

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

# **TRAINING MANUAL**

**Theory and practice  
of consciousness forming trainings**

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## Preface

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Dear reader,

this manual wants to prepare trainers for tasks and challenges they might face in their courses and seminars. It concentrates mainly on the practical aspects of the trainer's work. In addition, it is predominately geared to provide trainers with many different methods and exercises they can apply in in their future seminars. All the methods that are described in this volume are well-tested and has already proven their worth in practice.

For sure, this training manual cannot substitute the experiences of a seasoned expert on education. However, it records my longstanding experience in (youth) educational work in written form. On the following pages, I try to outline – succinctly but nevertheless comprehensibly – all the knowledge that is essential to be well-equipped for acting as a trainer and instructor in seminars and courses.

The manual is designed in such a way that it can directly be harnessed for courses and seminars: The first part introduces into some crucial competences and skills that are important in the trainer's work. The second part deals with central basics regarding the topics of communication, cooperation and participation. The content of the third part is especially conceived for practical application. Furthermore, the book's structure should make it as easy as possible to find information about a specific subject and to get a quick overview of it.

The sub-division of the different main chapter should facilitate the practicability in the context of the seminar. Depending on the concrete objectives, the respective theoretical input and methods should easily be found. Thus, the application of participant and process oriented approaches is promoted as well. By doing this, the book intends to offer a helpful and practice-based guide for the educational work of the trainers.

So, let me wish all readers that this manual becomes a valuable enrichment for their work and a trusty companion during their course sessions.

*March 2017*

Thorsten Gonska  
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**I.**  
**TRAINERS AND TRAININGS:**  
**GENERAL CHARACTERISTICS**



## Personal competence as trainer

*“An educational trainer is a jack of all trades, but master of none.  
He can do everything, but nothing properly.”*

These words were articulated by one of my professors during a university lecture. At first, I deemed his statement really negative and even pejorative. However, in the last 15 years of working as an educational consultant and trainer, I have sometimes even used his phrase as well. This is the case, because his description has proven right in practice: A trainer combines a facilitator, entertainer, teacher, social worker and sometimes even mediator in one person. He has an eye for the group that should be trained, its dynamics, its different demands and special characteristics. He instructs and supervises exercises, encourages the group members to participate and exert themselves – like a holiday entertainer. He facilitates discussion in plenary context and helps in conflicts situations among group members. Besides all these functions, the trainer additionally focusses on the educational objectives and imparts the knowledge necessary to attain them. He plans the seminar sessions by following a clear didactical logic. Due to his process and participant orientation, he is also flexible enough to adapt the seminar content during already rolling programme. Speaking in more technical terms (than in the quoted statement above), he is a true *generalist* and not a *specialist*.

In my opinion, a proficient trainer is consequently characterized by his capability to get familiar with a new topic area in a short amount of time. Furthermore, he is able to prepare this new information in a way that allows him to impart basic knowledge adapted to his target audience. Of course, a trainer usually specialises in a specific subject, so that he is capable to offer advanced courses on this topic, too. Nevertheless, the crucial foundation for his work is still given by a broad bunch of interdisciplinary competences that are taken from basic skills in (group) sociology, general psychology and particularly pedagogy.

At least in Germany, there is no apprenticeship or study programme that provides you with all the necessary competences that you need to become a good (youth) educational trainer. So, in addition to the mere transfer of knowledge, collecting methodological competence (cf. 1.3) is also important. Moreover, you must get a feel for the demands and needs of each single participant as well as for the group as a whole (cf. 1.2). Particularly these last two categories of competences cannot really be achieved by learning some theoretical information and concepts. In contrast, making your own experiences is really pivotal in this context, because they allow you to develop specific personal attitudes and stances which are central for your work as a trainer. Because of that, persons who are interested in becoming a trainer at our facility and other institutions in the region are usually asked to start their first steps into this profession by observing the group and work of experienced colleagues. After a short time, they can undertake their first trainer's

tasks and methods as well. Normally, trainers work not alone but in company. By doing this, they form a “learning team”. The central purpose of such a team is to provide the trainers with space for a mutual exchange of the experiences they made with specific groups, courses, new learned methods and in the dealing with participants. If possible, prospective trainers should always get the chance to be accompanied and mentored by a highly skilled and seasoned trainer. To my mind, this kind of learning based on making and sharing experiences is the trainee’s best possibility to gain and “copy” the mentioned competences.

Of course, such an interpersonal exchange process as well as the special dynamics in a learning team cannot be compensated by reading this manual (or any other book). Nonetheless, this volume can at least display the central competences a trainer should have. Compiled on the following pages of the first chapter, these competences can only shape a broader orientation framework with regard to the appropriate appearance and demeanour of a trainer. Over time, all trainers develop their own personal attitude towards the participants and the contents that should be imparted. They react differently to the impulses and signs sent by the group and adopts different methods and approaches to reach the goals. Because of that, there never will be totally congruent seminars. The art of a good training should rather consist of the trainer’s ability to bring the framework conditions (like the given space, material, time, etc.), the group with its different members and the thematic in line.

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In consequence, the group of participants and its development is not only the end of all the trainer’s efforts, but also his most effective mean and tool. Recognizing this dual character is already the first and the most important achievement of every trainer. Social systems and groups who assemble different human beings are principally not really controllable with regard to their behaviour and interaction. From a systemic point of view, this means that you can provide a group / the participants with an concrete input that should trigger specific reactions. However, the trainer has restricted impact how the given input is received and proceeded by the group members. Therefore, the actual reactions to the input are only limitedly predictable. To give an example: Whenever someone intends to brew beer, he knows relatively clear which ingredients (hops, barley and water) must be put together and how they must be mixed to get a satisfying final product (brewing process). By modifying the composition of ingredients or adapting the brewing process, the brewer can change the final product: The more hops are thrown in, the more bitter the beer finally tastes. So, the process of production is definitely controllable und deviating brewing results like e.g. orange lemonade can really not be expected. This is, however, different when you work with human beings. Their reaction to a somehow delivered impulse is not totally predictable, because every human being might perceive the action quite differently (cf. 2.1.2.1). Every person has his own internal filters and perception patterns, which are shaped by his/her experiences, attitudes, etc. Based on that, a trainer must always be prepared for the risk that his actions and impulses are received in different ways. Thus, the entire group or at least some of its members might react in an unexpected manner. Being aware of this mechanism and learning appropriate conduct strategies to deal with this lacking controllability, is one of the important basic competences for a trainer.

At first glance, this may sound frightening to prospective trainers’ ears. Therefore, it might be reassuring to hear that a social system (human being) indeed cannot be totally controlled, but is still influenceable. Using the options of influencing and stimulating a social system from the outside are at the core of the trainer’s work. He designs the contents and didactic of his seminar in such a way that the group / single participants get the opportunity to cause the intended changes on their own. To be fair enough, it is also important to mention that group’ reactions are more often as expected and not so surprising at all. The trainer must finally be aware that he cannot change the participants, but he can encourage them to change themselves.

The trainer’s resources for influencing the participants are confined to communication. In consequence, his ability to communicate with the group appropriately forms another basic competence. This communication competence comprises many different layers, because the trainer needs various forms of

communication. He must, for instance, be able to facilitate a group discussion, to impart specific input by lecturing and to manage conflicts within the group. Besides the theoretical knowledge about communication models – as described in subchapter 2.1. –, the trainer must also be proficient in their practical application. In my function as an educational consultant and trainers' mentor, I see every now and then that trainers try really hard to implement the theoretical requirements and description on word-for-word basis. In most of these cases, the trainers are however not successful, because the group reacts in a manner that is not predicted in theory. Therefore, it is central that the theoretical background is deeply internalized, so that it then can be adapted to the given conditions and target group.

Most important of all, the trainer should always be authentic. Based on my personal experiences in the educational sector, I never can get tired to repeat this. Every trainer should feel at ease with his role and the chosen methods. The participants have normally a really good sense for that. So, as a trainer I simply must accept that I cannot be prepared for all contingencies – and I do not have to. In contrast, it is enough (and additionally a sign of strength) to have a confident handling of unpredictable situations.

## Participant and process orientation

The slogan “The consumer is king” is not only a well-known mantra of retail sale, but can also delineate the (thereby admittedly simplified) gist of a participant-oriented seminar: The planning of such a course, its realization and evaluation should be geared to the needs of the participants. They should constitute the centre of all didactic considerations. A participant-oriented course design consequently subordinates its contents to the participants' interests. In practice, the trainer has always to align his/her plans for content and methods with the present expectations and fears of the learning participants. If necessary, he/she must change his/her concept as well. In this context, participant orientation can be translated as learners' active participation and involvement in determining the course of the seminar. The participants should therefore be able to contribute to the contents, goals and ways of the intended learning processes.

The anthropologic as well as the teaching-theoretical dimension of educational work can legitimatise this participant- and process-focussed approach, which represents an own didactic principle of educational work as well. Broadly speaking, its core is shaped by the assumption that every participant is the best expert with regard to his/her own success in the learning processes. Because of that, his/her expectations, fears and needs must underlie the arrangement of the teaching processes.

The course instructor must bear the participant and process orientation in mind already at planning stage. This practically means that a seminar design must not contain rigid and fixed learning contents which are only based on the instructor's ideas. In contrast, the instructor must consider how the intended contents, goals and methods can later be adapted to the target audience and its members' needs.

So, before the course is starting, it might be quite helpful that the instructor compiles a list and develop a concrete schedule that includes all the goals and methods which seems to be the most appropriate from the trainer's point of view. Based on that, he/she should also think about programme alternatives and secure that all the equipment necessary for these alternative methods is available or at least in reach / can be organized in the case of demand:

*“A former mentor of mine brought always as much equipment along as fits into his van. While (un)loading his vehicle, I was often really annoyed about this additional effort. However, even more often I became quite thankful during the course for having materials available that were*

*necessary to realize an initially unintended exercise. Since becoming an instructor who mentors young trainers as well, I have therefore especially tried to support my trainees by providing them with all the necessary equipment that is requested / needed while the course takes place.*

*In my opinion, having a broader range of equipment is really important because even the best planned, process-oriented concept will not succeed if essential equipment is not on the spot or cannot be organized in due course. This time factor should not be underestimated and a lacking choice of materials can make the trainer inflexible and thus jeopardize the success of the entire seminar.” (Experiences of Thorsten Gonska)*

14 In accordance with the participant orientation of this approach, it is obviously also crucial to take the feedback of the learners seriously. So, the feedback of individual participants should be expressed within the group. If alluded expectations cannot be integrated (e.g. due to time or seminar limitations), such decisions must be made transparent to all group members as well, because nothing causes more discontent among course participants than being asked about their personal feedback and opinion and then having the impression that the trainer disregard the response. Even if the demands and requests are quite unrealistic (e.g. disproportionately long breaks), the trainer should react empathically. Such a behaviour includes for instance an explanation of the demand's refusal (in the previously mentioned case, e.g. a reference to given time frames, etc.). Despite it is sometimes necessary to reject some demands and suggestions, these feedbacks reveal almost always worthwhile and precious information. Asking for a longer break could, for instance, be a sign of fearing that some participants overstrain.

In order to take the participants and their expectations, needs and fears actually seriously, the trainer should have special skills and attitudes like empathy, helpful listening (cf. 2.1.2.2. Partnership-based dialogue), facilitation and conflict resolution strategies. The latter refers to situations in which the needs of the participants cannot be fulfilled by the trainer. Not every participant might immediately understand why the breaking times couldn't last longer, etc.

Recapping the first paragraphs of this subchapter, the reader might maybe deem the participant and process orientation a heavy burden and duty for the trainer, which is predominately accompanied by additional workload. However, this specific approach of educational work can provide the trainer with relief as well. Due to the deliberate involvement of their expectations and fears, the participants have their own stake in managing the educational process. In addition, they indicate how the content, the goals and the methods of trainings should be planned and exercised in an efficient manner. This leads to a higher level of the learners' motivation and finally to a more successful achievement of the goals. Based on that the trainers' work even appears to be easier because the participants take the learning opportunities even more seriously and are more intensively engaged.

*“I can tell you from my own experiences that it is much easier to work with a group if its members really engage in the process.” (Experiences by Thorsten Gonska)*

Practically spoken, it is absolutely central to ask for the participants' feedback and assessment periodically. Especially at the training's beginning, it should become an inherent part of every seminar to collect the participants' expectations and fears in sufficient detail. This can for instance be realized by giving the group members enough time to explore their expectation and fears individually at first instance. Afterwards they gather and discuss them in plenary.

