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CREA.T.Y.V.



CREATIVE DRAMA FOR TRAINING YOUNG VOLUNTEERS IN INTERGENERATIONAL LEARNING ENVIRONMENTS

TRAINING HANDBOOK

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“Creative Drama for Training Young Volunteers in Intergenerational Learning Environments”

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INTRODUCTION

The project, **CREATIVE DRAMA FOR TRAINING YOUNG VOLUNTEERS IN INTERGENERATIONAL LEARNING ENVIRONMENTS'** is an Erasmus + Strategic Partnership in the field of Youth project, financed by the European Union through Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale, with a 2 year duration (01.04.2017 – 31.03.2019). It is implemented by a consortium of organisations from Romania, the Czech Republic, Italy and Ireland.

The project partners are:

- Asociația Habilitas CRFP – Romania – project coordinator
- Anziani e non solo, Italy
- Asociația Pro Vobis, Romania
- The Gaiety School of Acting, Ireland
- EUDA, Czech Republic

The aim of CREA.T.Y.V. project is to provide non-formal learning opportunities to young people (18-25 years old) with fewer opportunities through a mentoring/intergenerational training program in the volunteering field, using creative drama, to enhance young people's civic engagement and social inclusion. We involve young people with fewer opportunities (under protection/support from social services, from families in difficult socio-economical situations, young people with migrant background etc.) and older persons who are active, and willing to be mentors for young people.

The final impact of the project will be a more inclusive society, the improvement of public policies, better employability of young marginalised people, increased intergenerational cooperation and promotion of active ageing on a wider scale.

The project objectives are:

- To design an education program that will provide new learning opportunities in

volunteering for young people, in an intergenerational mentoring approach, using creative drama

- To develop civic skills and social inclusion of young people through education on volunteering and blended mobilities of young people
- To develop educators' competence in the field
- To contribute to policies for training youth in the volunteering field

This Intergenerational Training Program is one of the several outputs elaborated during the CREA.T.Y.V. project:

- A methodology for an intergenerational training program in volunteering for young people with fewer opportunities, using creative drama;
- A guide for young people "Re-Shaping my Future through Volunteering";
- A policy recommendation for supporting youth volunteering through non-formal education in intergenerational contexts throughout EU (A Chart of Intergenerational Volunteering);
- The film "Youth Voice in Intergenerational Volunteering".

In this Handbook we present a methodology for an intergenerational training program in volunteering for young people with fewer opportunities, using creative drama. Our desire was to create new practices in non-formal youth education field, targeting young people's specific needs, and to promote volunteering to different stakeholders, on a large scale.

Creative drama techniques that will be used within the training program are creative movements, role play, storytelling, choral speaking, tableaux, still images and freeze frames, improvisation, socio-drama. Creative drama is holistic in nature and combines internal reflection and external representation. Creative Drama is an exploratory tool used with other multi-disciplinary methods to understand, promote and achieve social change, creative drama will be an effective tool to develop social skills and improve civic participation of young people, to create mentoring nurturing relationships between older volunteers and young people, to create inclusive communities, and also to support active aging.

The training methodology was structured as a succession of 4 workshops:

Workshop 1 - Aimed at young people focusing on the theme of volunteering as a benefit to others and on enhancing participation in community/social inclusion.

Workshop 2 – Aimed at older people focusing on the theme of volunteering, mentoring and inspiring young people to become active citizens.

Workshop 3 – The participants, young people and older people, explore together active citizenship and volunteering in an intergenerational learning process, promoting intergenerational perspectives. The aim of the workshop is to foster reciprocal learning relationships between different generations and to help the development of social capital and social cohesion in our societies.

Workshop 4 – An integrative workshops where young people and older people meet again and interact, perform different exercises together, and complete this process by discussing and reflecting on what they have done together so far. A flexible framework to be tailored to each organisation's particular requirements.

The facilitators of these workshops need to be experienced trainers, and it is recommended that they have creative arts background/experience.

Facilities needed for delivering the workshops: a spacious room with sufficient number of chairs for all participants.

MATERIALS NEEDED FOR THE WORKSHOPS ARE:

- Flipchart-size paper sheets (3 of them will be placed on a wall, prior to the beginning of workshops, one next to other)
- markers of different colour
- pens
- Post-it notes in different colours
- articles, quotes about volunteering, adapted to national context or the ones from the Appendix 4
- envelope for the letter in Workshop 3
- small balls (4-5)
- A4 paper sheets

THE ASPIRE WORKSHOP FOR YOUNG PEOPLE

Aims: In this experiential workshop we propose to explore aspects of volunteering for young people and to develop the concept of active citizenship.

Objectives:

- Enhance communication skills
- Promote 'Out of the Box' thinking and change
- Encourage self-awareness and self-development
- Activate personal potential
- Build awareness around active citizenship/working in the community

Participants: The suggested minimum number of participants is 6 and the maximum number is 15. The young people participating will be selected according to the procedures in Appendix 1.

Time required: 2 hours

INTRODUCTION AND WELCOME TO THE GROUP

Why are we here?

The facilitators explain that the CREA.TY.V. program consists of four workshops, the first one focusing on young people, the second one on older volunteers, the third one bringing together the two generations, and the last one being a reflective one.

The facilitators explain the purpose of the workshop – remind/jog a memory about any previous contact with the group with regards to the project (for example, during the interviews with young people for their selection for participating at the training program).

WARM-UP AND ICEBREAKERS – INTRAPERSONAL SKILLS DEVELOPMENT

The facilitators (trainers) explain that the workshop will start with energising exercises and by getting to know each other better.

From the outset of the workshop, a Toilet Roll is positioned in the centre of the room. This becomes a source of amusement and curiosity.

1. 'Start/Stop/Jump/Name' Exercise

Indications for the trainers: Ask the group to move around the space, occasionally changing direction. Then direct them to **Stop**. Repeat the **Start/Stop** sequence in intervals. Then introduce (once stopped) a **Jump** into the sequence. Repeat the sequence calling out to the group to **Start/Stop/Jump**. Add **Name** (allowing the participant to shout their name as loud as possible). Encourage the group to have fun. Repeat randomly **Start/Stop/Jump/Name**.

To further encourage the fun element and challenge the group make the instructions mean the opposite. **Start means Stop** and **Stop means Start**. When the participants are ready move on to next **Jump means Name** and **Name means Jump**. Continue to play the game rapidly until you bring it to a natural end.

2. 'Toilet Roll-call' Exercise

Indications for the trainers: Highlight the Toilet Roll to the group and encourage them to take as many sheets of the roll as they like. Once this task is completed, inform the group that they must write down something about themselves for every sheet they have taken (for example, if they have taken 7 sheets, they will write 7 facts about themselves) – they will use 'I am/I like' for each fact describing themselves. Once completed, each participant is asked to introduce themselves to the large group, using the sheets.

All contributions from participants are posted (stuck) on a wall, which will be the group **Community Wall** for the session (in the middle section of the post-its flipchart sheets).

At this moment, the participants know each other, know their names and certain traits/desires of each.

STEP ONE VOLUNTEERING

The trainers will tell the group that after knowing each other, they can move on to the focus of the workshop, which is 'volunteering'.

The larger group is divided into three smaller groups of five. Large sheets of paper and felt-tip pens are distributed to each of these three groups.

Indications for the trainers: The trainers ask the following questions to the participants:

Q1. What does the word 'volunteering' mean to you?

Groups will discuss and then give feedback to the larger group.

Examples: ...at home ...to go first ...non-financial

Q2. If you could, what would you volunteer for?

The questions asked are leading to a discussion about who they admire as volunteers, at a global or at a more local level.

Indications for the trainers: **Facilitator writes all contributions from the groups on the Post-it notes, and posts them on the Community Wall.**

STEP TWO

OBSTACLES

1. Boal's **Obstacle game** is played in a circle

Indications for the trainers: Ask the group to form a circle and to stretch out their arms, connecting palm to palm with the person to their left and right. The whole group is interconnected. The group will then be encouraged to apply as much pressure as it is comfortable to those on either side.

Then the trainer can ask these suggested questions:

- How did it feel?
- Can we identify pressures or obstacles in our way stopping us from volunteering?

The group discussion focuses on these subjects in order to identify possible obstacles in the way of volunteering.

