50 minutes




### Materials

Coloured pens, pencils  
A3 paper  
PC, projector  
coloured post-its



### Age

High school students  
15-19 years



### Methods

Teamwork  
Conversation  
Learning by doing  
Critical thinking



### Evaluation

The students are given the option to select emojis which best reflect their opinion on the workshop.

Additionally, they have the possibility to give written feedback and tips for the future.

## Facilitation steps

1. The students are asked to form groups of 3 or 4 people
2. Explain the activity to the students
3. Every group receives an A3 paper to write down their ideas on and to add any additional drawings
4. The students think about the services, facilities and materials available in their high school (with the students at the university we have adapted the scenario— improve your city)
5. The students think about what they would like to improve regarding these services, facilities and materials
6. The students create a slogan for supporting their ideas
7. The students present their ideas to the rest of the class
8. Group discussion about the most interesting proposals.







## Volunteers' Voice

„The students were quite good at pinpointing both positive as well as negative aspects about their high school.

Although some of them came up with unrealistic or at least unsubstantiated ideas, there were some topics that kept coming up and seem to be of considerable significance to them.

Many students mentioned that they would improve the communication between teachers and students. They would like to have more of a say in the subjects that they have to learn :)

They proposed educational activities, alternative to their usual classes, of which our workshop could be an example.”



# FAKE OR TRUE

## Exercise scenario



### Scope

The purpose of this exercise is to increase awareness of the danger of fake news.



### Task

Participants are shown multiple pictures on menti.com and are asked to answer with their phone whether the picture is fake or true, and explain why.



### Time

25 minutes



### Materials

Phone  
Internet



### Age

University students  
20-23 years



### Methods

Presentation  
Questionnaire  
Discussions



### Evaluation

Responses to quiz, contribution to discussions.

## Facilitation steps

### Preparation

1. Presentation using menti.com

### Flow

1. Participants are shown slides with pictures, one by one.
2. On menti.com, they need to say whether each picture is fake or real and why they think that. This way, we can have an overview of people's thoughts.
3. Answers are shown with an explanation.

### Debriefing

1. Point out that fake news can truly look like the reality. Whenever we face a news, always check the source.
2. Always think critically over an article, a picture, a video.

True  
or  
false?



## Volunteers' Voice

„Fake news are all over us and we need to discern whether it's fake or not whenever we read or see something. Sometimes it can be really difficult to make the difference between a fake or true news.

Even for young students like them who are using social media or fast news, sometimes they were surprised when a picture was false. It means that the sensibilisation to fake news still has to be done.

When we search deeper than the information given, we can discover things we didn't think before. Always stay critical.”





# WEREWOLVES

## Game scenario

### Scope

The aim is to test the participant's judgment on who they should or shouldn't trust! It also reveals those who take natural lead in voting someone away.

### Task

The villagers and werewolves try to eliminate each other.

### Time

50 minutes



### Materials

Cards for werewolves and villagers

### Age

Secondary school students  
10-14 years

### Methods

Game  
Discussion  
Negotiation

### Evaluation

We opted to ask the participants how they felt during the exercise, what they have learnt and what we can improve when facilitating this game.



## Facilitation steps

### Roles:

The **werewolves** (2 or more) pretend to be villagers while the real **villagers** try to unmask the wolves and to eliminate them.

**Fortune Teller** can discover each night the real identity of a player; must help the other villagers but discretely to not be found by werewolves.

**Hunter** must immediately kill another player of his choice, if killed by werewolves or eliminated by vote.

**Cupid** chooses 2 players during the first night and makes them fall in love. If one dies, the other dies too. A lover can't vote against the other lover. If the lovers are a villager and a werewolf, their objective changes; they must eliminate all the players except them.

**Witch** - got 2 potions: one to save the werewolves' victim and one to eliminate a player. Can only use each potion once. She can use her two potions during the same night. She can save herself if she just had been attacked by werewolves.

The sequence in the game is:

The **night falls**. All participants close their eyes. The werewolves open their eyes and silently pick up a villager to eat up. The werewolves close their eyes.

The **day begins**. The teller witnessed who the werewolves have eaten up and tell that person that she was eliminated and asks to show her card. Villagers discuss and eliminate by popular vote a person they think is a werewolf.

The night/day cycle repeats.



## Volunteers' Voice

„An odd number is best, although not absolutely mandatory. There should be at least seven players.

You can keep things simple by having just werewolves and villagers, or you can add fortune teller, hunter, cupid and witch.