*“To my mind, there is a really beautiful method which is intertwined with a first exercise as well. It is a combination of collecting the expectations/fears by using two differently coloured sheets of paper and the cooperation exercise “Turn blanket paper! Cfr. 3\_1\_39.” : First, the*

*different sheets of papers, on which the participants wrote their expectations, are stuck to the tarpaulin's surface and discussed. Second, the tarpaulin is turned around, the sheets of papers stating the fears are stuck to the tarpaulins and discussed as well. Third, the participants start with the already mentioned cooperation exercise. They should turn the tarpaulin again, so that they figuratively lose the sight of their fears and stand on their positive expectations. From my point of view, this method and exercise can display a great symbolic. Nevertheless, there are also other ways to deal with the expectations and fears. They can, for instance, be stated through questionnaires (which can even be handed out and recollected before the seminar started)” (Recommendation by Thorsten Gonska)*

In deference to and compliance with the underlying process orientation, periodic reflection rounds (or something similar) should also take place. Because of constantly new experiences and the ongoing learning process within the seminar, the expectations, needs and fears of the participants might change over time. The trainer should consider these adjustments by offering enough time and space for collecting feedback. Often such a regular “check” is given by a “daily reflections” which can be conducted with the help of the reflection methods (cf. 3.2.).

## Methodological skills

*Definition for the extra-curricular educational sector:*

*„Referring to trainers, methodological expertise embraces the learned ability to choose and apply those methods during planning and organizing the educational process, which might offer the optimal conditions to reach the respective educational goals. In this sense, methodological expertise and competence is strongly interconnected to the content that should be communicated (professional expertise). It primarily consists of choosing and applying the method that is most appropriate for the issues dealt with.”*

What sounds simple in theory, is more complex in reality. Thus, this competence requires the trainer's ability to perceive and assess the group regarding their internal interaction and its participants' individual needs (cf. participant and process orientation) as well as his or her capability to connect these impressions with the targeted educational goals. Such a qualification is neither an inborn capacity nor any ability that can simply be learned by studying theoretical knowledge. In contrast: Despite a profound theoretical contextualisation, it seems inevitable to develop solid methodological skills. Practical experiences are vital as well. The methodological expertise can ideally grow by exchanging own experiences with skilled mentors. Guidance by those, who have already developed sufficient methodological “sensitivity” can be of great help.

In spite of precise preparation and analyses, the choice of methods will always function along the pattern of “trial and error”, because due to the complexity of human interaction – especially in groups – the course of actions cannot be predicted precisely. In consequence, the qualification of the trainer mainly comprises to take the plunge and to be ready and willing to handle unexpected situations and their upcoming results.

*“From my point of view, one crucial part of such a methodological competence becomes apparent in the ability to adapt and replace methods during the course of the seminar. Taking into consid-*

*eration all the years of working as a trainer, it has been absolutely rare that I conducted a training exactly as planned before. As important as the prior designing of the contents and seminar goals is, the programme draft should always only be regarded as marking the general direction of the course.” (Experience report from Thorsten Gonska)*

It is therefore important to have sufficient time available for any adaption and adjustments of the goals and methods after the seminar has already started. Being an old hand at training groups, methodological adjustment can also take place rapidly and during a running session. Acting in a team of trainers, you should schedule / keep free time slots for team meetings and arrangement of materials during a break.

Last but not least, the individual skills and preferences of each individual trainer play an important role for the choice of methods as well. It is justified to choose methods based on former experiences and abilities. If there is more than one method which seems appropriate to reach the planned goals, the trainer should choose the one he or she is most accustomed to.

The trainer should convey a feeling of security among the participants as the latter often might have some concerns and scepticism at the beginning of the course. This can primarily be explained by the trainer’s advanced knowledge about the programme and the things to come. In this context, insecure behaviour of a trainer while instructing and explaining a method could have a huge and fatal impact on the dynamics of the entire group. The participants may consequently deny a trainer whose instructions are badly performed the (professional / methodological) competence. In the worst case, this can finally lead to the group losing its ability to work together effectively. The initial goals of the trainer might fall out of reach. Therefore, a good and comprehensive preparation of the methods is indisputable. Furthermore, the ability to overplay and disguise some own insecurities by self-confident behaviour shapes another essential part of the methodological expertise of trainers.

The term “diversity / variety of methods” refers to the range of methods the trainer is able to apply. The more experience the trainer has already collected by using different methods, the bigger is his or her method diversity. He or she does not need to have the methods always on his or her mind. In contrast, it is a sign of high expertise if the trainer has a (written) compilation of different methods in reach and can acquire and learn new methods in short term. By working with such a compendium, a trainer should mainly concentrate on the method’s core and aims.

*“For the many years of my work, I have often found method descriptions which I couldn’t / didn’t want to adopt one by one. While the method’s goals were often consistent with my course design, some elements of the method’s implementation did not suit the target group. Therefore, I had to adapt the method accordingly. In addition, I often prefer to merge different method templates to get the best results for the participants.” (Experience report from Thorsten Gonska)*

The methodological skills also comprise some creativity which helps in harmonizing the contents and methods. To make the own creative capacity exploitable, it must be combined with a profound professional expertise. Then, the group, the desired goals and the framework conditions can be brought in a fertile and mutual relation which coordinates the three elements. Such a systematic perspective might ease the trainer’s workload and guarantee the success of the seminar.

Summarizing the subchapter on methodological skills, the mentioned competence requires the ability to use theoretical knowledge and single methods by vitalizing them through the own flexibility, creativity and self-confidence. Moreover, the trainer should be able to use his or her planning periods to link the goals with the participants’ needs and demands and the given circumstances. Methodological skills can therefore be described by a complex expertise which cannot simple be derived from theoretical training alone. On the other side, the trainers should not be deterred by insufficient skills

– especially during their first courses. With the courage to close these gaps by trying and experimenting, they can simply collect new experiences to enhance their methodological skills rapidly.

## How can social competency and social awareness be trained?

*“A person finds oneself by encountering another.” Martin Buber*

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The training of social competency has become an important role in modern societies. Not only because of the ongoing globalization, a social intercourse has shaped a more and more crucial condition for a successful living in harmony. It matters at the microlevel, e.g. regarding the appropriate contact with friends, colleagues or family members, but also at the macrolevel of the societal kit in general. Social questions and problems that occur in post-modern societies are not exclusively an issue of the social sector, but must be considered and handled by all members of society. Only by joined efforts, a reasonable resolution of the problematic situations can be achieved.

Social competency as well as social awareness are however not a simple sociological construct which can be taught by means of traditional and primarily theoretical-based knowledge transfer. These competences must rather be conveyed on an individual basis, so that a single person is then capable to adapt its own behaviour to specific social benchmarks. Consequently, the transfer can only be conducted based on informal and non-formal learning. Solidarity, for instance, would remain a more or less abstract term, if it is not possible to demonstrate the acting person what positive impact his or her social demeanour might subsequently have on his or her life.

Demands for a stronger educational promotion of social competency are expressed by a broad scope of society. Altogether with political actors whose primary focus is setting the parameters for public life, some economical players have recognized that social competency and awareness can enhance their enterprise's productivity as well as welfare organisations and charities working at pivotal interfaces of actual social challenges have finally recognized the value of those skills.

Based on this, it may not be astonishing that more and more curricular and extra-curricular trainings of social skills have been implemented in the youth educational sector over the last years. Many of these programmes run only for a very limited amount of time, so that the participants just get a first glance at successful social unity. The impact is consequently frail and usually vanished by the time the participants returned home. So, the training courses could in general prove that they provide participants with effective tools to enhance their social skills. However, a substantial and sustainable impact will only be reached, if the participants are additionally accompanied and counselled in the follow-up of the training. It is also very important that issues that arise from the individual ordinary life background of the participants can be addressed after any introductory training on social awareness. In order to secure such an “aftercare”, it makes sense to prepare some teachers and social workers for it. They should be involved in the training sessions as well.

## What is social competence?

The term social competency is taken from the research on social intelligence by Edward Lee Thorndike. The US-American psychologist deploys the terms to make a clear distinction to academic and practical intelligence. Social competency thus refers to skills, abilities and capabilities which make it possible to behave perfectly adjusted to the given situation in all relationship with human beings. So, social competency embraces a magnitude of skills, which are conducive, sometimes even necessary, to social interaction. Three of these, especially pivotal skills are:

### *Communication skills*

Refers to a person's abilities to express her or himself and to understand and interpret messages articulated by others. In other words, it is about the understanding, explaining and sharing of information.

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### *Conflict (resolution) skills*

Combines the skills of recognising, analysing, managing and resolving conflicts. In addition, it covers the willingness to allow some conflicts to happen / to be fought (in appropriate ways) and to see them not only as obstacle and peril, but as opportunity and change as well. Finally, it embraces a spirit of compromise.

### *Cooperation skills*

Alludes to the ability to achieve goal-oriented teamwork and cooperation of actions by two or more persons and division of labour.

All the three categories and competences cannot always be strictly differentiated, because they are intertwined. For instance, conflict management belongs to the conflict (resolution) skills, but also contains methodological knowledge on communication techniques which could also be associated with the generic term of communication skills. Furthermore, advanced skills in cooperation imply (at least to a certain degree) that you are good in communicating.

Moreover, high performance in only one of these categories cannot attest a social competency in general. Only by interaction of all the mentioned competences, a "socially-skilled" human being enters stage who can interact and cooperate in appropriate manner.

In order to interact successfully in private life or at work, it is therefore inevitable to set up and improve social skills. Together with other personality traits like inclinations, interests and capacities they are called "soft skills". In contrast to so-called "hard skills" (which is the professional expertise), these "soft" skills cannot be expected from with constant reliability. In some situations, "soft skills" can temporarily disappear or remain "unused". Take for instance an intense argument or heavy conflict in which the communication skills got lost, so that the parties of dispute use inappropriate communication which leads to further escalation. In accordance with the idea of lifelong-learning, social skills should therefore be continually trained and improved.

## What is social awareness?

Broadly speaking, social awareness means that you are aware of the consequences your own behaviour might have on other human beings and their behaviour. Social awareness is therefore the ability to recognise that his or herself and his or her own demeanour must always be seen as part of and contribution

to society. Based on that, social awareness includes the perception and consideration of the needs of the fellows men as well as of the group. In this context, social awareness goes far beyond the static knowledge and refraining of human rights by taking the dynamic character of social interaction seriously. It is thus a combination of affective “social sensitivity” and the more reflective and normative “social consciousness”. A good example of social awareness is worrying whether hearing loud music constrains my neighbour’s toddler to fall asleep. However, nonetheless because of the increasing complexity of modern societies, social awareness is not always characterized determined by such simple decision-making processes.

## Training of social competence

The training and enhancement of social skills can only be insufficiently taught by the classical instruments of formal education. It is rather the ordinary life beyond the curriculum and unconscious situations in which such a sensitisation might arise. Such an “informal education” took originally place aside from school or other formal educational institutions. As the European Commission define, “informal learning” is:

*“learning which takes place in everyday life, in the workplace, in the family, or during leisure activities. It is not structured in terms of learning targets, periods or requirements, and does not usually lead to any kind of formal qualification. Informal learning may be intentional but in most cases, it is non-intentional (or „incidental”/random).” (European Commission 2001, 9.32-33)*

Experts of the OECD finally discovered in a broad study that circa 60 to 70 percent of all educational results in an average educational biography is not developed in the formal educational sector, but gained at spots of non-formal and informal education. This might trigger some surprise, because many do not expect such a high number of merits in extra-formal education. Therefore, it is crucial that these places are not underestimated at all.

In order to provide a fertile atmosphere for social skill enhancement, there are learning arrangements needed which are different to the normal learning/teaching locations. In these settings, the situations and processes of everyday life are simulated “artificially” to give the participants the opportunity to learn by making new experiences in social intercourse.

This experience-based learning concept is built on the assumption that a practical dealing with the objective of learning facilitates an effective and meaningful learning progress. Through actual experiences within the learning process – in which the participants are also involved as actors – changes in the behavioural patterns can be accomplished.

With regard to the educational experiences in the field of social skills, the maxim of Schleiermacher is true: If it is about education, life is the best teacher! This means, in consequence, that it is not the “intentional”, but the “functional” education which determines the practice. Social processes (and not only the topics and thematical issues), the community (and not the teacher-pupil-relationship), the actual and real experiences (and not only the communication about these), the own actions (and not only the reception of subjects) shape the structure of the course of education. So, education has a so-called uno-actu-structure, i.e. in each and every moment practice and education merge indissolubly so that they cannot really be separated and put in chronological order. By doing something good for the other, I also educate myself. I learn for the present – but by doing this also indivisibly for the future.