2. **Obstacle Relay**

(For video please access the link: <https://www.facebook.com/1601777513413135/videos/2036726386584910/>)

Indications for the trainers: Divide the group into two teams. The object is to get the two teams to compete in a speed relay race for writing down/draw on Post-it notes, common obstacles/pressures/difficulties associated with volunteering. They have 60 seconds to write down and stick on the wall as many words/images as possible.

The facilitator then speaks about the Post-it notes on the wall - these words/images act as feedback for the group, and a human outline is drawn around the words/Post-it notes. This represents a Young Person and inside this outline are the obstacles/needs they have, in relation to becoming a volunteer.

3. **Obstacle Wall**

The facilitator encourages the group to experiment in getting through a human wall.

Indications for the trainers: One participant is asked to volunteer. All others link arms and create an impenetrable wall. The volunteer tries to get through the wall. The human wall resists. The participant can break through the wall to experience the feeling of success using perseverance. Trainers are then comparing the difficulty with the success. Other participants are encouraged to try.

The trainers then ask the following questions to the participants:

- Q1. How do we get around these obstacles, from a physical and psychological point of view?
- Q2. When facing a brick wall, how do we get to the other side?
- Q3. How do we get around the wall?
- Q4. How do we break through?

Feedback and reflection on the game follow.

The facilitator instructs the participants: Think outside the box – this is demonstrated by a member of the group – 'I can do...if I put my mind to it'

All reflection/thoughts and words are posted to the group's Community Wall (in this way, we are building bricks and we are finally building a community)

STEP THREE

SUPPORTS

Trust exercises - Physical leaning pair's games, which are demonstrated by facilitators. Then the facilitators ask the participants to copy the same exercises in pairs depending on the group. * (If the participants have built trust in their relationship, if they know very well each other, etc., they can do the exercises. If not, the participants only watch the trainers).

**See Appendix 5 for photos*

Indications for the trainers: Give feedback to the participants, comparing these physical exercises of trust to the physical and emotional **supports in 'life'**.

Trust Fall - Facilitators then demonstrate Trust Fall together (one facilitator, standing with his/her back to the other one, will let himself/herself fall on the back, while the other facilitator catches him/her).

The facilitators explain how to realise this fall exercise:

- Establish clear rules
- Ask permission
- Ask are you ready/listen
- Be very clear in your instructions. This requires strong directions regarding safety.

Instructions to the above trust games must be strict and clear. The facilitators must demonstrate that trust is earned through empathic communication. Co-operation leads to mutual trust. A casual approach will be counterproductive to the aim of the exercise.

This exercise will not be repeated by the participants in individual pairs (in order to eliminate the risk for accidents). One of the facilitators may then repeat the exercise with a volunteer.

Then, the facilitators approach the group, talking about the feeling of falling and surrendering. The most important question would be 'Who to fall back on?' or "Who to lean on when needed?".

NB. Health and safety is of the utmost importance during these exercises. At this stage of the workshop you will be in a good position to access how to execute these exercises with the group. In certain cases it may only be appropriate for the facilitators to demonstrate.

The trainers can use these suggested questions:

Q 1. What supports do you/we have in life?

Examples of supports we have in life: Shelter, money, love, education, medical and social help/care.

Facilitators stick Post-it notes to the outlined body of the young person (LEFT side of the Community Wall) and, identifying with a young person, the facilitator can say 'These are my Supports'.

Q 2. What organisations support you/us?

Examples that facilitators can offer are: Social Welfare, Youth centers, Health facilities, Department of Education, Youth services, Charities and Voluntary/Community Organisations, Homeless services.

The facilitators write on the Post-it notes and stick onto the sheet (RIGHT side of the Community Wall).

Then the trainers ask the following questions to the participants:

Q 3. Who do we get supports from?

The group will IDENTIFY these figures who give supports: Personal supports – parents, grandparents and neighbours, and extended community supports - Teacher, Social worker, Key support worker, Doctor as workers. Older and wiser people can also provide support in our life.

The trainers DRAW a human outline around these last Post-it notes and will say 'This is an older adult'.

This is the moment when facilitators make the LINK to VOLUNTEERING: “Older people who are now retired, and offer their time, skills and resources as volunteers – without financial reward, and can be mentors”.

The suggested question for the trainers is:

- WHY would anyone want to do that?

ANSWER: Older people give us the wisdom of their experience. They are wiser and show us the way. They are a resource. The trainers acknowledge older adults and their contribution to community and society.

The last step is to post everything to the Community Wall, as an integration of the participants’ work.

STEP FOUR

OPENNESS VS CLOSED



The aim of this step is to highlight the young people’s isolation within their community and to find ways for opening themselves towards others.

Indications for the trainers:

BALL SHARE in the space for whole group: while walking around the room, participants and facilitators are passing a ball from one to another. Several balls are used, so as to offer dynamicity to this activity.

- The ball share is performed in silence
- Participants continue the exercise
- Then, the facilitators deliberately don’t give some people the ball. Young participants continue to offer each other the ball as the facilitator disrupts the sequence.

After ending the exercise, the trainers ask the following questions to the participants:

How does it feel to get the ball? And how does it feel not to get the ball?

Comment on the physical changes and the mood of participants when they receive the ball and when they do not.

The trainers explain the following:

- **INCLUSION VS EXCLUSION** – Sometime we can feel excluded. Or maybe sometimes we exclude ourselves. An inclusive community and inclusive individual are always ‘OPEN’.

The word ‘OPEN’ is written on a paper sheet and is posted to the Community Wall, on the top of the wall.

- What is the opposite of ‘OPEN’? The opposite is ‘CLOSED’, when people are not sharing and not giving anything.

Trainers can ask these suggested questions and participants should show it, act it out, and pretend to be... “closed”:

- How do we show the attitude of being ‘closed’?
- Hands in pockets
- Defensive
- No eye contact

- Turning away
- How does this feel?
- Which attitude is better - closed off or open?

We emphasise then **the potential and advantages of volunteering** and how **volunteering can have a positive effect on a community and an individual**. Giving nothing means that nothing is happening and nothing changes. **Volunteering can have a positive effect on a community and an individual**.

As a closure of the exercise, you can repeat the Ball Share exercise, experiencing only the attitude of being 'open', and in this way making LINKS to 'Volunteering' and to the community which experiences '**OPENNESS**'.

STEP FIVE

ACTIVE CITIZENSHIP

The Facilitators enact a role-play following a script. They will tell participants:

'we are volunteers by being pro-active in our community by our actions in our little community, so let's look at a fictional situation.'

Act 1 - The Decision

indications for the trainers:

Two facilitators will participate in this role play: facilitator A and facilitator B. The facilitators divide the group into two lines facing each other (THE TWO LINES FACILITATE THE UPCOMING EXERCISE 'CONSCIENCE ALLEY') and give some directions for the realisation of the role play:

- Allow the group to imagine the space/area and the scene.
- Create a scenario: you imagine a derelict area in community, which cannot be used by people.
- What are the effects on the community?
- Let's do something to make an improvement in this area.
- What can we (as young people) do about it? What do the group want to create in THE SPACE.
- Ideas for change are written on Post-it notes (for example, to have trees, grass, a playground, benches, etc.).



- The facilitator places the Post-it notes on the ground in a small semi-circle at the top of the two lines of participants, as shown in the picture below.

- The group agrees to ask for these changes at a community committee meeting.

- Facilitators ask for a volunteer to represent the group at the committee meeting (if there is no volunteer, the facilitator asks the group to quickly nominate someone and

informs the group to encourage the nominee.)

- A young representative is given a fictitious name and stands at the semi-circle of Post-it notes requests and calls them out.
- Then he/she leaves the room with facilitator A.
- Outside, facilitator A will inform the representative that when she/he enters the room when invited in, she/he will say nothing at all and will leave because she/he feels nervous, afraid, doesn't know what to

say etc.

The role play is continuing with the meeting.

Act 2 - The Meeting

In the meantime, facilitator B is acting as teacher-in-role and is chairperson of the community committee meeting. Facilitator B explains to the group why they are there at the meeting and that they are looking forward to hearing what the young people's representative has to say.

She/he invites and announces the representative into the room who is led by facilitator A.

The representative enters nervously, stands at the semi-circle of Post-it notes, looks at the group, says nothing and leaves, followed by facilitator A.