It is a really fun exercising in which the team tries to bluff and read each other.

We added characters to the villagers and the werewolves and we adapted their number to the number of participants (we had 5 werewolves).”



# YOU CAN'T JUDGE A BOOK BY ITS COVER

## Workshop scenario



### Scope

The aim of this activity is to let them know us better by letting them guess our personality through some questions, from their perspective.



### Task

Draw a profile just by looking at the participant.



### Time

15 minutes



### Materials

Small pieces of paper  
Pens



### Age

High school students  
15-19 years



### Methods

Imagination  
Discussion  
Dialogue



### Evaluation

Students understood that it doesn't matter how many times they did workshops with us, their opinion can't be completely true about us. What one can perceive is not often the reality.



## Facilitation steps

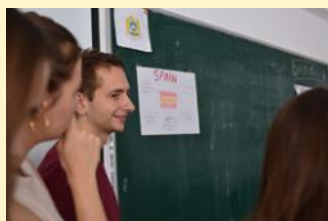
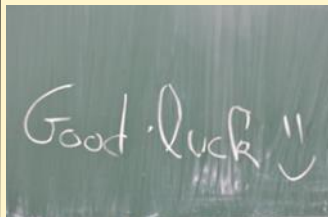
### Preparation

1. Establish a list of questions such as:
  - ⇒ What are my hobbies?
  - ⇒ What do/did I study?
  - ⇒ Which personality trait characterizes me the most?
  - ⇒ What is my favorite food?
1. Write them down a paper or project them on the screen.

### Flow

1. Ask the students to split into 6 groups
2. Each volunteer goes to 1 group.
3. Ask the students to answer the questions without asking anything to the volunteer within 5min (the volunteer can't say anything)
4. After the 5 minutes, the students read to the volunteer what they think about her/him.
5. The volunteer discuss about the profile the students draw.





## Volunteers' Voice

„Usually, we have opinions about someone just by looking at her/him. Very often, the things we thought about that person are wrong or not completely true.

The students already “know” us because we’ve done workshops with them a couple of times.

Even though we introduced ourselves, we did not go deep in the details of our personality.

The aim of this energizer is to let them know us better by letting them guess our personality through some questions, from their perspective.”



# HUMAN KNOT

## Energizer scenario



### Scope

The scope was to energize the students while introducing the main theme of the workshop.



### Task

Untangle themselves without breaking the chains made with their hands.



### Time

10 minutes



### Materials

No materials needed  
Students motivated



### Age

Secondary school students  
10-14 years  
High school students  
15-19 years



### Methods

Teamwork  
Problem solving  
Taking initiative



### Evaluation

A thunder of applause for the entire group after untangle the human knot.

## Facilitation steps

1. In groups of 5-8 students, they are asked to form a circle and grab someone's right hand and somebody else's left hand.
2. Once they are tangled, the main goal of the activity is for the students to become a circle again without breaking the chain made with their hands.

# Energizer



## Volunteers' Voice

„As an energizer activity we did the human knot, which entails the students to grab the hands of 2 different people while standing in a circle and then try to untangle each other.

We had tried this activity with three high schools in Constanta, always with great results, but with the 6th grade was very challenging.

We think that maybe this energizer was not adapted to 6th graders since the other participants were older.

In this case, they had trouble understanding the instructions and untangling themselves, and therefore they did not really enjoy this activity as much as we had expected with our previous experience.”





# THE PASSPORT GAME

## Icebreaker scenario



To communicate and get to know each other in a different and fun way, integrating everyone.



Communication and integration while creating the passport.



50 minutes



## Materials

Printed A4 paper with the questions for the game



High school students  
15-19 years



## Methods

Conversation  
Communication



## Evaluation


A thunder of applause for the first who guess whose passport was presented.

## Facilitation steps

1. Explain the activity to the students while distributing the papers.
2. Once everyone has a paper they are asked to write their names on it.
3. We make sure all of them understood the explanation. The music starts playing and the students start to move around the classroom exchanging their papers as many times as possible.
4. When the music stops each student has in hand someone else's paper. They have to go to that person and ask the first question in the paper.
5. We repeat the process several times, seven times in this case, one for each question.
6. Once the papers are all filled in, we collect all of them.
7. We ask for a volunteer to go to the board and read one of the papers without saying the name of the person. The other students have to guess whose paper it is.
8. The person whose name is on the paper replaces the other student and does the same thing.
9. They repeat this until all the papers are read.