## Case study: The youth social project weeks of the socioMovens association

In order to exemplify some of the already mentioned skills, competences and foci and their implementation and relevance in practice, the following case study offers a brief introduction into the youth social project weeks of the socioMovens association.

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The international youth pastoral network socioMovens was founded in Zakopane (Poland) in 2014. Its official headquarter is located at the social institute of the Catholic Archdiocese of Paderborn, Kommende Dortmund (Germany). Due to its close collaboration with this academy, the association have access to a broad network, high-quality infrastructure and advanced educational experiences and equipment.

socioMovens aims at the empowerment and support of social-ethical engagement in the church and society. In addition, it promotes affective and effective bonding and networking in the spirit of the theology of communion of the Second Vatican Council. The association serves for the personal encounter and spiritual discourse, for the thematic exchange as well as for the mutual help, particularly in development and implementation of initiatives for the creating one European society in “reconciled diversity”. This spirit is also epitomised by its slogan “Giving Europe a Soul”.

Since its establishment, the association and its local cooperation partners have organised so-called “youth social project weeks” in seven different countries in Central, Eastern and South-Eastern Europe (Croatia, Germany, Hungary, Latvia, Poland, Romania, Slovakia). International partners are, for instance, the non-profit organisation KatHáz in Szeged (Hungary) or the Catholic parishes of Lipova and Bocs in Romania.

The one week lasting seminars are primarily offered to juveniles between 15 and 17 years old in order to enhance their social awareness and consciousness. Their class group gets invited by the local partner, predominately young (would-be) priests who participated in a social-ethical summer school in Germany before. After consultation with the teachers, the local partner chooses one specific social issue that should shape the thematic centre of the seminar. The project week itself is held in the national language in a guesthouse / congress centre of the diocese.

The different project weeks consist of various sessions and programmes, but are all built on the same three main pillars:

### *1. Special topic*

The young people deal with a previously defined social or ecological challenge in their country. By confronting an issue that might play a role in the participants’ everyday life and/or current societal debates, the active participation of the young people should be stimulated. The approaches to and the handling of the topic deliberately take place in an extra-curricular context. For this purpose, the instructor use experience-based exercises. His/her work is based on participant and process orientation and take the different subjective backgrounds and perceptions of the juveniles into account.

### *2. Local Encounter*

The whole week is geared to mutual exchange and personal experience. Thus, the young people actually get in touch with affected people and do not only talk about them. Through the personal contact with children, disabled people, elder persons as well as sick and disadvantaged people, the students are

challenged to consistently question themselves and their way of living. By doing this, they form a new view on their neighbours too.

### *3. Reflection & Spirituality*

The daily morning impulse and the reflection sessions in the evening give the young people a chance to order their impressions and to benefit from them. The daily impulse runs through the week as a common thread. Members of the „Family of Hope”, affiliated to the Fazenda da Esperanca, tell their moving testimonies and present a daily motto from the “sports4peace”-dice. This motto leads the young people through the day.

The programme, the intense time spent together and the shared experiences create a special atmosphere: across language differences a mutual understanding arises out of the common foundation of togetherness.

Because of socioMovens’ participant and process orientation as well as the association’s persistent focus on the interface of theory and practice, its engagement in the youth social project weeks can be seen as a best practice example.

Further information about its projects, methodology and goals are available at [www.sociomovens.net](http://www.sociomovens.net).



## **II. THEORETICAL BACKGROUND**



# 1. COMMUNICATION

## 1.1. FACILITATION OF GROUPS

*The process of group facilitation is sometimes also described by the term “moderation” that is especially used in American English or other languages. However, due to the fact that “moderation” often just means “summarizing and recording results” or “presenting” as well, its common usage is slightly different to a “seminar facilitation” as described below.*

### **The seminar facilitator’s basic tasks within a group discourse**

The tasks and duties of a seminar facilitator can be described precisely: He prepares the discussion thematically, methodically and organizationally. He arranges necessary rooms and the equipment (pin board, flipchart, etc.) which is needed for the exercise performance.

The seminar facilitator conducts the facilitation by choosing appropriate methods (Brainstorming using cards, points score, etc.) and by guiding and controlling the course of conversation. He visualises and records results, interjections and issues springing up during the discourse. He holds the course of discussion transparent and encourages the group to participate in. In case of disturbance or conflict, he intervenes and offers space for clarification so that the group’s ability to work is restored. The facilitator is the expert for the course of discussion, but not in charge of its content and result:

- The facilitator is competent in methods,
- The facilitator guides and controls the discussion by using questions. He keeps the group focussed on topic.
- The facilitator is factually neutral and does not evaluate.
- The facilitator makes the relational level of the communication transparent to the group members and influences their togetherness positively.
- The facilitator uncovers the underlying group processes and cares about clarifications of conflicts.

#### Operational levels in the facilitation

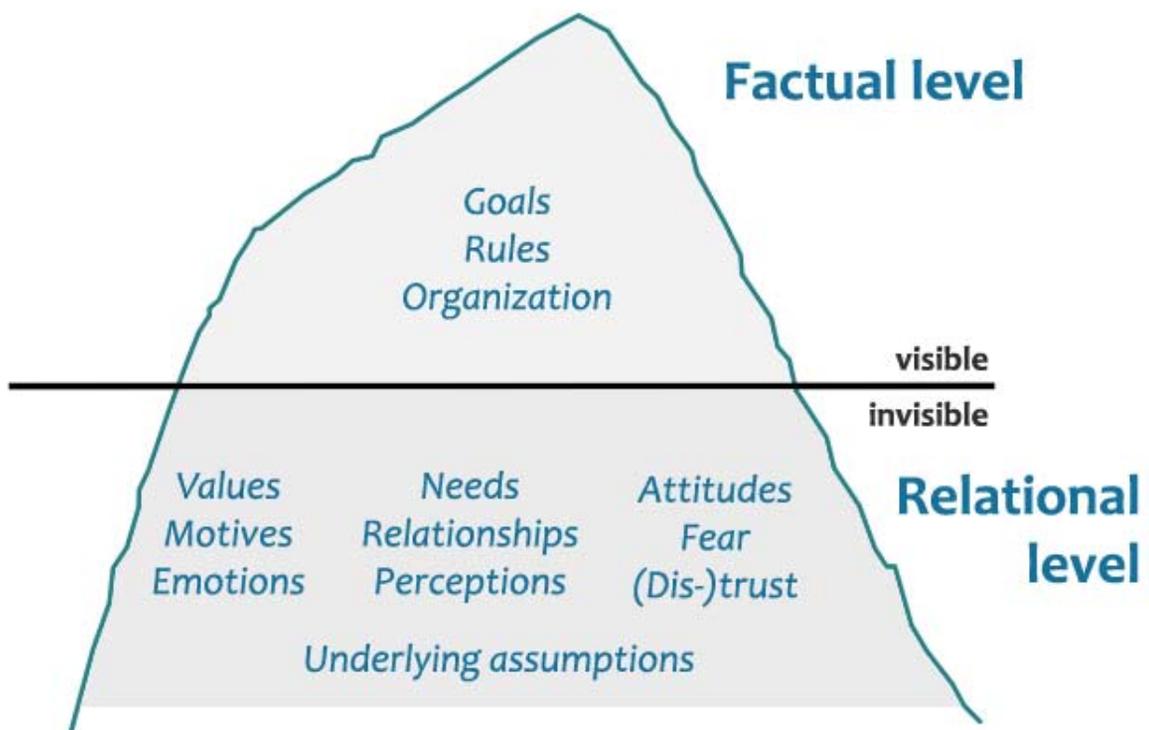
In similarity to all other situations of communications, the facilitator works at two levels: the factual and the relational.

The **factual level**, i.e. the topic, is mostly known due to the preparations. It is determined by the goal of conversation and often prioritized.

The **relational level**, in contrast, is not that evident. In analogy to an iceberg, this level is invisible because it is well hidden under the water, but has nonetheless a pivotal impact. It becomes noticeable in the matter the participants and seminar facilitator treat each other (trustful, open, ...) as well as in the relationship among the group members (Who likes / dislike whom?)

Sensation and feelings (Praise, disappointment, etc.) come to notice in the tone of conversation that is used by the participants among each other (friendly, aggressive, etc.)

If there are unexpressed tensions and conflicts at the relational level, the work at the factual level is inhibited, which impedes the finding of solutions and results as well. It is possible that the goal is therefore not reached at all. On the contrary, good relations among the participants stimulate a fast decision making process and the capability to deal with conflicts and tough discussions.



Depending on the group's constitution and composition, the topic and the given tasks, the seminar facilitator's skills are challenged at a different level. A harmonious group can quickly work together and needs stronger methodical support. A disrupted group, in contrast, especially needs the facilitator's offer of guiding the conversation and accompanying the ongoing processes.

In principle, jumping from the factual to the relational level and the other way around is possible and makes sense in all the periods of facilitation, so that an effective attitude to work is always created. The facilitation of the discussion is influenced by many factors like the interests of the target group, role conflicts, framework conditions, topics, the experience of the facilitator and so on. In this context, there are some conduct patterns that can jeopardise the entire success of the facilitation and should therefore be avoided by the facilitator:

- Throwing his own opinion in without "labelling" it respectively,
- Interrupting or cutting someone off,
- Taking side with some individuals or positions,
- Being unconcentrated and losing sight of the goal,

- Manipulating statements,
- Be threatened by hierarchies,
- Keeping the results open at the end of the facilitation.

## **Role of the seminar facilitator**

The seminar facilitator serves as the group's ally and impartial aide. He uses his methodological skills for instance in helping the group to independently have an open discussion on a specific topic and to assemble possible solutions where needed. Due to the impartial nature of the seminar facilitator's work, he may not be held responsible for any issues or the respective results that are finally compiled by the group. The responsibility for the ongoing processes lies with him. Thus, he provides the group with his methodological knowledge and experience, but do not have to get involved into a specific matter in dispute. His appearance and demeanour should be personal, confident and precise, which makes him a role model for a respectful and appreciative style of communication. Together with the group, he develops the "rules of the game" and observes their adherence. By doing this, he is able to influence and guide the course of conversation, which is his main domain of expertise.

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## **Conflicting roles**

The seminar facilitator's neutrality with respect to contents is a central tenet of any successful facilitation. The more he is able to stay unbiased, the more he can stimulate an open discussion and solution statements among the group members. However, many discussions are chaired by authority figures like teachers, who try to merge the role of a facilitator with the role of a moderator and the group's head in one person. Under these conditions, the required impartial standing of the seminar facilitator could sometimes be challenged by their interests as group leader. In consequence, to be personally involved as well as having the authority to give directives can seduce them to value and evaluate the contributions of the group members and to steer their discussion in one specific direction.

The tasks and duties that arise from their leadership role differ from those of a seminar facilitator. Therefore, it is of utmost importance to realise this in advance of such a discussion by visualising and deliberating on these two dissimilar standpoints.