Facilitator B says something to indicate the person has indeed arrived but appears to have left.

Facilitator B de-roles him/herself and the group.

The facilitators develop discussions with the group about what the young person felt in the situation of being unable to support their cause.

Act 3 - The Feelings

Facilitator B asks the de-rolled group to discuss what they observed and what they think the young representative was feeling and why. The group's reasons/obstacles are written on the Post-it notes and placed in a line on the ground between the two seating lines.

The facilitators develop discussions with the young representative about his/her feelings during the discussion with the Representative of the Community Committee Meeting.

Act 4 - Conscience Alley

The character has left the room as the group discuss the possible feelings associated with the scene. The character is then invited back into the room.

The young representative is asked back into the room to have an informal chat with his/her peers as to how things turned out the way they did.

Facilitator B asks this young person to walk from the top of the ALLEY (between the two seating lines) to the end, while reading the post-its placed on the ground.

The young representative reaches the end of the line.

Facilitator B asks the young person how that felt. The young person expresses his/her feelings like: horrible, sad, pressure, too many voices etc.

The facilitators discuss with the group about how strong the negative voices in our heads can be, and overpowering sometimes, preventing us from doing things even when we want to and acting as obstacles for us.

The trainers now turn attention to the opposite aspect:

- But what if the young person heard positive voices and was open to listening to them?

Trainers ask the young person to walk back along the line.

This time the voices from the young adults seating in the two lines are positive: 'YOU can do it!', 'You have so much to give!', 'YOU are well prepared', ETC.

The seated people may stand up and the young person could pick up the obstacle post-its on the ground as she/he returns to the top of the alley and perhaps throw them away.

The trainers then ask the following questions to the participants:

- How does the young person feel now? Does she/he feel empowered? Happier? Braver?

A discussion with the group follows, focusing on:

- This is how a young person can benefit from being open to and listening to an older adult.
- This is how influential an older adult can be.

The facilitators propose to de-role the young person-in-role from the representative role and congratulate her/him.

In the end, the facilitators propose to the young participants to write a statement to the older adults that they are going to meet during the next workshop, about what they need to move forward.

The group decides what to write on a large sheet of paper and all sign the statement. The declaration begins with: **'To play my part as a volunteer in the Community, I need.....'**

The statement is read by a group member and placed on the wall.

This is what the group will bring forward to the next workshop, it will be their message for the older people for being an active citizen.

CLOSING SESSION

ACKNOWLEDGEMENTS AND REFLECTION

Indications for the trainers: The group walks around the space. You encourage participants to shake hands and to say: Well done - Thank you - See you in the next workshop!

Unison Clap Exercise

(For video access the link: <https://www.facebook.com/1601777513413135/videos/2084126581844890/>)

Indications for the trainers: All participants should stand in a circle facing inwards. The facilitator asks the group to raise their hands shoulder high, with palms facing. They are instructed to watch the facilitators' hands and clap in unison when he/she claps.

The participants are then encouraged to give each other and themselves a round of applause.

THE ASPIRE WORKSHOP FOR OLDER ADULTS

Aims of the workshop: To engage existing senior volunteers in mentoring and inspiring younger adults to become active citizens.

Objectives:

- To enhance communication skills of participants
- To encourage self-awareness and self-development
- To share life experience and honour achievements
- To impart knowledge and wisdom promoting active citizenship
- To experience and share through action techniques and experiential process

Participants: The suggested minimum number of participants is six and the maximum number is fifteen. The older people participating will be selected according to the procedures in Appendix 2.

Time required: Two hours

The facilitators (trainers) explain that the workshop will start with energising exercises to get to know each other better.

From the outset of the workshop, a toilet roll is positioned in the centre of the room. This becomes a source of amusement and curiosity.

1. 'Start/Stop/Jump/Name' Exercise

Indications for the trainers:

Start the workshop by explaining the aims of the workshop.

Ask the group to move around the space, occasionally changing direction. Then direct them to **Stop**. Repeat the **Start/Stop** sequence in intervals. Then introduce (once stopped) a **Jump** into the sequence. Repeat the sequence calling out to the group to **Start/Stop/Jump**. Add **Name** (allowing the participant to shout their name as loud as possible). Encourage the group to have fun. Repeat randomly **Start/Stop/Jump/Name**.

To further encourage the fun element and challenge the group make the instructions mean the opposite. **Start means Stop** and **Stop means Start**. Once established this instruction, add **Jump means Name** and **Name means Jump**. Continue to play the game rapidly until you bring it to a natural end.

2. 'Toilet roll-call' Exercise

Indications for the trainers: Highlight the Toilet Roll to the group and encourage them to take as many sheets of the roll as they like. Once this task is completed, inform the group that they must write down something about themselves for every sheet they have taken (for example, if they have taken 7 sheets, they will write 7 facts about themselves) – they will use 'I am/I like' for each fact describing themselves. Once completed, each participant is asked to introduce themselves to the large group, using the sheets.

All contributions from participants are posted (stuck) on a wall, which will be the group **Community Wall** for the session (in the middle section of the post-its flipchart sheets).

At this moment, the participants know each other, know their names and certain traits/desires of each.

Facilitators acknowledge the **Community Wall** that the group of young people created during their workshop.

The facilitators encourage the older people to talk about themselves, in the present time:

"This is us: our interests, backgrounds, likes, dislikes. This is who we are together as a community in this room today."

STEP ONE

APPRECIATION AND AFFIRMATION OF VOLUNTARY ACTIVITIES AND EXPERIENCE

MINGLE Exercise

(For video please access the link: <https://www.facebook.com/1601777513413135/videos/2037282326529316/>)

Indications for the trainers: Encourage participants to skip and be silly, singing mingle, mingle, mingle. The participants walk through the room playing this game and at the trainer's indication they group in pairs answering the following questions:

- Have you volunteered before? How and where?
- Why do you volunteer? If you haven't, why would you like to volunteer?
- Why is it good to volunteer?
- What types of volunteering exist?

Note: if the physical condition of the older people does not allow playing the exercise "mingle" standing, it can be played seated.

YES/NO STATEMENTS Exercise

Indications for the trainers: While playing the same MINGLE game, you instruct the group that you will ask questions and each participant has to answer by Yes/No. Yes = if the answer is yes, the person goes to one side of the room. No = if the answer is no, the person goes in the opposite side of the room. Each person has to go to appropriate side of the statement he/she agrees with.

The statements used in this exercise are:

On each question, volunteers are invited to elaborate and explain the reasoning behind their choice.

After this introductory exercise to the volunteering concept, trainers explain participants that they will now explore further what volunteering means to them. In order to do this, an exercise in small groups is initiated.

Group Work (Felt tip pens and Flipchart Sheets are needed)

What does the word 'volunteering' mean to you?

Indications for the trainers: Divide the large group into 3-4 small groups. Based on the discussion and previous exercises, they will discuss the above question and write thoughts on Post-its (Orange) and attach it to the flipchart sheet they are given. They will also write volunteering buzzwords (such as Help, Love, Generosity, Empathy etc.) on Post-its (Yellow) and attach to the sheet. Each group then gives feedback to the larger group and presents the work done, by attaching the sheets with Post-it notes to the Community Wall.

Celebrate the groups volunteering achievements to their community and country: Volunteering and Active Citizenship. This is who we as a group are today.

STEP TWO SUPPORTS

Trust exercises - Physical leaning pairs games, which are demonstrated by facilitators. Then the facilitators ask the participants to copy the same exercises in pairs depending on the group. * (If the participants have built trust in their relationship, if they know very well each other etc., they can do the exercises. If not, the participants only watch the trainers.).

**See Appendix 5 for photos*

Indications for the trainers: Give feedback to the participants, comparing these physical exercises of trust to the physical and emotional **supports in 'life'**.

Trust Fall - Facilitators then demonstrate Trust Fall together (one facilitator, standing with his/her back to the other one, will let himself/herself fall on the back, while the other facilitator catches him/her).