**BE YOUR OWN LEADER!**

**Who are you?**

1. Portrait here

2. Hobbies

3. Your favorite food

4. What celebrity would you like to have lunch with?

5. Three (3) things you would take to a deserted island.

6. What superpower do you want to have?

7. What is one country you want to go?

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## Volunteers' Voice

„One of the things that we can conclude after experiencing this activity is that the students really enjoyed it.

They were really involved from the beginning and showed interest by giving each other the possibility to express themselves. During the presentation they had to pick someone to answer and they tried to make everybody talk and participate.

With this game, the students were obliged to interact with everyone and in that way, they learnt things they didn't know about the others.

We really appreciated their enthusiasm and thanks to that, we could run this activity well.”



## OUR LOCAL PARTNERS



LICEUL TEHNOLOGIC DE ELECTRO-  
TEHNICA SI TELECOMUNICATII

A VET technical high school from Constanta, with young people aged 13-19; our partners in non-formal education & robotics.



COLEGIUL NATIONAL MIRCEA CEL  
BATRAN

A college from Constanta, providing education at mid-school and theoretical high schools levels.



LICEUL ECONOMIC VIRGIL MAD-  
GEARU

A VET technical high school from Constanta, focused on economics, with young people aged 13-19.



LICEUL TEHNOLOGIC GHEORGHE  
MIRON COSTIN

A VET technical high school offering to young people education for a career in the food



LICEUL TEORETIC CARMEN SYLVA

A theoretical high school from Eforie Sud, educating young people aged 13-19.



COLEGIUL NATIONAL MILITAR „A.I.  
CUZA”

A military profile high school preparing youth for accessing military careers and for higher education military institutions.



UNIVERSITATEA MARITIMA DIN  
CONSTANTA

A state-owned maritime university with 5000+ students aged 18-30 (most of them 18-25).

Thank you for  
cooperation!



## OUR EUROPEAN PARTNERS



### PETIT PAS

The social promotion association Petit Pas was founded in Trani, Puglia (IT) in 2015, by a group of young professionals, trainers and youth leaders motivated by the desire of improving their community, promoting social initiatives inspired by democracy, equality, and pluralism.



### AGAPEDIA

Agapedia is a German private foundation, which was founded by Jürgen Klinsmann in 1995. The foundation's activities promote social change. The main target groups are needy and destitute children.



### PARCOURS LE MONDE - SUD

Parcours le Monde – Sud-Ouest is a non profit organization who promote and develop, through formal and non-formal education, the European and international mobility, the intercultural dialogue and the civic rights, especially to young people, this with a goal of acquiring autonomy, social link and social and professional inclusion.



### CONSEYU DE MOCEDÁ DE XIXÓN

(CMX) is a federation of youth associations that has, since 16 th November 1995, served as a meeting point not only for youth associations in the city, but also for non-formal youth groups and associations and groups with members of all ages that all form part of the associations of Gijón.



### STICHTING UcDEAN

Stichting UcDean is a foundation that aims at improving knowledge and understanding of the new and future EU member-states in Central and Eastern Europe. The foundation focuses at young people, students and young professionals from The Netherlands, aged 16 - 35.

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## Be your own leader TEAM



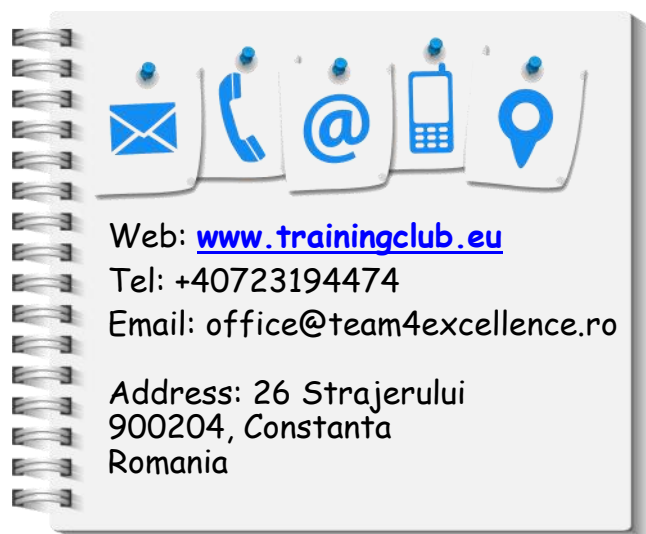
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