## **Facilitation techniques**

Questions are a key toolkit for every seminar facilitator

Asking questions in a group facilitation is an elementary technique to guide and manage conversation. You can distinguish between two basic types of questions:

### *1. Closed questions*

*Form:* Due to its specific shape, the responding person can only answer with "Yes" or "No"

*Goal(s):*

- Increase / hold the inquirer's / facilitator's share of the conversation
- Clarify any unclarities and comprehension questions (paraphrasing)
- Check facts
- Lead the conversation to an end

*Examples:*

- „Have I got you right ...?“
- “Do you want to / like to ...?“
- “Did it happen in this way?“

## 2. Open questions

*Form:* The asked person should present a context / connection / linkage (using WH questions)

*Goal(s):*

- The inquirer / facilitator yields shares of conversation to others participants
- Collect further information
- Experience personal impressions, feelings and motives

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*Examples:*

- „Why did you do ...?“
- “What did happen?“
- “Describe your impressions about ...“
- „I do not understand all you said.“
- “Tell me (more)!“
- “That sounds interesting to me“
- “Really?“

## 1.2. CONFLICT COMMUNICATION

### The four-ears model / communication square by Friedemann Schulz von Thun

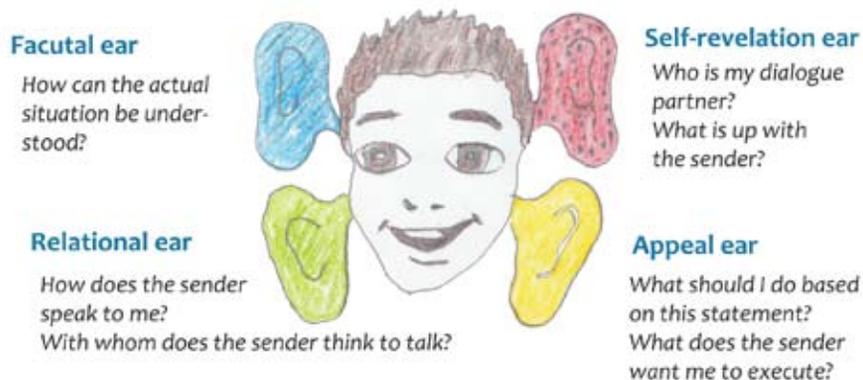
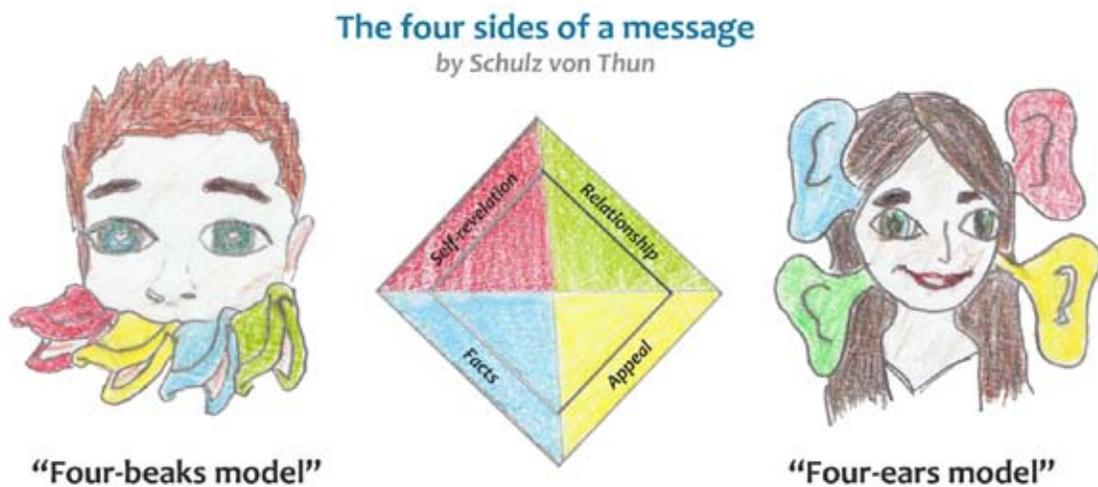


Image source: [www.y1er-ohren-modell.de/probleme-im-4-ohren-modell-nach-schulz-von-thun/](http://www.y1er-ohren-modell.de/probleme-im-4-ohren-modell-nach-schulz-von-thun/) [Adapted version]

The human communication is an interaction between the sender and the recipient of messages, which is highly prone to misunderstandings. Statements are often not clearly expressed and therefore often misunderstood or misinterpreted. In this context, the four-ears model by Schulz von Thun might help to reflect and question the own communication.

At first glance, it seems to be rather simple: One person speaks, while the other one is listening; but the devil is in the details and hardly perceivable at a conscious level.

## The four different levels in the 4-ears model by Schulz von Thun



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Image source: <http://www.coaching-trainings.net/vier-ohren-modell/wp-content/uploads/sites/2/2011/03/4-Ohren-Modell-Grundidee-Schulz-von-Thun.jpg> [Adopted version]

The German psychologist **Friedemann Schulz von Thun** made the case that every message can be understood at four different levels. These are:

- the factual level (a factual information: what do I inform you about?)
- the relational level (what do I think of you? how do I feel about you?)
- the level of self-revelation (what do I reveal about me?)
- the level of appeal (what do I want you to do? what do I expect from you?)

To illustrate this 4-ears approach in communication, it is typically referred to the example statement “*The (traffic) light is green*”:

Imagine that this sentence is said in a situation, in which a woman sits at the wheel of a car, while his husband occupies the co-driver’s seat. The latter articulates the words with the intention to call his wife’s attention to the changed traffic light. Let’s see how his statement can be received, depending on the different levels of communication:

### *The factual level:*

At this level, the factual information is at the centre of communication. It is about the objective e.g. numbers, data and facts that are conveyed. The information could be checked along the following parameters:

- Truth (Is the statement true or not true?),
- Relevance (Are the information important or unimportant?) and
- Sufficiency (Are the information sufficient to understand the topic or not?).

**Reference to the example:** *If the woman reacted at this level, she would probably nod in agreement or disagree if the light is not green. By doing this, she would only react to the pure factual information without any interpretation or involvement of feelings.*

### *The relational level:*

By focussing on the relational level, the following factors are decisive to get the communication’s core:

- Type of formulation
- Tone of voice
- Facial expression and gesture
- Body posture and language

The manner in which I talk to somebody else reveals many details about my relationship to this person. Each statement gives an indication about this connection. Especially those people, who predominantly listen with their “relational ear”, receive many signals from their interlocutor. The recipients may ask the following questions:

„How do I feel about the way the other is talking to me? Is treating me?”

„What does the dialogue partner think of me? How do he defines our relationship?”

**Reference to the example:** *At the relational level, the woman probably understands the sentence “The light is green” quite differently to her perception at the factual level. She might think that her husband hustles her into continuing their trip or she takes the spoken words as a signal that her husband might better know how to drive so that she needs his help. Depending on the temperament and sense of self, she either accepts his offer of help or protests his intervention perceiving it as a form of “paternalism”.*

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#### *The level of self-revelation*

Consequently, everything said is self-revealing about the sender as well. Based on that, an experienced listener or recipient can derive my current mood, what I stand for and how I think of myself from the words I speak. This self-revelation can be explicit – by using I-messages – or implicit. So, at this level, the recipient gets more insights and impressions about the sender:

- How is the person that is talking?
- What is the sender’s mood?
- Was does he think?

**Reference to the example:** *After hearing the sentence “The light is green”, the woman might assume that her husband has had a better overview in the situation and wants to come to her aid so that she does not lose the orientation during traffic.*

#### *The level of appeal*

Ultimately, we can concentrate on the level of appeal. It deals with: wishes, appeals, advices, instructions

All these requests could be communicated directly (i.e. open) or indirectly (i.e. hidden). In every communication, we want to reach something particular or influence of dialogue partner.

**Reference to the example:** *The driver’s “appeal ear” might hear an order or command: Her husband wants her to hurry up.*

### **The 4-ears model – A Summary**

The 4-ears model can demonstrate how fast and unintended misunderstandings emerge in communication. These often escalate and can only be resolved in hindsight, when all involved calm down. Therefore, it is really important to communicate as distinct as possible and recognise which ear I use at most and which is the most sensitive one. Such a sensitisation training and awareness raising shapes the core of communication training and coaching.

## General problems in communication

In accordance with **Friedemann Schulz von Thun**, every sender “delivers” four-sided statements, i.e. each and every message is **always** transmitted on all four channels – consciously or unconsciously. Based on this, the message that should be transferred is “encrypted” and it is in the hands of the recipients to decrypt the signals, to interpret and react in compliance with his personality and many other factors. This forms the ground for misunderstandings between the sender and recipient, because the sent and received messages do not have to be congruent. In contrast, in many situations the sender concentrates on deploying a special channel. However, the recipient does not listen predominately to this one but another.

In conformity with **Schulz von Thun**, the recipient needs “four ears” to decrypt the message delivered by the sender: Only one of these four ears listens to the factual information of the message. The other three receive the nonverbally transmitted signals and try to interpret them. This interface is particularly prone to problems, because the recipient has the free choice, whether, how and to which transmission channel he reacts. The final matter of message is therefore created at the recipient’s end. The more scope for interpretation is given by the sender, the more misinterpretations and misunderstandings can occur.

## The ears’ different sensitivity

In his 4-ears model, Friedmann Schulz von Thun describes that every message could be understood differently, depending on the focussed side / the listening ear. He takes for granted that the sender normally tries to stress one or more, but rarely all sides of his message. This emphasis is expressed by non-verbal means of communication like facial expressions, gesture, tone of voice or manner of articulation. In principle, every recipient can now choose freely the ear(s) he wants to listen with to the message. This leads to the well-known disruptions and interferences in interpersonal communication: The sender and recipient do simply not find the some channel of communication, which might – in some cases – also be explained by the fact that every recipient seems to have one preferred and high-sensitive ear.

### *The factual ear*

Research could show that most people possesses an especially sensitive “factual ear”. For them, it is quite hard to receive messages at the relational level and to react respectively. By primarily perceiving the “objective” information of a statement, they have a problem with sender’s messages that focus on interpersonal, relational issues which are ostensibly not about a factual bone of contention. In response, the sender often feels disappointed because he originally deployed his words with the intention to reach the feelings or a specific reaction by his dialogue partner.

**Example:** *A wife is angry with his husband, because she must do all the family shopping on her own and he does not even support her. Due to that, she initially intends to spark an altercation in order to perceive his commitment to their love. However, her partner does not react in the expected way: He listens with the “factual ear” and only focusses on the “objective” information. Thus, he suggests a better and fairer allocation of tasks. You can imagine how disappointed his wife might be: Although the husband has answered correctly at the factual level, his reaction (or rather the absence of it) was a total disaster at the relational level.*

### *The relationship ear*

People with a high-sensitive “relationship ear” are often challenged by a communication, in which the sender barely charged his messages relationally or emotionally. It is difficult for them just to listen to the factual content of the transmitted message, but do not try to take the message personally, as an offence or insult. This applies in particular when the sender simply wants to share data or information.

**Example:** *A man says to his wife: "The plates are cleared and the drinks are empty!" Such a statement can have a tremendous impact and can become the starting point of a hard-fought quarrel between both, if the message is predominately understood at the relational level. By using his "relationship ear", the woman could perceive his words as an accusation of lacking engagement and an expression of dissatisfaction.*

#### *The self-revelation ear*

A sensitive "self-revelation ear" is particularly conducive to psychologists and therapists. By concentrating on the level of self-revelation, the sent message is analysed regarding the question "what does the statement tell me about my dialogue partner?" All those, who strongly react to this level, perceive especially what the sender discloses about himself.

#### *The appeal ear*

Persons with a high-sensitive "appeal ear" do not often have an easy standing. They try to please everybody and fulfil all the expectations that are seemingly delivered to them by the senders. For them, it is difficult to listen to messages without feeling encouraged to do something vigorous in reaction. This can lead to a disappointment of the sender, because he may just be interested in expressing himself and his grievances and hope for sympathy and empathy instead of the recipient's activism.

### **Conclusion: How the 4-ears model can facilitate communication**

For the purpose of a successful interpersonal communication, it is central to recognise with which ear(s) the recipient has predominately listened to the transmitted message. By doing this, the sender can identify whether the recipient has perceived the aspect / channel he intended to emphasise. Such a comparison enables the sender to set the record straight.

In reverse, the 4 ears-model could be beneficial for the recipient as well: He can describe his highest-sensitive ear and the channel to which he reacted most strongly. In awareness of this disequilibrium, he can counterbalance his perceptions by reflecting the message. In addition, the 4-ear model helps him to become aware of the fact that the sender might have emphasised another aspect that he has not heard due to his specific focus. In consequence, communication problems could be avoided or at least resolved in sufficient time.

### **Partnership-based dialogue**

Cf. "Achtung (+) Toleranz, Verlag Bertelsmann Stiftung, Gütersloh, 2006"

#### **Part 1: Helpful listening**

*"If there is any one secret of success, it lies in the ability to get the other person's point of view and see things from his angle." (Henry Ford)*

In a nutshell, any conversation that aims for mutual understanding bases on two pillars: One is called "helpful listening", the other "confrontation". Only if both buttress conversation, it is really inspiring and satisfying: On the one side, I listen to the other carefully and empathically. On the other side, I am also able to advocate my own point of view in a calm but determined manner. I really try to understand my dialogue partner, but am simultaneously ready and brave enough for any necessary confrontation.

*What does “helpful listening” mean?*

The term “helpful listening” is predominately used for processes of intense listening to, closer looking at and putting oneself into the position of the other. The adjective “helpful” is taken from the client-centred therapeutic work of Carlos Rogers, the linchpin of which is a “helpful relationship” between the client and therapist. In accordance with Rogers, such a helpful relationship exists when at least one of the involved parties is keen to promote the development and personal evolvment of the other. This “other” party can consist of one person or a whole group.

Referring to Thomas Gordon, the relevant literature often speaks about the endeavour of “active listening” as well. However, this often-found term, which is especially praised in rhetoric manuals and other guidebooks, appears to describe the phenomenon in a too technical and simplified sense. Such a usage seduces to miss the aspects of “attitude and stance” that are also inherent to the process of listening. Due to that, in the following the term “active listening” is replaced by “helpful listening”.