The facilitators explain how to realise this fall exercise:

- Establish clear rules
- Ask permission
- Ask are you ready/listen
- Saying goes clearly

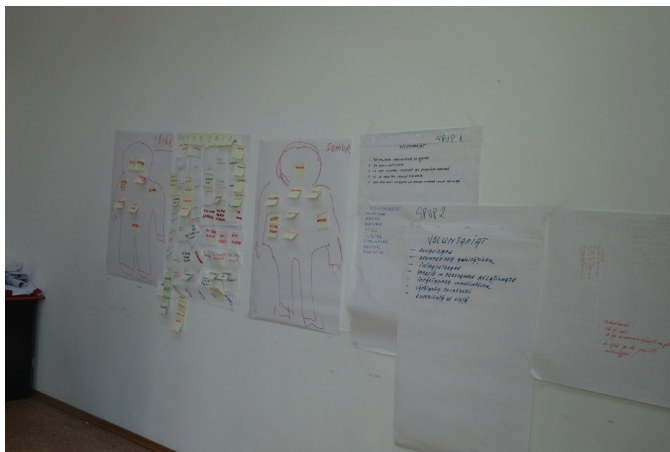
Instructions to the above trust games must be strict and clear. The facilitators must demonstrate that trust is earned through empathic communication. Co-operation leads to mutual trust. A casual approach will be counter productive to the aim of the exercise.

This exercise will not be repeated by the participants in individual pairs (in order to eliminate the risk for ac-

cidents). One of the facilitators may then repeat exercise with a volunteer.

Then, the facilitators approach the group, talking about the feeling of falling and surrendering. The most important question would be 'Who to fall back on?'. You make the further link of older adults as people to fall back on.

NB. Health and safety is of the utmost importance during these exercises. At this stage of the workshop you will be in a good position to access how to execute these exercises with the group. In certain cases it may only be appropriate for the facilitators to demonstrate.



The trainers can use this suggested question:

Q 1. What supports can you offer to a young person in life?

Examples:

- On an individual level – patience, love, attention, time, etc.
- On a societal level - shelter, money, love, education, medical and social help/care.

Post-it notes - to the Outlined body – These are supports I can offer.

STEP THREE

OBSTACLES

Identifying obstacles in the way of volunteering in a young adults' life

1. Boal's obstacle game is played in a circle

Indications for the trainers: Ask the group to form a circle, to stretch out their arms and connect palm to palm with the person to their left and right. The whole group is connected. The group is then encouraged to apply as much pressure as it is comfortable to those on either side.

The trainers ask then the following questions to the participants:

- How did it feel?
- Can we identify pressures or obstacles in life?
- Can we identify pressures or obstacles in younger people's lives?
- Can we identify pressures or obstacles in marginalised young people's lives?

These words/images will be placed in the left worksheet on the Community Wall. Then the trainers draw the outline of the body map around them and identify this as a representation of a Young Person.

2. Obstacle Wall exercise

Indications for the trainers: The group is encouraged to experiment in getting through a human wall.

One participant is asked to volunteer. All others link arms and create an impenetrable wall. The volunteer tries to get through the wall. The human wall resists. Other participants are also encouraged to try.

The trainers ask the following questions to the participants:

Q1. How do we get around these obstacles, from a physical and psychological point of view?

Q2. When facing a brick wall, how do we get to the other side?

Q3. How do we get around the wall?

Q4. How do we break through?

The facilitator whispers to the person trying to get past the wall to think outside the box:

‘Ask the group to turn around and face the other wall. Do this in a nice, relaxed, casual manner.’

The group will then turn and then there is a realisation that the person is now on the other side of the wall.

Then facilitators make reference to the young person body outline with obstacles in the earlier exercise, and this is discussed further, with feedback and reflection on the game.

All reflection/thoughts and words posted to the group’s Community Wall (building bricks/building community)

Facilitators are encouraging a change of perspective on a young person’s attitude towards obstacles and potentially volunteering in their community. Older adults can help the young people to find a new perspective and to see things differently: ‘I can do...if I put my mind to it’. The discussions are about finding other solutions: How can we inspire our younger people to volunteer and become active citizens?

All reflection/thoughts and words are added to the group’s Community Wall (we are building bricks and in this way we are building the community).

STEP FOUR

OPENNESS V’S CLOSED

The aim of this step is to highlight the isolation young people feel within their community and to find ways for opening themselves up towards others.

Indications for the trainers:

A. BALL SHARE in the space for whole group: while walking around the room, participants and facilitators are passing a ball from one to another. Several balls are used, as to offer dynamicity to this activity.

- The ball share is performed in silence
- Participants continue the exercise
- Then, the facilitators deliberately don’t give some people the ball.

After ending the exercise, the trainers ask the following questions to the participants:

How does it feel to get the ball? And how does it feel not to get the ball?

Comment on the physical changes and the mood of participants when they receive the ball and when they do not.

The trainers explain the following:

■ **INCLUSION VS EXCLUSION** – Sometime we can feel excluded. Or maybe sometimes we exclude ourselves. An inclusive community and inclusive individual is always ‘OPEN’.

The word ‘OPEN’ is written on a paper sheet and is posted to the Community Wall, on the top of the wall.

■ What is the opposite of ‘OPEN’? The opposite is ‘CLOSED’, when people are not sharing and not giving

anything.

Trainers can ask these suggested questions:

- How do we show the attitude of being 'closed'?
- Hands in pockets
- Defensive
- No eye contact
- Turning away
- How does this feel?
- Which attitude is better - closed off or open?

Emphasise the older persons' contribution to society through their volunteering and how volunteering can have a positive effect on a community and an individual.

Giving nothing means that nothing is happening and nothing changes. **Volunteering can have a positive effect on a community and an individual.**

As a closure of the exercise, you can repeat the Ball Share exercise, experiencing only the attitude of being 'open', and in this way making LINKS to 'Volunteering' and to the community which experiences '**OPENNESS**'. You repeat the exercise by adding the words "This is for you", "Thank you", "You are welcome" said by participants when they pass/receive the ball. A discussion about the power of words in human relationships can be envisaged.

Indications for the trainers: summarise everything that has taken place in the workshop so far. you are now connecting the steps so as to progress to the active citizenship scenario.

STEP FIVE

ACTIVE CITIZENSHIP ROLEPLAY

Indications for the trainers: older adults should be encouraged to play the roles of the young people in the scene.

You inform the group of the playground scenario created by the Younger Adults in the '**Aspire Workshop**.'

The two facilitators will be facilitator A and facilitator B.

Act 1- The Decision

Indications for the trainers: Facilitators divide the group into two lines facing each other. They explain the desires of the young people to the older people: the young people want to create a safe, fun, nice area for people to gather together and enjoy their surroundings.

Facilitators show the Post-it notes from the 'Aspire Workshop' which have the young peoples' ideas for an improved community space written down. Then facilitators place them on the ground in a small semi-circle at the top of the lines. (As per the 'Aspire Workshop') and the group agrees, that as young people, they will

ask for these changes at the same meeting which was used in the scenario from the previous workshop.

Facilitators ask for a volunteer to represent the group at the committee meeting.

(If there is no volunteer, ask the group to quickly nominate someone and inform the group to encourage the nominee.)

The older adult as young representative is given a fictitious name and stands at the semi-circle of post-it requests and calls them out. The group representative now leaves the room with facilitator A. Outside, facilitator A will inform the representative that when she/he enters the room when invited in, she/he will say nothing at all and will leave because she/he feels nervous, afraid, doesn't know what to say etc.

The role play is continuing with the meeting.

Act 2- The Meeting

In the meantime, facilitator B is acting as teacher-in-role and is chairperson of the meeting. Facilitator B explains to the group why they are there at the meeting: they are looking forward to hearing what the young people's representative has to say about the requests of transforming the area in the community.

Facilitator B invites and announces the representative into the room who is led by facilitator A.

The representative enters nervously, stands at the semi-circle of post-its, looks at the group, says nothing and leaves, followed by facilitator A.

Facilitator B says something to indicate the person has indeed arrived but appears to have left. Facilitator B de-roles him/herself and the group.

Act 3- The Feelings

Indications for the trainers: Facilitator B asks the de-rolled group to discuss what they observed and what they think the young representative was feeling and why. The group's reasons/obstacles are written on Post-its and placed in a line on the ground between the two seating lines.

Act 4 - Conscience Alley

Indications for the trainers: Ask the de-rolled group to become the negative voices in the young person's mind that prevent him/her from speaking at the meeting, which can be the same voices that prevent him to volunteer.

Facilitator B asks the older person-in-role as young person, to walk from the top of the alley (between the two seating lines) to the end.