“Helpful listening” does not only comprise the understanding of all the words the dialogue partner speaks out, but catches the personal meaning the partner attaches to the said, too.

*What are the requirements for “helpful listening”?*

Helpful listening is no technique, but a basic attitude, no instrument, but an inner stance: I am prepared to listen actively and am aware that listening can be more exhausting and energy-sapping than speaking. Based on the stance “The other has something to say to me”, I ask myself, “what does the other want me to tell?” This leads to an active and deliberate dealing with the other’s person, combined with the fixed intention to understand the other better than before.

Helpful listening includes the will to accept the other in his/her otherness and the capability to put oneself sensitively in the position of the other (empathy). In consequence, acceptance and empathy are the crucial preconditions for any “helpful listening”.

*What does acceptance and empathy mean in this context?*

I accept the other as he/she is. I accept the self-definition of the dialogue partner. Here, the main maxim is “My views are mine, your views are yours. I am entitled to have my own opinion. In a similar way, others do not have to express or share theirs.” Acceptance finally means nothing more and nothing less than conceding something to the other that is already granted by law: the right to have and formulate his own opinion.

I can express this acceptance by forgoing continuous assessment from my point of view. I do not evaluate. I avoid negative judgements and spontaneous objection. I have and show interest in the foreign. Real acceptance also includes to allow the other his/her own feelings. We often – mostly unconsciously – exert tremendous pressure on others by expecting them to share the same feelings we have. This is similar regarding goals, values and doctrines and thus a main obstacle to dialogical communication. Martin Buber supposes that admitting the foreign is alien to me is one important precondition for a successful conversation. In this context, the personal worldview should not set the benchmarks. However, we mostly perceive the foreign quite selectively by looking through the “glasses” of our pre-existing opinions. All the things that we believe to know about the foreign often restrain us in recognising the foreign about and in the other.

Empathy stands for the ability to put yourself in the world of the other and perceive this world through his/her eyes. It includes the will to see yourself from the other’s point of view as well. In other words and in accordance with Carl Rogers: Emphatical understanding is the understanding with (!) a person, not about (!) a person. In addition to acceptance, the ability to emphasise with someone else provides the dialogue partner with the highest degree of security and trust.

### *How does “helpful listening” work?*

I try to perceive the following with all my senses: How does my dialogue partner feel? Which words does he/she use? Which system of values and beliefs shapes the basis of the said?

In this context, it is important to pay attention to any intermediate tones, to open all sensory channels for a comprehensive perception and to train the own powers of observation. I also must take into account what my dialogue partner expresses non-verbally. I mind his/her body language deliberately because all information that are conveyed by his/her body are also “internal thoughts in exterior shape”. Furthermore, I show my interest in a non-verbal manner as well, using eye-to-eye contact, a special tone of my voice, specific gestures, facial expressions and postures.

Helpful listening does though not mean to abandon the own opinion. By listening helpfully, I just communicate to the message sender: “I try to understand what you want to convey to me”

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### *Passive listening*

The ability of remaining silent, i.e. listening passively, shapes a crucial component of “helpful listening”. I give my dialogue partner a chance to voice himself / herself. I do not interrupt him/her. Keeping silence while the other is talking conveys the impression that I am interested and feel sympathy. I leave it up to the other what, how much and when he/she wants to convey to me.

At this point, an experience of self-help groups takes effect whose communication is normally based on the principle of “passive listening”: There, each group member can talk about everything under the sun as long as he/she wants – under one condition: He/she should only speak about himself/herself and should express how he/she is affected by the topic. One of the biggest assets of passive listening thus manifests in the fact that no pressure is exerted on the other. So, pressure generates counterpressure. Especially in my personal environment, I really react sensitively to any kind of pressure. If I perceive such a pressure, I feel helpless and defenceless and subsequently behave repellingly or even aggressively.

### *Helpful listening as a communicative “door opener”*

Although helpful listening appears to require a lot of patience and time at first, it eventually even may save time. A conversation is not stuck on the surface, but quickly concentrates on the essentials. In a conversation atmosphere that is dominated by a climate of acceptance, it is consequently much more likely that the other abandons his/her defence mechanism, because his/her identity is not put in jeopardy. In contrast, he/she can really be “himself/herself”. And the more the other can be just “himself/herself”, the more he/she dismantles the “walls” that encircles him/her. So, the “gates of perception”, the “four ears” open up. My dialogue partner let me watch his personal “map” of orientation.

### *What is the avail if only one of the dialogue partners is willing to “listen helpfully”?*

We can always start with listening helpfully, because we are not dependent on the other(s) acting equally. If I can generate a trust-based relationship with the other by listening to him/her carefully and helpfully, my dialogue partner will discover his/her own communicative skills. And, if my communication partner discovers these skills, he/she will probably use (or at least wish to use) them as well.

In consequence, listening helpfully does not necessarily guarantee a partnership-based communication. However, if taken seriously, it offers all the requirements for such a communication.

### *Why does “listening helpfully” sometimes appears hardly feasible?*

We have already dealt with the following ambivalence: On the one side, building up a helpful relationship with a communication partner that holds (extremely) different positions as well as bestowing sympathy, heartiness, interest and respect on my dialogue partner seems to be good for me. On the other side, such a behaviour often coincides with indefinite feelings of fear. Being poised to empathise and to

open myself for the views of the other, being ready for new experiences, for adopting the other's reference framework and value system, for accepting the other's way of thinking, I can expose myself to a big hazard as well: It is possible that I – quite abruptly and unexpectedly – start seeing the things exactly in the same manner as the other does. I suddenly perceive how I am being influenced, how my personal conception of the world is being shaken and my value system is being challenged. Based on that, I have the feeling that all the things that are dear and precious to me appear in another light. If my identity is subsequently put in jeopardy, I perceive this as a loss of security or even as personal disaster.

Probably at no other point at all, the connection between self-worth and communication becomes more obvious than in this context: To feel safe, we suppress the other's otherness. So, I have to ask myself again and again: Am I really feel confident in myself to allow the other his/her otherness? If I cannot totally agree to this question, it will certainly struggle with emphatical understanding and acceptance.

*Carl R. Rogers claims: "... the degree to which I can create relationship which facilitate the growth of others as separate persons is a measure of the growth I have achieved in myself. In some respects, this is a disturbing thought, but it is also a promising or challenging one. It would indicate that if I am interested in creating helping relationships I have a fascinating lifetime job ahead of me, stretching and developing my potentialities in the direction of growth." (Rogers, Carl R. On Becoming a Person: A Therapist's View of Psychotherapy. New York. 1995, p. 56)*

### *Rules for "helpful listening"*

Referring to its special characteristics, "helpful listening" deviates from a technique and simply applicable tools as mentioned before. It centres the process of beneficial empathising, which is mainly an affair of the heart. Thus, strict rules can only help to a limited degree: What seems to be effective and appropriate – and thereby helpful – in a specific conversation must be decided quickly and intuitively.

In consequence, the disconnected rules in the following just point at **development goals**. They describe a process. At its beginning, the rules can provide orientation. They can help me to "scan" my own communication and to recognise at which point and how I should conduct modifications. Slowly but steady, we learn to take a mutual unfamiliarity for granted instead of always assuming to be at the same wavelength.

It is a real art and challenge to implement these rules in our everyday life – whether privately or at work, because our psychosocial reality does by no means always comply with the "helpful listening" value concepts.

#### *Rule 1*

Take enough time for listen helpfully. Be patient. Time pressure is counterproductive. Helpful listening seldom leads to immediate resolutions, but generates a conducive basis for the finding of solutions. Trust in the long-term effect.

#### *Rule 2*

Take care of a helpful atmosphere. Avoid telephone ringing or other extrinsic disturbances and distractions. Prepare appropriate and equitable seating.

#### *Rule 3*

Concentrate completely on the conversation. If necessary, shift the meeting but arrange a new binding date before leaving. Do not adjourn the encounter sine die in order to console the other.

#### *Rule 4*

Use also your body language to signal that you really want to listen to the other. Indicate that you really exert yourself for emphasising with the other and his current situation. Communicate clearly if you are not able to.

#### *Rule 5*

Do not forget that acceptance and empathy constitute the basis for helpful listening. Try to understand the other's thinking and feeling. This can only be successful if you perceive "indirect signs" as well. Therefore, you should observe the body language of the sender, without neglecting the spoken language the dialogue partner uses. Both can reveal important additional information: about the other's worldview, his/her judgments and prejudices, his/her doctrines, maxims and self-image – mostly more than the sender is aware of. Remember always that your will to learn more about the other presumes your will to open yourself so that the other get to know you as well.

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#### *Rule 6*

Be aware and watch your own feelings. Emotions obstruct helpful listening. Consider that you are responsible for your feeling, not your dialogue partner. He/she is responsible for his/her own ones. You can use your tone of voice and gesture to show your dialogue partner that you try to understand his/her feelings and – in some cases – even share them. During this period of conversation, do not argue with your partner. A confrontation about controversial opinions only makes sense when a trustful atmosphere was established before.

#### *Rule 7*

Only if necessary, ask / interrupt your dialogue partner with caution and sensitivity. Explain why and for what reason you choose this specific moment for questioning. Articulate which relevance and significance you attach to the question. Personal statements are more conducive than interrogative clauses.

#### *Rule 8*

Trust in the other's capability to cope with the issues he/she mentions by his/her own. Instead of "I tell you what is lacking / what to do!" your maxim is represented by "I listen to all what you want".

*"Send me the right person at the right moment, who will have enough courage and love to utter the truth." (Antoine de Saint-Exupery)*

### **Part 2: Necessary confrontation**

*How are "necessary confrontation" and "helpful listening" interconnected?*

Helpful listening does not create partnership-based communication by its own. In contrast, it can become an alibi for comfortable arbitrariness and sitting on the fence. This is always the case if any confrontation of different opinions is avoided.

#### *Firmness*

In this context, "necessary confrontation" represents the willingness to communicate without abandoning the own firmness. Contrariwise, the ability for confrontation arises from the own firmness and a clear foothold.

*What is meant by firmness?* Firmness is not the same as stubbornness. It is neither a position of Either/Or nor a call for rigid judgment. It refers more to a steadfastness as described in the book “Worldethos” (Global Ethic) written by Hans Küng: In this context, firmness is about the resistance against external forces and the powerful: self-assertive and non-conceding, perseverant, brave, determined and expatiating. This all aims at the goal of freedom and responsibility of the single. Firmness is a basic attitude: In difficult and uncomfortable situations, I stand by my fundamental convictions. I resist temptations and pressures from the top and the bottom. I try for a solid standing and attempt to hold the direction I recognized as the right and precious one for my life. (cf. Hans Küng. Projekt Weltethos. Munich 1991, p. 124).

### *Flexibility*

*Could there be a tolerant confrontation?*

The virtue of flexibility is closely related to “her sister” firmness. To avoid confrontation becoming “stubborn” it must be in balance with its counterweight flexibility: I am always willing to check my own opinion and expect the same from my opponent. I have a clear stance I represent and express offensively, but I am also ready to reflect new and other thoughts and inputs. I confront the other with my own opinion, but do not want to impose my convictions on the other. Based on a tolerant attitude, I acknowledge the other’s right to blossom and develop as he/she likes. Even if I am deeply persuaded of something, I am still flexible and open enough to take other opinions in and to assess their value. In this context, it is decisive that any dogmatisation of answers is to be avoided. Falsity and the possibility of errors must always be taken into account. In consequence, firmness and flexibility enable me to be mentally independent from the other’s approval.

Fulfilling these preconditions, I can even perceive conversations consisting of continuous confrontation as inspiring and stimulatory. If two or more are not able to come to an understanding with each other, they can at least say: “Let’s agree to disagree.” This shared recognition of different views can be extraordinarily useful.

### *Conflict ability*

Why both abilities – helpful listening and necessary confrontation – must be developed equally.

As helpful listening establishes a new culture of listening, the ability to confront shapes the basis for a new culture of dispute: I stand by my opinion and distinguish between the factual and relational level. I try to identify unsolved problems and no other human beings as my enemy. For me and my personal standing, I learn to say “No” without being against the other(s). Dialogical arguments are not harmonizing, but confrontational. The individual’s conflict ability can thus facilitate a fair struggle about the right position if it is based on mutual trust and takes place in an atmosphere of helpful listening and necessary confrontation.

If I succeed in equilibrating helpful listening and necessary confrontation, it is conceivable that I incorporate more extreme reactions as well. In such a constructive environment, polemics – in form of fervent or even lampooning objections – can be inspiring and fertile as well. A democratic culture (of dispute) is not formed by consensus, but discourse and even extreme ripostes. For this reason, dialogical communication includes objection, disruption and provocation inevitably. The difficulty is in the imbalance and in one-sided exaggerations.

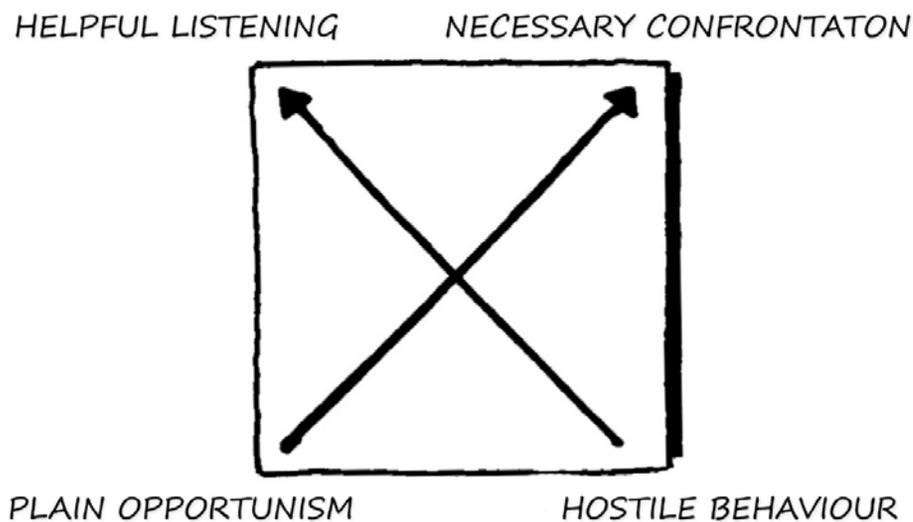
### 3. Dynamic balance

*How do I equilibrate helpful listening and necessary confrontation?*

The **values and development square** (see figure above) can visualize the tension between helpful listening and confrontation. The basic structure of this values square is derived from Aristotle's *Nicomachean Ethics*. From the philosopher's point of view, every moral virtue is a relative mean between flawed extremes, e.g. generosity as a mean between wastefulness and stinginess.

Aristotle's desirable virtues are however conceived as fixed. In contrast, Friedemann Schulz von Thun developed a values and development square in which optimal and static benchmarks are abandoned in favour of the idea of a dynamic balance. The latter is especially advantageous for analysing communicative processes and premises that every value (virtue, maxim, personal attribute) only produces constructive

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and positive effect if it is balanced with a counterweight, "sister virtue". Without this counterbalance, it degenerates.

This is also the case for **helpful listening** and **necessary confrontation**: Lacking its positive counterweight of confrontation, helpful listening deteriorates into plain opportunism. In an analogous manner, confrontation manifests as hostile behaviour without its positive counterpart of helpful listening. For this reason, all four terms are interlocked within the values square.

In consequence, there are four different types of relationship within the square:

1. The top line shows the supplementary relationship between helpful listening and confrontation. It is characterized by a dialectic contrast.
2. The diagonal lines symbolize contradictions. From bottom to top, their direction of development becomes visible.
3. The vertical lines represent the form of degeneration.
4. The bottom line is the connection between both degenerated forms. At the same time, it visualizes a path many people embark upon: They flee from one form of degeneration to the other and let the pendulum swing in the other extreme in reaction to their previous conduct: If I always only listen, my behaviour degenerates into plain opportunism. If then the opportunity to develop in the direction of confrontation is blocked, I answer with the total opposite and suddenly behave "laterally reversed", i.e. I am fed up with listening, I "burst" and adopt the opposite attitude of aggressive and hostile behaviour.

*What can I learn from such a development square?*

In accordance with their self-perception, a lot of people react too quickly in an aggressive manner or adopt a hostile attitude, although they do not want to. They perceive their own behaviour as dreadful and feel powerless. They really want to behave in a different way, but fail and thus suffer from such a conduct. In analogy, other people want to learn to finally “bang their fist on the table.”

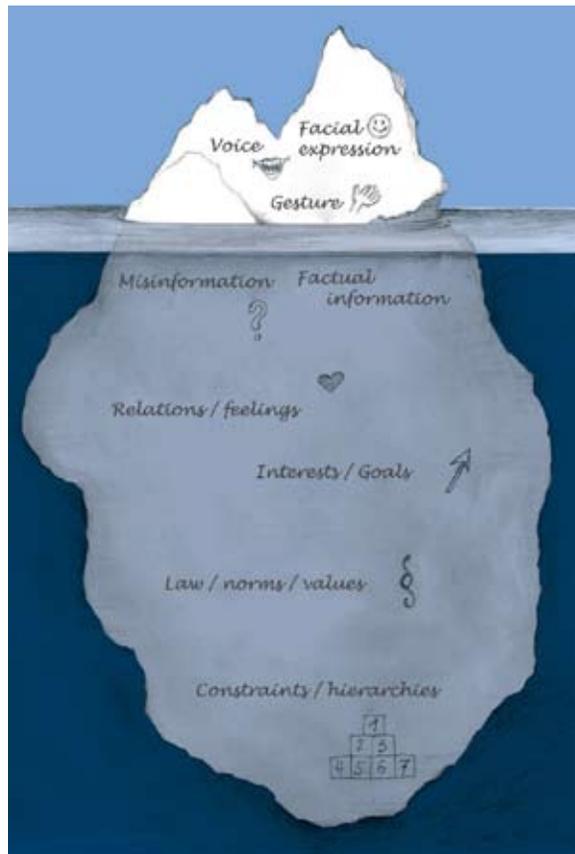
The values square can help pointing out the different development steps. Even in the first place, it can additionally help clarifying what is going on in our minds. Much will already be gained if we stop fighting against these dynamics and start looking for the positive. Aggressiveness can, for instance, be adequate in a specific context. Moreover, much will already be achieved if we understand that not our behaviour as such is pathological, but only the exaggeration is problematic – as it was already described by Aristotle. Not the emotionality is the problem, but the appropriateness of the emotions and their expressions.

I must be proficient with both, confrontation and helpful listening. Then, the pendulum may swing between both poles. In this context, it is decisive that I do not act under duress, but have choices. The development square can demonstrate the individual directions of personal development. Each one can decide on its own from which starting point he/she wants to dare his/her first steps.

Cf. Heckel, Jürgen. *Frei sprechen lernen. Ein Leitfaden zur Selbsthilfe*, Munich 1997

### The iceberg model

Positions and conflict backgrounds in the encounter of conflict parties



Conflicts have different, mostly complex causes. Their backgrounds are often veiled. Many conflicts smouldered for some time before they are really catch fire by an apparent negligibility.

Based on these characteristics, you can compare a conflict with an iceberg: The biggest part of the iceberg is located under water and thus invisible for others. When one iceberg collides with another, you must dare a look under the surface to recognise the background to and the reasons for the clash (*values, mindsets, demands, interests, experiences, knowledge, attitudes and the structural framework*). (cf. Landes-Gewerbeförderungsstelle des nordrhein-westfälischen Handwerks: Konfliktfähigkeit fördern. Ausbildungsabbrüche vermeiden, Duesseldorf 2006)

## Prejudices and stereotypes

### *How to distinguish between prejudices and stereotypes?*

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Following Susanne Lin, prejudices are positively or negatively assessed stereotypes: “The mixture of opinion (stereotype) and feelings (negative or positive assessment) towards social groups are called prejudice (attitude).“ (Lin 2002)

According to that, the attitude towards a group of strangers is based on a combination of opinions and feelings. In other words: You can assert that prejudices are the result of stereotypes which influence our feelings.

The formation of stereotypes is caused by three different key components:

1. The *cognitive component* represents the processes of thinking referring to direct or indirect experiences with different groups. These experiences shape the opinion and perspective and thus a stereotype.
2. The *affective component* relates to the feelings and judgments which have an impact on the processes of thinking.
3. The *behavioural component*, eventually, covers a positive or negative conduct or an intention to behave positively or negatively towards a group.

These three components simplify the complexity of the societal behaviour, by which strangers are categorised. “The stereotypical idea that a specific group is ‘different than we are’ can already heralds the emotional devaluations and the will to discriminate.” (Lin 2000)

The will to discriminate is induced by a very emotionally negative prejudice. In the research on prejudices, the scholars distinguish between six different societal functions of prejudices and stereotypes (cf. Thomas 1996, 4):

### *Orientation in social life:*

Prejudices simplify the orientation in the social environment by categorizing and evaluating persons and objects distinctly. „There is a central human demand for keeping his own ability to take action, the control about himself and his environment and a secure orientation. [...] For this purpose, stereotypical perception and judgement processes are often the only, in any case the most effective mean.“ (Thomas 1996, 4)

### *Adaption:*

Prejudices help getting fast social acceptance by determining norms, opinions and values. By doing this, social attention and recognition are generated.

### *Defence and Protection:*

Prejudices simultaneously allow for defence and discrimination against specific people by using other stereotypes.

### *Self-expression:*

“Prejudices [...] serve the person’s self-expression in the face of his social environment. They can leave a positive mark among the other persons.” (Thomas 1996, 5)

### *Separating Identity:*

Like the function of defence and protection, prejudices can evoke a special sense of belonging, because they create a parting from different groups. In line with this sense of belonging and social connection, the sense of a shared identity is in rise as well.

### *Control and Justification:*

Prejudices are often considered as justification and legitimation for a specific pattern of behaviour. That is one of the main reasons why it is so difficult to dismount prejudices.

### *The formation of prejudices*

Theoretically focussed, many different approaches which deal with explanations for the formation of prejudices should be mentioned in the following: They comprise concepts from the theory of conflict and learning, psychodynamic approaches and cognitive theories of social perception.

#### *1. Approaches derived from conflict theory*

From the perspective of conflict theory, prejudices create conflict potential among groups by making competition possible. “Incompatible goals, which can only be reached at the expense of another group, lead to perceptions of threat and hostility and prejudices against the cause of the threat.” (cf. IDA-NRW).

So, it is about a process of shaping a shared collective identity, i.e. that human beings always prefer individuals form their own group, because this acceptance as well as the sense of belonging together mirror a positive self-image. In this case, the “We” vs. “Them” feelings redound to a conflict of interests. “The positive image of the own group results from the comparison between the own and the foreign group.” (cf. IDA-NRW)

The approaches of conflict theory are often also mentioned in the context of group and identity theory in literature.

#### *2. Approaches derived from learning theory*

“Here, processes of learning take effect through imitation, observation, identification with ideals and role models, indirect instructions, commands, prohibitions and punishments” (Bergmann 2001, 8).

Values are conveyed through socialisation. Our social environment has a big impact on our attitudes. In this context, prejudices are not shaped by experience, but learning.

#### *3. Psychodynamic approaches*

This approach defines prejudices as psychic function: “From this point of view, prejudices are different kind of non-adequately handled inner and outer conflicts. It is attempted to solve these conflicts by projecting and focussing all aggressions on another, external object or foreign group.” (cf. IDA-NRW)

#### *4. Cognitive approaches*

Equivalent to the psychodynamic explanations, cognitive approaches assume that mental processes cause prejudices. “In the high-complex reality, every human being shapes different categories to separate subjectively important information from unimportant ones, to mitigate the information overload and to remain capable of acting.” (cf. IDA-NRW)

Rainer Erb refers to three periods in order to display this categorisation:

*Period of comparison:* Persons and groups describe specific characteristics not in an absolute manner, but in relation to others. For instance, if a bunch of people describe themselves as hard-working, they almost automatically deem the other less diligent or even lazy.

*Period of class formation:* The perception of our environment is always pre-structured by our knowledge, our expectations as well as social norms and situations. Due to this stereotypical perception, persons and groups merge into general classes, so that they appear to be more similar than they actually are.

*Period of accentuating the similarities and differences:* Because of the class formations, the similarities among the members of one group are exaggerated, while their differences to other groups is overestimated as well. Although many Frenchmen and Germans have much in common (for instance, employee of credit institutions) than their fellow countrymen, the Germans are often considered as more similar among themselves and more different to the French counterparts. (cf Erb 1995, S. 19f)

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### *The Allport's Scale*

The Allport's Scale is a measure of the manifestation of prejudices and levels of discrimination in society. The scale is divided into five stages of prejudice and discrimination. They are described as following:

#### *Antilocution:*

The majority of persons with prejudices speaks about them. They give free rein to their prejudices among like-minded people; occasionally also in attendance of strangers.