While she/he is walking slowly, the voices on either side say negative things, for example: 'You have nothing of value to say', 'You have no skills', 'You are too afraid', 'You cannot do this', etc. (Remind the group that they have the obstacles on the wall and floor to help them think of negative things to say).

The young person as representative reaches the end of the line.

Facilitator B asks how that felt. (The answers can be: horrible, sad, pressure, too many voices, scared, etc.)

Then the facilitators conduct discussions with group about how strong the negative voices in our heads can be, and overpowering sometimes, preventing us from doing things even when we want to.

Then facilitators change perspective and ask: 'But what if the young person heard positive voices and was

open to listening to them?'. They ask the young person to walk back along the line. This time the voices from the older adults in the seats are positive, and say: 'You can do it!', 'You have so much to give!', 'You are strong', etc.

The seated people may stand up and the young person could pick up the obstacle Post-its on the ground as she/he returns to the top of the alley/line and perhaps throw them away, in this way symbolically removing the obstacles.

The trainers can ask these suggested questions:

- How does the young person feel now? Ask young person 'in role'.
- Does he/she feel empowered? Happier? Braver?

Then the discussions with the group can focus on:

- This is how a young person can benefit from being open to and listening to an older adult.
- This is how influential an older adult can be.

Facilitators de-role the older adult-in-role from the representative role and congratulate him/her for the performance.

Then trainers will guide participants into the next task: 'Now that we know how the young people feel let's create a **Motivational Statement** to inspire the young person'.

The group will decide what inspirational lines to write on a large sheet of paper and they all sign the statement.

The statement is read by a group member and placed on the Community Wall.

This is what the group will bring forward to the next workshop.

The facilitators will tell participants that the workshop is approaching its end and the final exercises are to follow.

Acknowledgements and Reflection.

Indications for the trainers: The group walks around the space. Facilitators encourage the participants to shake hands and to say: "Well done", "Thank you", "See you in the next workshop."

Unison Clap

Indications for the trainers: All participants stand in a circle facing inwards. The facilitators ask the group to raise their hands shoulder high with palms facing. They are instructed to watch the facilitators' hands and clap in unison when he/she claps.

The participants are then encouraged to give each other and themselves a round of applause

THE INTERGENERATIONAL WORKSHOP FOR YOUNGER AND OLDER ADULTS

Aims: To bring together the participants from both the Aspire and Inspire workshops, and explore active citizenship in an intergenerational context promoting intergenerational perspectives.

Objectives:

- To encourage intergenerational teamwork
- To experience and share through action techniques and experiential process
- To further promote active citizenship

Participants: 15 young people and 15 older people who participated in the two previous workshops

Time required: 3h 30 minutes – 4 hours

Workshop leaders: minimum two people with the following skills: facilitation skills and creative drama background (recommended).

Indications for the trainers: The workshop will start by the acknowledgement of the previous two workshops. Facilitators ask for any participants' memories of workshops. They also acknowledge the **Community Wall** from both previous workshops which is in place at the beginning of the workshop. They can ask participants to look at it and make connections to their last workshop: 'This is now our united community.'

Warm-up and icebreakers

The facilitators (trainers) explain that the workshop will start by energising exercises and by getting to know each other better.

1. 'Start/Stop/Jump/Name' Exercise

Indications for the trainers: Facilitators ask the group to move around the space, occasionally changing direction. Then direct them to **Stop**. Repeat the **Start/Stop** sequence in intervals. Then introduce (once stopped) a **Jump** into the sequence. Repeat the sequence calling out to the group to **Start/Stop/Jump**. Add **Name** (allowing the participant to shout their name as loud as possible). Encourage the group to have fun. Repeat randomly **Start/Stop/Jump/Name**.

To further encourage the fun element and challenge the group, make the instructions mean the opposite. **Start means Stop** and **Stop means Start**. Once established this instruction, add **Jump means Name** and **Name means Jump**. Continue to play the game rapidly until you bring it to a natural end.

2. 'Who's the Leader?' Exercise

Indications for the trainers: The participants stand in circle. One of the facilitators makes movements with his/her body using hands, legs etc. The rest of the group must copy doing the movements at the same time.

Then you ask a volunteer to now lead the movements. All other participants copy the movements.

You ask another volunteer to leave the room, while another participant is chosen to lead the movements. The group starts the movements, and the second facilitator brings the volunteer back and she/he must guess who is leading the movements.

The group works as a team while trying to all move at the same time and make it difficult for the volunteer to guess the leader correctly.

Facilitators discuss tactics the participants can use and encourage them to decide on how they may be successful in hiding the leader.

Trainers pick another volunteer and repeat the exercise.

3. 'Name Game – Triple Name' Exercise

Indications for the trainers: Participants stand in a circle. Everyone individually says their name loudly around the circle, two times, so the participants know each other's names.

The facilitator demonstrates in the middle of the circle: he/she says one of the participants' names loudly three times quickly –for example Ruth Ruth Ruth.

Then he/she explains that next time he/she says a name three times, the person who has that name must say his/her name before the facilitator says it three times. If the person does not manage to do this, he/she will then be in the middle and will say names three times until another person must go into the middle.

Do this many times, in order to energise the group and to connect participants.

4. 'Group Shape Sculpting' Exercise

Indications for the trainers: Facilitators will ask the group to work together to form a large group rectangle. When this is achieved, they will be asked to form a group circle and then a group triangle. And finally, to make a human bridge with two parallel lines (one line of older adults and the other of younger adults).

Trainers explain to participants that in this last exercise they worked as a team, and they will experience further how it is to learn and work in intergenerational contexts. This can be done also in the volunteering field, and this introduces the next exercise.

To encourage and promote active listening skills and advocacy - two traits of an effective volunteer.

'INTERVIEW and ADVOCACY' Exercise

Indications for the trainers: We are continuing from the previous exercise, and the participants are requested to pair up (one older and younger adult).

■ Promoting Active Listening Skills – Interview

Indications for the trainers: Facilitator describes listening skills, which are compulsory for volunteering activities, by reading the following text to the group:

- Listening is attending the pauses, the silences, the choice of words, the experiences, behind them and the reason why this person has chosen to convey this information at this time in this way.
- Listening is more than hearing.
- Listening is heeding.
- Listening is concentration.
- Listening is paying attention.
- Listening is processing what is being said, waiting to hear the next sentence, the expansion, the emerging ideas and the underlying emotions being expressed by the words.
- Listening is intense curiosity in the story that is being told.
- Listening is silencing one's own voice to hear someone else.
- Listening is wanting to know rather than wishing to inform.
- Listening is suspension of self in the service of others.
- Listening is not giving advice, providing solutions or solving problems.
- Listening is silent.
- Listening is unselfish.
- Listening is reverential.
- Listening is healing.

In the pairs already created, the participants will present their experience of volunteering:

Presenting

Indications for the trainers: Trainers explain that this activity is about 'Letting you know me/Getting to know you'. The pairs have a getting-to-know-you session, with particular emphasis on volunteering. Facilitators also describe how listening is very important for volunteering.

Representing

Each group member presents one of the group to the larger group. (Time constraints may not allow everyone to present.)

Alternative for Representing: for the first 2/3 pairs, each person should present the other one speaking to the third person ('he/she is'....'he/she did'.....), while for the other pairs, each person is asked to present the other to the 1st person ('I am'.....'I did'....). This game of identification helps participants to get build up a closer relationship with the others by "stepping" into another person's life and point of view.

Conclusion of this exercise for the group: Listening and Advocacy skills are very important when you are a volunteer. A volunteer will be a member of a group, will be listening and learning from that group and will be representing that group.

Facilitators encourage a group discussion, using the Community Wall as a reference – the discussion themes will be:

- The Power of the new community (Younger and Older citizens)
- Exploration of the Statement 'We're stronger together'
- The Group offers more STRENGTH and more WISDOM
- The common strengths and wisdom of each generation.
- The differences and priorities of each generation.

Trainers ask this suggested question:

- What can we learn from each other?

All answers are collected on the Community Wall.

Being together, as generations, offers MORE POTENTIAL, offers opportunities for CHANGE and creates OPEN attitudes.

**STEP
TWO**

WHAT MOTIVATES AND SUSTAINS VOLUNTEERING?

This exercise is an opportunity for the older adults to give advice and impart knowledge about volunteering.

Indications for the trainers: Trainers explain to the group that now they will explore the motivation of volunteering. Participants split into six groups of five people.

Materials needed: large sheets of paper, felt tip pens, Post-its, envelopes with volunteering words/statements, printed local organisation names and quotes, research article.

Give each group a large sheet of paper, felt tip pens and Post-its. Each group receives an envelope with varying words/ statements relating to aspects of volunteering.

The groups discuss thoughts relating to the words/ statements and write them on the Post-it notes which are placed on the paper.

Then, each group presents their thoughts to the larger group. Facilitators will encourage younger and older adults to present together.

All words/thoughts from each group are posted by trainers to the Community Wall.

Trainers inform the group that these words/ statements are actually real quotes from people who volunteer.

The article we reference is '*Volunteering: The Art of Getting back more than you put in*', from a National Irish Newspaper, The Irish Times, 2nd Dec 2017* (see Appendix 4).

** Each country can use and reference articles/ research relevant to their own cultural context.*

Name the associated community organisations in the article above, and explain to participants that volunteering is not just for large or international charities. (Again, each country uses community organisations relevant to their own cultural context)

Finally, the groups can name potential places for volunteering opportunities.

Post all organisations' names to the Community Wall.

This exercise is an opportunity for the older adults to give advice and impart knowledge about volunteering.

STEP THREE

HELPING

Highlighting that the instinct to volunteer and what compels us to volunteer is Being a good Human Being.

'Breathing – Stepping in to help' Exercise

Indications for the trainers: Participants stand in a circle. Facilitators tell the group she/he will stand in the middle of circle. She/he will take a breath and then hold his/her breath. Facilitator tells group it is their responsibility to help him/her out and she/he can only be helped if someone from the circle steps in, puts a hand on his/her shoulder and takes his/her place. She holds her breath until someone from the group steps in and touches her shoulder. Only then is she allowed to let the air out.

The new person in the middle repeats the sequence.

The exercise is repeated over and over with different people stepping into the middle.

It is possible the pace might pick up and a few people might be in the middle.

Reflection on the exercise is done afterward, stressing out that **working together as a community is a way to survive, and helping is a means for our community to breathe and flourish.**

Trainers will ask these suggested questions:

- Did you feel difficulty and a lack of confidence in stepping up to being a volunteer?
- Did you think/hope someone else would step into the circle instead? (so you didn't have to)
- Did you feel an instinct to help? Discuss what it means being a good human being.
- How did it feel being in the middle waiting for help?
- Did you get help easily?
- Were there distractions when it got fuller with people in the middle (for example, did you miss seeing someone who may have needed help?)

The training then goes to exploring other skills which a volunteer needs.

Introduction of Acting Exercises to encourage empathy and awareness of the power of optimism and a 'can do' attitude in the field of volunteering.

"YES BUT..." – Exercise of improvisations in pairs

Indications for the trainers: Continuing on from the above exercise, facilitators ask the group what happens when someone needs help but people create and let obstacles stop him/ herself from helping. These aspects will be investigated with the following exercise.

Ask the group to get into pairs: in each pair, one partner will be A, and the other one will be B. Tell pairs that A wants to change a broken light bulb and needs B's help. They will improvise a scene as A tries to persuade B to help him/ her.

B will always reply with ' Yes but...', changing and creating new excuses each time A asks for help. This will create obstacles and the task will be difficult for A to accomplish.

After all pairs accomplish their task, a reflection with group is envisaged.

The suggested questions are the following:

- How did it feel for A to be blocked constantly?
- Was it difficult to accomplish the task?
- How did it feel for B to be saying ' Yes but...' constantly?

Discuss how B was being CLOSED to change/helping/progression. B had a closed attitude.

Facilitators tell the group that now they will investigate what happens when B becomes more OPEN to helping and sees opportunities to help rather than obstacles.

“YES AND...” – Exercise of improvisations in pairs

Indications for the trainers: We have the same scenario with the light bulb and the same pairs.

This time, whenever A asks for help, B replies with ‘Yes and...’ as she/he offers help, suggestions, ideas etc.

The improvisation should make much more progress in accomplishing the task as A and B work together, and with B’s more open and positive attitude.

(Side coach groups during their improvisations to see how they are progressing. Give encouragement if needed to change the light bulb but also to make other improvements/ progression in the imaginary room.)

At the end, reflection questions with the group are asked, such as:

- Was there a difference this time?
- Was it easier to accomplish the task?
- Was it more enjoyable?
- How did A feel with B’s more open and positive attitude?
- How did B feel saying ‘Yes and...’ constantly? Did it change his/her attitude?
- Was A grateful?

You can discuss the fact that B is now OPEN to change and helping. Reflection is done on Open vs Closed / ‘Yes but....’ vs ‘Yes and...’

Following on from the above, facilitators explain that they will now look at the ‘Yes, but...’ closed attitude in relation to the young person attending the Community Meeting which happened in the two previous workshops.

The group improvises a given scene. Then the facilitators act out two prescript scenes to highlight the continued difficulty in following through on volunteering and the positivity and potential of a ‘can do’ attitude.

Indications for the trainers:

Materials: Two Forum scene scripts and inspirational letter

Trainers remind the group of what happened with the young person in the role-play and what the group observed (The young person walked into the meeting, said nothing and left. Reasons for this and the young person’s feelings were discussed afterwards, in the two previous workshops – Aspire and Inspire).

Facilitators tell the group that this time the young person has returned to meet the chairperson because she/he is still interested in volunteering.

However, the young person still has a closed attitude and keeps saying “Yes, but...”

DIRECTIONS AND SCRIPT FOR THE FACILITATORS:

Facilitator A and B do a quick demonstration using the first 3-4 lines only of the 'Yes, but...' scripted scene

Facilitator A = The Chairperson from the previous Community Committee Meeting

Facilitator B = The nominated young person from the meeting

A: It's nice to see you again. (B nods shyly. An awkward silence.) You are here because you are still interested in volunteering?

B: Yes, but I don't think I'm good enough.

A: Well, I have read your CV and you have got all the qualities for a good volunteer.

B: Yes, but ...

Facilitators ask participants to get into pairs. The older adult will be A, the young person will be B.

Pairs are asked to improvise a scene similar to the above and to continue with the scene, with B always replying with 'Yes, but...', as A tries to encourage B to volunteer with the organisation.

A reflection regarding the scene follows.

The suggested questions and discussions are:

- How did the young person feel saying 'Yes, but...' all the time?
- How did the older adult feel?
- Is there much chance of the younger person volunteering at this stage?

Now the facilitators suggest to the pairs to swap roles and to improvise scene again.

Then a reflection regarding the scene with swapped roles is carried out.

- How did it feel to be in the other person's shoes?

Facilitators say that they will now act out the following scene and afterwards the group will be asked, on a scale of 1-10, how **OPEN** the young person is to volunteering (on a scale, from 1= not open at all, to 10= very open).

FORUM THEATRE SCENE ONE SCRIPT – 'YES, BUT.....' - CLOSED ATTITUDE

Directions and script for the facilitators:

Facilitator A = The Chairperson from the previous Community Committee Meeting

Facilitator B = The nominated young person from the meeting

A: It's nice to see you again. (B nods shyly. An awkward silence) you're here because you are still interested in volunteering?

B: Yes, but I don't think I'm good enough.

A: Well I have read your CV and you've got all the qualities for a good volunteer.

B: Yes, but actually I don't really have the time

A: You can give as little or as much time as you want.

B: Yes, but I don't really have the headspace.

A: You should believe in yourself more.

B: You are just being nice. You're just kidding. Look, I don't even have manners. No one has given me a chance before, so why should you? Sure I can't help anybody; sure I can't even help myself.

The suggested question for the group is:

- On a scale of 1-10, 1 being the lowest, how would you rate B's openness?

A group discussion on attitudes towards volunteering is carried out.

The Young Adult's statement from the 'Aspire' workshop is placed on the wall.

Indications for the trainers: Make comparisons between the words used in the statement and the words and dilemma which have just been used in the scripted scene.

The young person in the scene does not feel that he/she has these supports/qualities that she/he needs in the statement.

Place the statement from the older adult's 'Inspire' workshop on the wall.

Identify the supports offered by the older adults to support the young people, in accordance with the wishes expressed in their statement.

Discuss how to make B's attitude more open. The group will make recommendations as to how to help B.