#### *Avoidance:*

When a prejudice augments, a person tries to avoid any contact with the members of the rejected group – even when he thereby must accept substantial inconvenience.

#### *Discrimination:*

The biased and prejudiced one wants to hold all members of the rejected group away from specific professions, places of living, political rights, opportunities of education and retreatment or other social services.

#### *Physical attack:*

Under the condition of increased emotionality, the prejudice leads to different uses of physical violence. Examples could be the vandalism of gravestones at a Jewish cemetery or a gang from the Northern suburbs of a city who sit in ambush to attack their counterpart of the Southern areas.

#### *Extermination:*

Lynching, pogroms, mass killings and genocide characterise the highest degree of violence as a physical expression of prejudices.

## The four Satir categories (Survival modes)

Virginia Satir discovered four categories of communication and stances that human beings adopt when they are under tensions. Every category of Satir is characterized by a special posture, a specific gesture, accompanying body feelings and a definite syntax.

### Overview over the four Satir categories

Form of communication	Description	Access issues
The <i>Placater</i>	<p>„I am lucky that my presence here is permitted at all”</p> <p><u>Usage of relativizing limitations:</u> when, only, at the moment, at all</p> <p><u>Deployment of many conjunctives:</u> could, would</p> <p><u>Interference</u> due to mind-reading</p>	<p><u>Body posture:</u> slumped down, shaky, heads up, hands begging; in the front</p> <p><u>Voice:</u> puling, squeaky, pressed</p>
The <i>Blamer</i>	<p>„If you were not here, the world would totally be fine.”</p> <p><u>Universal quantifiers:</u> all, everybody, never</p> <p><u>Assumed causal mechanisms:</u> If ... then; because</p> <p><u>Usage of negative questioning:</u> “Why don’t you do it?”</p> <p><u>Interference</u> through assumed causal mechanisms</p>	<p><u>Body posture:</u> strained, warped; shallow, pressed breath</p> <p><u>Voice:</u> loud; shrill; hard</p>
The <i>Computer</i>	<p>„Under unexcited and objective consideration, we can find out that ...”</p> <p><u>Deletion of relational indices</u></p> <p><u>Use of nominalisations and nouns without relational index:</u> it, someone, the people, etc.</p> <p><u>Deletion</u> of the subject (reference)</p>	<p><u>Body posture:</u> immobile, strained, low (re)actions</p> <p><u>Voice:</u> monotone, dry</p>
The <i>Distractor</i>	<p>„It crossed my mind that ...” or “Wait! I met an actor yesterday who didn’t know either ...”</p> <p><u>Arbitrary usage</u> of all three linguistic patterns mentioned above</p> <p><u>Missing links and connections</u> between the said; rapid change of communication patterns</p>	<p><u>Body posture:</u> uncoordinated; effective motions from the head, the torso and the extremities</p> <p><u>Voice:</u> agitated, fast, moved</p>

### 1. *Placate*

Placation is one of the four most important human reactions in situations in which we have the feeling our life is in danger and our survival is threatened.

When we placate, we do not care about our own sense of self-esteem. We give our control over to somebody else and say yes to everything asked. A person who tends to placate regards the others and the context, but disregards his own true feelings.

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The act of placation pretends to be attentive: a habit that is very appreciated in most cultures and families.

However, placating is different from the corresponding effort of pleasing someone. Placating is thus an action at the expense of our self-value, because we ignore our sense of self-worth and convey a message of our unimportance to the other.



### 2. *Blame*

**Blaming is the exact opposite of placating.**

This accusatory stance is the incongruent effigy of the social rule to stand for yourself and your opinions, to simply not accept any kind of apologies, inconvenience or abuse – whoever might plead. To cut it short: It is a manifestation of the principle “Never be weak”.

**To protect ourselves, we offend other persons or circumstances and blame them for everything.** While blaming, we do not care about the others, but esteem only ourselves and the context. If we embrace this stance of a blamer and notorious accuser, we are often called hostile, tyrannical, grumpily and violent.



### 3. "Compute" (Rationalise)

**The communication pattern of excessive rationalisation disregards the self as well as the other.**

To be exaggeratively rational means that our actions are only in accordance with the context; mostly fixed on the level of information and logic. To underline this high rationalisation, we stand stiffly upright and immobile. Our both arms rest against our sides or folded symmetrically in front of our body. Due to this rigid posture, pain in the back might erupt soon.

Our feet stand side by side. We keep a straight face that thereby appears to be expressionless. When somebody starts talking to us, we give a long and broad lecture and look iron-focussed and grand.

The most obvious characteristic of this stance is its almost unhuman objectivity. We do not allow to incorporate any kind of feelings and emotions into the discussion: ours as well as the one of the others. The type of behaviour is an epithet of the social rule to demonstrate maturity and sedateness. It includes to hold a stable stand, not to look around, not to touch or be touched by any feelings.



### 4. Distract

The fourth mode of survival is the irrelevant reaction, which is often confused with amusement or clowning around. Its irrelevant pattern shapes the counterpart to the excessive rationalising. If persons behave irrelevantly, they are always in motion.

**It is a trial to take the others' attention away from the issues that should originally be discussed.** Those reacting irrelevantly produce new ideas permanently and want to do myriads of things at the same time.

**The self, the other and the context of interaction do not really play any role for all who act in this habit of distraction.**

The public deems persons who behave irrelevantly spontaneous and joyful. Their life is often characterised by excursiveness and desultoriness. As long as they succeed in distracting the attention from all topics that are associated with any kind of distress, they believe in their societal survival. They are not able to concentrate on a specific subject.



## 1.3. REFLECTION

*What does reflection mean?*

The word “reflection” means as much as “bending back”, “mirroring”, “beaming back” or “consideration” and stands for dealing with a specific topic, the own acting or the own thinking.

Its main goal is that the group can pass through all the things occurred during the exercise in review, that it becomes aware of the positive happened and keep this. In addition, it aims at searching the causes of problems and difficulties to remove them and learn from these mistakes for the future.

A reflection offers time to process and “digest” the experiences, to settle conflict and stress with each other and to smooth misunderstandings out. The own behaviour, specific group situations and incidents are analysed critically and evaluated in hindsight. By doing this, learning processes as well as the perspective of the other participants and the next steps to go can be made visible to the group members. Reflections are normally deployed by trainers purposefully to stimulate the development of the group, but could (and should) also be inspired by the group members. It is also possible to focus on evaluating the different roles that were present while the group performed the exercise.

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*What are the goals of reflecting?*

- Process the made impressions consciously
- Make the experiences rationally comprehensible
- Underline the woes and needs of the participants
- Learn how to put yourself in someone else’s shoes, get in touch with the perspectives of the other group members, recognise their perception / point of view to facilitate rapprochement and solutions.
- Call your own behaviour into question
- Discover the own “blind spot” and analyse your own behavioural pattern
- Get to know your own strengths
- Value failures as positive experience of learning
- Improve your communication skills
- Develop standards and benchmarks for working together in future (e.g. in school)

By reflecting an event or behaviour, the individual and the group attain rules and norms which are derived from their own views. Thus, the reflection is not least conducive to abolishing heteronomy and strengthening self-education and individual responsibility.

### Feedback rules

**... for the one who gives a feedback** (Keyword: “Appreciation”)

- Only offer your subjective feedback on social behaviour, do not force it upon the receiver.
- Refer your feedback to experienced situations and demeanour, but not to the entire person as such
- Fundamental idea: I always welcome you as a human being.
- Describe the impact of the other’s conduct.
- Describe the specific situation your feedback is about.
- Give a descriptive, but not normative feedback. Speak about your feelings.
- A feedback is subjective and personal! Do not generalize!

... **for the one who receives a feedback** (Keyword: “Thanks”)

- Listen carefully and clarify misunderstandings.
- Forgo any justifications and argumentation.
- Thanks for the given feedback and reflect it critically.
- You can check the feedback by asking for evaluation of others.
- You are the one who decides about your behaviour
- Say “Stop!” when you have heard enough

**The following criteria pave the way for a constructive feedback culture:**

*Feedback giver*

- Secure a receiver’s okay before giving him feedback
- Accept any Stop
- Practise I-messages
- Describe observations, not interpretations
- Do not evaluate
- Depict your own feelings
- Demonstrate that your feedback is your subjective perception
- Mention specific examples
- Be descriptive
- Be precise and concrete
- Be polite and inviting
- Refer to the behaviour
- Let your feedback be immediate and situational
- Be clear, exact and pointed

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*Feedback receiver*

- Decide independently about how to treat the feedback’s content
- Inquire
- Stop the feedback if necessary
- Thank the feedback sender

## **Periods of reflection**

The four-phased reflection model by Tom Senninger (cf. Senninger’s “Abenteuer leiten” from 2000) has proven especially beneficial for group reflections.

*These are its four periods:*

*1. Observation*

- Description of the observations.
- Can allude to the behaviour of the whole group or individual members.
- Gathering of facts and impressions.
  - What did happen?
  - What did you observe?
  - Who said what?
  - What did you feel? How do you feel now?

## 2. Generalisation

- Interpretation of the observations.
- From description to evaluation.
- Explanation of connections.
- Hypothesising.
  - Is there a linkage between different observations?
  - Why are there differences and contradictions between the mentioned observations?
  - Which different conditions have led to this incongruence?
  - Could you derive a rule or law from this?
  - What has finally entailed the success?
  - Who brought which strengths in?

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## 3. Evaluation

- Personal comments.
- Articulation of feelings and opinions.
- Assuming responsibility for the behaviour during group action.
  - What is your relation to this?
  - Does this experience help us in coming forward with our goals?

## 4. Transfer

- Connection to reality and questions / issues of everyday life.
- Demonstrating the significance and range of the things learned.
- What does that mean for my everyday life?
  - What lessons have been learned by performing this exercise?
  - Is the experience useful and desirable for everyday life situations?
  - Which rules exist for the reflection?

The positive – and in the context of our engagement absolutely important – impacts of reflecting are inherent in the strengthening of behavioural pattern that are co-operative and in the broaching of disruptive manners. Based on the later, possible alternatives in the behaviour could be considered in the whole group.

For a good reflection, the feedback rules should be observed. Its keynote is: *“My perception of you is just one truth and can always only be one part of reality” (Ruth Cohn)*

## Reflection of cooperation exercises

In most cases, a cooperation exercise is combined with a reflection, in which the topical work can be continued and deepened. In this context, a reflection appears inevitable whenever a group fails, conflicts loom up, participants become “emotional”, and so on. On the other side, cooperation exercises should not be reflected too excessively. Some are self-explaining: the way is the goal.

With several exercises in a row, it is not needed to reflect each of them, so that the answers might be quite redundant. So, respective sensitivity and flexibility are required from the instructor.

- List of some questions for reflecting a cooperative exercise
- How did the group cooperate?
- How did the group members treat each other?
- What are the pros and cons of teamwork?
- Must I like a person to work together with him well?

- Who took part in solving the problem? How?
- Were some individuals passed over? Why?
- How were persons treated, who was not in the mood for the exercise?
- Which solution strategies were developed?
- Which approaches were left unconsidered? Why?
- Which strategy was the most successful? Why?
- How would a perfect solution look like?
- How did the group reach their decisions?
- Where there specific moments of high stress? How did the group react to?
- How were frustration, mistakes and breakdowns handled?
- Which different roles could be observed within the group?
- Who assumed leadership?
- Who encouraged and motivated the others?
- Who deliberately backed off? Why?
- How was the distribution of roles compared to an ordinary group situation?
- Who was dissatisfied with his role? Why?

### **Reflection rules for the exercise participants**

These are central reflection rules for all who take part in an exercise:

- Reflection is no discussion!
- Speak in your name!
- Interruptions are no embarrassing breakdowns.
- Accept the feelings and impressions of others.
- Speak as it pops up to your mind instead of trying to communicate as elaborately as possible.
- Do not evaluate the contributions of the others.
- Use the "I"-term and not "(some)one", "we".
- Try to articulate yourself as precisely as possible (mention examples).
- Express positive and negative feelings.
- If relationship conflicts loom up, there is / should afterwards be an opportunity to deal with.
- Try to tell the others directly and exactly how you perceived them, how they looked like?
- Inquiries are permitted to clarify understanding.

## 2. COOPERATION

### 2.1. METHODOLOGY OF EXPERIENTIAL EDUCATION

#### *Definition of experiential education*

The term „experiential education” may also be translated with the phrase „learning by doing”. In addition, it refers to learning by „head, heart, and hand” (Pestalozzi).