** Potential to improvise YES AND/open attitude scene in pairs with same scenario.*

The facilitator representing the Chairperson (facilitator A) presents a letter to the facilitator B, saying 'This may be of help'.

In role as young person B, the facilitator B reads the letter of encouragement. The group watches.

(Meanwhile the other facilitator can be reaffirming supports an older person can give.)

Facilitators then act out the following scene:

FORUM THEATRE SCENE TWO SCRIPT 'YES, AND.....' OPEN ATTITUDE

Directions and script for the facilitators:

Facilitator A = The Chairperson from the previous Community Meeting

Facilitator B = The nominated young person from the meeting

A: It is nice to see you back.

B: Yes, I am a bit nervous though. I am glad to be here thanks.

A: You are here because you are still interested in volunteering?

B: Yes, and I hope I can be good enough.

A: Well I have read your CV and you have got all the qualities of a good volunteer.

B: Yes? Really? How many hours will I have to do?

A: You can give as little or as much time as you want.

B: Cool, I don't know what I'll have to do, so I may need some help.

A: We will give you all the training and support you need. You might even enjoy yourself and make some friends. You will gain loads of experience.

B: It might even help me to get a job.

A: Well, with that attitude I wouldn't be surprised. See you at training next week.

B: Thanks very much.

A: (offering a handshake. B exits)

A: I really like her positive attitude.

The suggested questions for the group are:

- How would we rate B's Openness now on a scale of 1-10?
- What changed?
- Who changed? (A is still using similar language and is being supportive but B is now much more open, the language and the replies have totally changed)
- Are there still 'yes, but....' answers? Yes, there will often be 'buts', but they don't have to stop us doing what we want.
- What helped? Refer to the letter B read before the scene.
- What impact did this letter have?
- What do you think was in the letter?

B reads the letter to him/herself aloud:

"Dear Young Person,

Is this an exciting and scary time for you? I remember the first interview I went to when I was ready to do some voluntary work. I was thinking they probably wouldn't like me, or the people I wanted to work with wouldn't like me. What if they were older than me and thought I was a waste of space?

Don't be afraid. They will be so happy that you want to work with them. You have so much to give. If you weren't already a nice, kind person, you wouldn't have even thought about volunteering. You are going to meet great people – and they're going to meet you.

When someone tells you, "You've made my day" that will surely make your day.

No matter what you are volunteering to do, you are going to be helping. Just being there for someone can give them reassurance that someone cares.

You will probably create great new and fun friendships when you volunteer so don't be afraid to enjoy it.

Wishing you great years of challenging and rewarding volunteering times.

Kay”

Indications for the trainers: A group reflection on the letter is put in place. The letter could motivate participants to carry out volunteer activities.

Then the facilitators tell participants that they are approaching the end of the workshop.

A summary of what has been covered in the workshop is carried out by facilitators.

Feedback is asked from the group.

Final comments are solicited.

Facilitators inform the group about the organization of the final workshop (The Move Forward Workshop) of the training program.

Conclusion of the activity is drawn.

FINAL PART OF THE WORKSHOP

‘Thank you’ and ‘Best of luck’ Farewell Game.

Indications for the trainers: Ask the group to walk around the space and randomly shake as many hands as possible, making eye contact and saying ‘ Thank you! Best of luck!’

Unison Clap

Indications for the trainers: All participants stand in a circle facing inwards. The facilitators ask the group to raise their hands shoulder high with palms facing. They are instructed to watch the facilitators’ hands and clap in unison when he/she claps.

The participants are then encouraged to give each other and themselves a round of applause.



THE MOVE FORWARD WORKSHOP FOR YOUNGER AND OLDER ADULTS

This is a **Forum Style Workshop** (A bringing together of participants to share their opinions on the process).

Objectives:

- To reflect on the previous workshops
- To celebrate the process
- To assess the training program's impact
- To create premises for future volunteering options

Participants: The 15 young people and 15 senior volunteers from the previous workshops.

Time required: 1-2 hours

The workshop begins with an introduction and welcome by the facilitators of the hosting organisation. Then, a reminder of what happened in the intergenerational workshop is carried out by the facilitators. The workshop continues with Warm up exercises, for energising the entire group.

WARM UP

'MOVE, MOVE, MOVE' EXERCISE

Indications for the trainers: Participants sit in a large close circle. Facilitators explain that each time they call out 'Move', participants must move one seat to their left. Once this has been achieved a few times, the facilitator adds the next instruction of 'Move, Move' - indicating that the participants

must move two sits to their right when the facilitator calls out 'Move, Move'. Continue calling randomly 'Move' or 'Move, Move'. Finally add the instruction 'Move, Move, Move' where people must find a brand new chair. The facilitator then removes one chair. The person left without a chair becomes the person to call out any of the three instructions.

After the end of the exercise, facilitators explain that now the whole group will reflect on the process they have gone through together during all CREA.T.Y.V. workshops.

STEP ONE

REFLECTION ON THE WORKSHOPS IS CARRIED OUT BY THE PARTICIPANTS

Participants pair off to discuss and reflect on their journey together. This part of reflection is very important because it addresses intergenerational activity: the activities taking place aim to stimulate solidarity and intergenerational interaction, exchange of values and knowledge among the young and the older people.

The pairs' feedback and their thoughts will be shared to the larger group.

VOLUNTEERING OPPORTUNITIES

The host organisation informs the participants about volunteering options and opportunities available in the locality and further afield.

Organisations may ask local NGO's or Voluntary Organisations to attend and offer specific information on their volunteering programs.

STEP TWO

IDEAS AND SOLUTIONS FOR INTERGENERATIONAL INVOLVEMENT STARTING FROM PROBLEMS WITNESSED IN THE COMMUNITY

Participants pair off to discuss and identify together workable activities that can be done in the community.

Materials needed: paper sheet and felt tip pens

These ideas will be presented by each pair to the large group and will be posted on the Community Wall. The combined Community Wall can be brought to the meeting. It can stimulate debate and create a joint vision.

GROUP SCULPTING

The facilitator asks the group to create a group sculpture to symbolise the process of the Aspire, Inspire

and Intergenerational Workshops. Simplicity and speed are encouraged. Participants enter one by one into the circle and strike a pose like a statue. Each participant must interconnect their pose/sculpt to create one large structure. This is free flowing and open to interpretation. The facilitator, if prior permission has been given, may take a photograph of the finished sculpture.

STEP THREE

THE GIVING OF CERTIFICATES

- The hosting organisation will present each participant with a certification of completion for the CREA.T.Y.V. project.
- Certificate awarding is a festive moment, with joy and congratulations to the participants

Unison Clap

All participants stand in a circle facing inwards. The facilitators ask the group to raise their hands shoulder high with palms facing. They are instructed to watch the facilitators' hands and clap in unison when he/she claps.

The participants are then encouraged to give each other and themselves a round of applause.

APPENDICES

APPENDIX 1

The target group (young people) selection procedure

I. THE YOUNG TARGET GROUP

Selection method

The target group will be selected from socio-economic disadvantaged young people. Each partner organisation from Romania, Italy and Czech Republic will contact stakeholders working with disadvantaged young people, through an informing letter of a common template, presenting the project and the training programme. They will ask for information about potential participants of the training, and then will contact and meet the recommended young people, explaining to them the approach of the training programme and, if interested in participating, asking them to complete the registration form

II. SELECTION CRITERIA OF THE TARGET GROUP

II.1 ELIGIBILITY CONDITIONS:

Participants must be in a socio-economic disadvantaged situation, for example:

- To be under a protected measure within the social services: placement centre, social apartments, family type services (placement to relatives, family/persons), whether public or private.
- Participants may come from families in a precarious socio-economic situation that puts them at risk of marginalization and social exclusion;
- Participants may come from single-parent families;
- Minorities at risk of marginalisation and social exclusion;
- Participants may be young migrants domiciled in the participating countries;
- Participants must be between the ages of 18 and 25 years old;
- The gender equality principle will be respected.
- The confidentiality of all data provided by participants will be respected.
- The application file will be fully and correctly drafted.

II.2 SELECTION CONDITIONS:

- Motivation to participate in activities carried out in the project;
- Availability and commitment to participate in the project activities.

II. 3 CONTENT OF THE CANDIDATURE DOSSIER:

- Registration form (template).

REGISTRATION FORM

The undersigned.....

born on..... Phone.....E-mail..... please approve my enrollment in the project selection process „ Creative Drama for Training Young Volunteers in Intergenerational Learning Environments” .

I. Motivation for the participation

I would like to participate to the project and want to be part of the target group.

I believe that my participation in this project will allow me in the future

I am a person (give examples of at least three qualities that you think will recommend you for participating in the project)

.....
.....

The reasons for my participation in the project are the following (list at least three reasons):

- 1.....
- 2.....
- 3.....

If you consider my motivation and my qualities appropriate to participate in the target group in your project, please contact me for details at e-mailor phone number.....

I declare that based on the right to my own image, I consent to the capture and diffusion of my image within the project „ Creative Drama for Training Young Volunteers in Intergenerational Learning Environments”.

II. Personal information

Gender: Male / Female

Nationality : _____

Age _____

Studies _____

Social / Family Situation _____

APPENDIX 2

The selection procedure for seniors volunteers within the strategic partnership project

I. TARGET GROUP SENIOR VOLUNTEERS

Selection method

The target group will be selected from different institutions that carry out various types of activities involving senior volunteers.

II. SELECTION CRITERIA OF THE TARGET GROUP

II. 1 ELIGIBILITY CONDITIONS:

- Participants must be over 60 years old
- Participants must have a good health status
- Participants must have experience as volunteers and can come from either elderly people associations, or from institutions that carry out intergenerational projects through Volunteering Centres/Organisations, Community Centres or Senior Clubs;
- The application file will be fully and correctly drafted.

II. 2 SELECTION CONDITIONS:

- The motivation to participate in the intergenerational activities carried out within the project
- Availability and commitment to participate in project activities (information, training, counselling);
- Supporting an interview based on a common template developed in partnership.

II.3 CONTENT OF THE CANDIDATURE DOSSIER:

- Registration form

REGISTRATION FORM

The undersigned.....

born on..... Phone.....E-mail..... please approve my enrollment in the project selection process „ Creative Drama for Training Young Volunteers in Intergenerational Learning Environments” .

I. Motivation for the participation

I would like to participate to the project and want to be part of the target group.

I consider that my personal experience and my experience as a volunteer will allow me to:

.....
.....

I am a person (give examples of at least three qualities that you think will recommend you for participating in the project)

.....
.....

I believe that my talents and knowledge brought in the course contribute to:

1.....

2.....

3.....

If you consider my motivation and my qualities appropriate to participate in the target group in your project, please contact me for details at e-mailor phone number.....

I declare that based on the right to my own image, I consent to the capture and diffusion of my image within the project „ Creative Drama for Training Young Volunteers in Intergenerational Learning Environments”.

II. Personal information

Gender: Male / Female

Nationality : _____

Age _____

Studies _____

Knowledge/Talents _____

APPENDIX 3

Evaluation Methodology – CREA.T.Y.V. Intergenerational Training Program Piloting

OBSERVATION GRID

The observation grid may be used by an observer. It is not a compulsory tool and its aim is to provide orientation on relevant items that could impact on the success of the activities.

To which extent were the following goals reached?

	Yes	Not sure	No	NA	COMMENTS
1. The facilitator(s) explained activities adequately					
2. There was lively interaction between participants during the activities					
3. Participants appeared engaged in the activities					
4. The facilitator(s) monitored the activities well					
5. There were clear learning objectives reached during the activities					
6. The debriefing was done effectively					
7. The activity allowed participants to practice practical skills related to important concepts					
8. The activity overall was effective.					

What would you change to make the activities more effective?

.....

EVALUATION QUESTIONNAIRES

Evaluation form – Workshop 1 (FOR YOUNG PEOPLE - ASPIRE)

Please state to which extent you agree with the following statements, after participating in Workshop 1:

	Disagree	Neither agree or disagree (neutral)	Agree	COMMENTS
1. I can identify the supports (people, institutions) that I can have in my life				
2. I can more easily identify obstacles and ways to overcome it				
3. I am more able to express myself in front of others				
4. I became more aware of my personal potential				
5. I am now more able to involve myself in community activities				
6. Drama methods are effective tools to change attitudes and behaviors and to raise awareness on social issues				

7. The workshop helped me to improve my communication skills				
8. I got new ideas about what volunteering and active citizenship are				
9. I am very satisfied with the workshop				

In your opinion:

What worked best in the workshop? _____

What would need to be changed? _____

What would you like to have more work on? _____

Any other comments? _____

Evaluation questionnaire – Workshop 2 (FOR OLDER PEOPLE – INSPIRE)

Please state to which extent you agree with the following statements, after participating in Workshop 2:

Proposition	Disagree	Neither agree or disagree (neutral)	Agree	Comments
1. Mentoring young people for volunteering activities is important				
2. I gained more understanding on the obstacles a young person can encounter in life and ways to support him/her				
3. I feel I can share my life experience with young people for a better involvement in community				
4. I understand better how I can be a model of active citizenship for young people				
5. I felt that my experience and knowledge were recognized and valued				
6. I felt the methods used in the workshop were enjoyable				
7. I learned something new in the workshop				
8. I am very satisfied with the workshop				
9. The workshop was physical tiring for me				

In your opinion:

What worked best in the workshop? _____

What would need to be changed? _____

What would you like to have more work on? _____

Any other comments? _____

**Evaluation questionnaire – Workshop 3
(INTERGENERATIONAL – YOUTH AND OLDER PEOPLE)**

Proposition	Disagree	Neither agree or disagree (neutral)	Agree	COMMENTS
1. This workshop gave me a new understanding of what intergenerational volunteering means				
2. I believe that this workshop helped me to understand better what motivates and sustains volunteering				
3.I have created bonds with persons from the other age group during the workshop				
4.I have understood during the workshop what volunteering can bring to community				
5.This workshop has helped me to have a new perspective on the other generation				
6.The workshop offered me new directions for future actions in volunteering				
7.I learned something new in the workshop				
8.I am very satisfied with the workshop				
9.I felt the methods used in the workshop were enjoyable.				
10.The workshop was physical tiring for me				

In your opinion:

What worked best in the workshop? _____

What would need to be changed? _____

What would you like to have more work on? _____

Any other comments? _____

**Evaluation questionnaire – Workshop 4
(THE MOVE FORWARD WORKSHOP – FOR YOUNG AND OLDER PEOPLE)**

Proposition	Disagree	Neither agree or disagree (neutral)	Agree	COMMENTS
1. During the workshop, I have explored possible options for future volunteering activities				
2. The workshop opened up for me new possibilities for intergenerational collaboration in the future				
3. I have learned something new in the workshop				
4. I felt the methods used in the workshop were enjoyable				
5. This workshop offered me the opportunity to reflect on the previous workshops				
6. I am very satisfied with the workshop				

In your opinion:

What worked best in the workshop? _____

What would need to be changed? _____

What would you like to have more work on? _____

Any other comments? _____

APPENDIX 4

Quotes and Research about Volunteering (Taken from *Volunteering: The art of getting back more than you put in*. The Irish Times. 2nd December 2017)

‘We’ve seen proof of the remarkable feats that a community can achieve when they work together, and the change it can create and impact it can make.’

So how can you be a part of that? What if you simply don’t have the time to donate? What if the balancing act of work and life has left you no space in the schedule for voluntary pursuits?

A 2012 study by Prof Cassie Mogilner at the Wharton School of the University of Pennsylvania found ‘that time spent helping others made people feel that they had more time, not less.’

‘Their results found that people who give time feel more capable and have a sense of accomplishment which may encourage them to accomplish more in the future ‘

You may not be able to donate 25 hours a week of your time but what about the occasional hour and a half? You might get back even more than what you’re giving in.

Julianstown Autism Support Group Co Meath

Providing a service can be empowering for both the user and the provider.

‘Our children are different not less.’

Athy Sing & Sign in Co. Kildare

“Our Athy Sing & Sign Club has given these young teenagers a skill of communicating with deaf people for life,”

‘A huge difference’

“A deaf couple I know who live in Athy have told me that they have never seen a more deaf-friendly town. If they go into the local supermarket, they might bump into one of our students. It’s really nice for a hearing person to sign to them, even if only to say a simple thank you. It’s a small word but it makes such a huge difference.”

APPENDIX 5