Over the last years more and more people have been looking for adventures: Fun, games and excitement are wanted by an event society and the 21<sup>st</sup> century has a lot to offer in this perspective: extreme sports, theme and amusement parks, adventure travels and many other activities are just a few examples. But is experiencing all there is? What does experiential education mean and what does it achieve?

Franz Döchting describes all experiences as „random, even unintended events, which only become special moments after subjective and classification driven by retrospective reflection and comparison into individual categories”.

This very definition divides commercialised experiences and experiential education into two independent groups, even though they often seem quite close at first sight. Experiential education is more than only a pedagogical trend which only intends to bring young people away from their computers. It is not even about being physically active, but about group experiences, finding new perspectives and given an integral approach to education. Here, we are looking at elaborated, wide-ranged methods which combine aspects of talking and experiencing. Because, only a reflected and analysed experience may be proceeded and transferred to the (group's) ordinary life.

*“Experiential education is an action-focused method. By means of exemplary learning processes, in which young persons are physically and mentally challenged, it intends to foster the young's personality development as well as to empower and encourage them to shape their living environment responsibly.” (Heckmair/Michl)*

Experiential education should accordingly give leeway, which enables the group / individuals to experiment with challenges and limitations at a reasonable level.

In this context, the participants' actions are normally strongly connected with lot of practice and emotions. Especially if the different exercise stations are undergone for the first time, feelings like security, trust, but also stress, insecurity, fear or relief and happiness are quite common.

This experience cannot simply be explained rationally. It must befall you emotionally. It cannot be taught, but must sometimes be staged.

### **Goals of experiential education**

Basic aims of experiential education are advancement of the personality and social skills. “The main goal of experiential education is to advance individual skills of life management and interpersonal cooperation and communication within the group in every life environment. Experiential education enabled the participants to test the limits of their personal action competence and to learn and grow in group spaces free of fear.” (Abenteuer leiten, Tom Senninger, Ökotopia Verlag)

There are very different levels concerning the above-mentioned goals which any trainer should be aware of:

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#### *Goals focused on the individual*

- Promote skills in self-perception and self-reflectivity
- Encourage personal talents and find personal limits
- Learn to accept help
- Encourage self-initiative
- Encourage creativity and flexibility
- Enhance self-confidence
- Learn to make decisions

#### *Goals focused on the group*

- Enhance team-capabilities
- Learn compromising
- Learn to listen
- Learn to organize
- Learn to stand a conflict
- Learn to find solutions to problems at hand
- Learn to discuss and dispute
- Learn to empathize and tolerate

#### *Goals focused on the environment*

- Encourage awareness to the environment, especially nature
- Create an ecological perspective
- Find alternatives to be at the computer

### **Mantra of experiential education: „First Act, then talk”**

Experiencing alone does not guaranty for any learning achievements. Due to that, the perceived and undergone experiences must be reflected, transferred and reviewed in order to unravel its full potential.

“Only if it is strongly tried to utilize the experiences pedagogically by reflection and transfer, we can call it professional experiential education.” Otherwise it is just pure experience orientation, but not more!

To achieve this goal, specific targets have to be named before any exercise, because „if you do not know what you want to achieve, you do not even have to get started”.

Only after goals have been defined as clearly as possible (based on the group and conditions at hand) methods and exercises can be developed.

There are no default goals which can be defined for experiential education exercises.

Fundamentals of experiential education

Learn with „head, heart, and hand” (Pestalozzi).

Experiential education gives a multidimensional perspective and so should include actions, emotions and the cognitive reflection when performed.

- *Learn with your head*: Experiences which have been analysed are more available and retrievable for the participants.
- *Learn with your heart*: Actions always should be connected to emotions. The more positive or negative feelings arouse during the exercise, the more your experience is memorized.
- *Learn with your hand*: To be the one acting is very important to the participant. The more participants can combine their own actions with their experience, the more branded their memory is going to be.

## 2.2. COMPOSITION OF AN EXERCISE

These are the four phases of a cooperation exercise:

### 1. Planning

- a. Evaluation of group at hand: *What is possible at this point?*
- b. Define initial goals (see 2.2.2).
- c. Choose exercises adequately by varying existing concepts or creating new ones.
- d. Set a level of difficulty and – if not tested before – perform a trial exercise.
- e. Order the sequence of events and invent the story behind.
- f. Choose and / or limit place, time frame and material.
- g. Test exercise against alternatives.
- h. Try to find a realistic time frame.
- i. Find alternatives in the face of uncertain variables such as weather, number of participants etc.
- j. Risk evolution.
- k. Safety precautions are always required (e.g. think about where to find the closest first-aid-kit).

### Presentation

- a. Prepare the group for the exercise.
- b. Keep your explanations plain and simple.
- c. Inform and raise each participant’s awareness for existing risks and safety aspects.
- d. Get participants consent.
- e. Ask for general understanding of exercise and the equipment involved.
- f. In some cases: Assign an observer-role to one or more participants.

### Exercise

- a. While action takes place, the trainers observe consequently the development of the exercise.
- b. All participants have to be part of the group. If necessary: guide individuals so they can become part of the group.
- c. Keep all options: Any action can be discontinued or even ended.

- d. Be aware of your surroundings: No harm should be done to the place of action.
- e. Mind safety.
- f. Make notes.

### *Reflection*

In a discussion, participants evaluate the exercise and their role within it. Everyone shares his or her perspective and feelings about the past event. Questions which might help to start a group discussion are: *What did you feel / experience, how did the group react, what was your role within the exercise? Could there have been different outcomes?*

- a. Trainer is always vigilant and guiding.
- b. Everybody can share his or her opinion.
- c. An individual feedback by the trainer to any statement might be required.
- d. Proclaim adherence to feedback rules.
- e. Share your impressions.
- f. Rising conflicts must be resolved within the reflection, maybe as a standalone topic.
- g. Transfer this exercise to the goal given.

### **Advance level of difficulty by giving restrictions:**

- Diminish perception: Use blindfolds for some or all participants.
- Restrict communication: Chose level of volume for conversations or only allow few to communicate or apply specific rules.
- Limit recourses to induce new creation of material or create new solutions to the problem given.
- Create borders to limit the space available.
- Give a specific time frame for the exercise or even additional ones within.
- Punish rule violation by applying or advancing one or more of the restrictions mentioned above.

## **2.3. SENNINGER'S LEARNING ZONE MODEL**

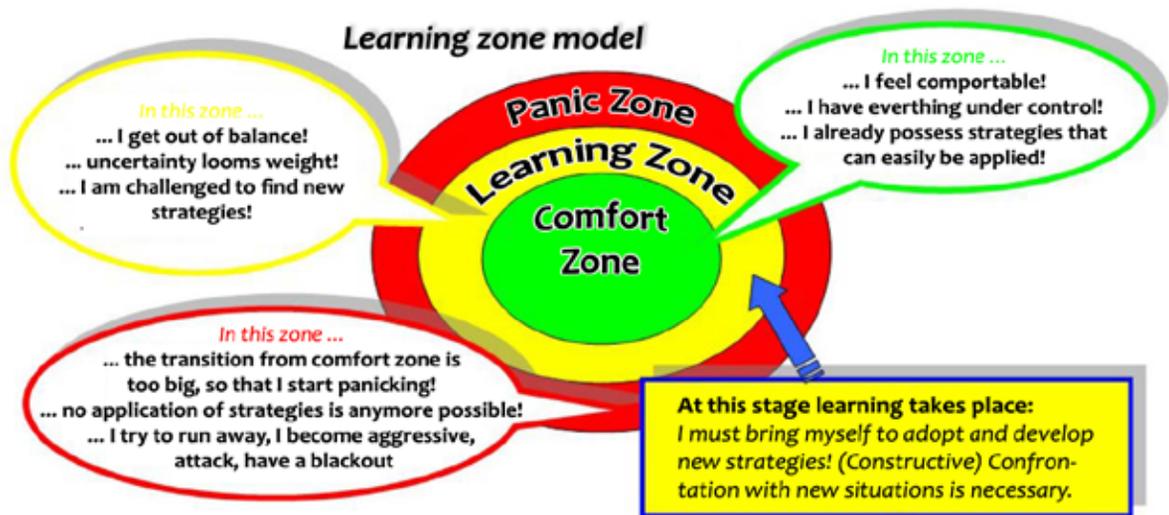
A further important section in the work with youth is shaped by the focus on participants' individual experiences of their own limitations. In this context, it is conducive to refer to the learning zone model of Senninger, which divides the entire human latitude and scope of experience into three distinctive zones. It distinguishes between a comfort, a learning and a panic zone. Learning and growing take part in the middle one. At this level, it is possible to reach learning success as long as the participant does not fail / go back to his / her comfort range or "flash through" to the panic zone.

Comfort zone: At this stage, we feel secure, comfortable and slick. The zone mainly covers ordinary situations of everyday life. Gaining learning progress is not necessary, because we are already in control over the operational procedures. In consequence, personal growth as well as change are not stimulated.

Learning zone: This zone embraces all the incidents that are unusual and new to us and almost like a crisis, problem or provocation, but do not overstrain us. Such situations trigger fear and uncertainty. Therefore, we must activate all our resources to overcome anxiety and previously set limits to leave our comfort range and enter the learning zone. By meeting these challenges successfully, we can grow personally and make great learning experiences.

*The trainer's mission in these situations:*

First of all, the trainer should allure the participants to let their comfort zones behind and enter the challenging next zone. In this critical moment, his/her support is crucial to the participants.



If the group member succeeds in the new situations, his/her learning results can be determined in review. These new experiences can then be incorporated into the comfort zone, so that it is expanded. If the situation is not solved but constitutes excessive demands, it appears to become part of the panic zone instead.

**Panic zone:** In this zone, we feel strongly overstrained and uncertain, we have lost control over our feelings and behavioural patterns. Consequently, we are no longer able to learn something new, because our boundaries of the possible were already exceeded.

*The trainer's role at this point:*

The trainer should intervene supportively, because the participant is not anymore able to help himself/herself. In this context, it is important to remember that the individual comfort, learning and panic zones do not have to be congruent among the participants, but may really differ. The group members are not always able to perceive this mismatch.

Approaching and finally finding the personal panic zone is a basic principle of experiential education, because a strong identity formation can be reached by tracking down and recognising the own limits. Furthermore, the experiences of limitation can unleash tremendous learning and growth processes.

Summing up, participants' (constructive) challenging should comprise:

1. a new situation, in which they can discover new perspectives that lay beyond the already known and engrained patterns of thought and action.
2. an intensive call character that invites the participants directly and demands physical activity.
3. an obvious seriousness character which manifests the natural consequences that are inherent to the participants' action in all clearness, and not in imposition of non-transparent penalties.

## 3 PARTICIPATION

The advancement of participation shapes a central aspect in the formation of social awareness. At the same time, social awareness provides the basis for active partaking in participative society processes. Especially young people should get the opportunity to participate in society early, which increases their chances to be raised as a responsible and empowered citizen. In order to convince (young) persons to participate societally two factors are crucial: On the one side, the youth must be informed about the opportunities of participating in society. On the other side, the decision-makers must actively invite interested children and juveniles to join them in societal participation. In the context of school education, it is therefore important that teachers have enough knowledge about the different forms and opportunities of participation. Moreover, they should possess appropriate methodical skills for communicating issues of participation adequately. Eventually, they can promote participation through their own behaviour and appearance (own attitudes).

Due to the significance of the latter, the following pages offer a “manual” for adequate attitudes towards participation after giving some theoretical preliminaries. At the end of the section, guidelines for implementing specific forms of participation in school context is attached as well.

### **Definition of participation**

The term “participation” (derived from Latin) comprises several forms of contribution, partaking, attendance, involvement, co-determination, integration and inclusion. It refers generally to decision- and policy-making processes in which specific individuals and / or organisations are counted in. This is for instance the case in citizen participation, operational codetermination, interest groups and political parties, etc.

In the social and youth sector, participation means to involve children, juveniles and adults, etc. in all events and decision-making processes that concern their living together.

Participation is often perceived as a quite positive matter, because it reinforces transparency, trust and community.

## Goals of participation

### Development of social competence.

Among other things, children / youth should learn:

- To express and account for their own needs, feelings, interests, wishes, opinions and critiques
- To perceive and recognise the views of the others
- To bring the own interests together with the interests of the others
- To exchange differences fairly and to solve such conflicts

### Formation of responsible and empowered citizens.

Among other things, the children / youth should learn:

- A basic understanding of how to make decisions in a group
- Rules of conversation and resolution arrangement
- To bring in their own viewpoints
- To listen to the others' view and to respect them
- To compromise and accept the decisions of the majority
- To decide deliberately
- To take responsibility for themselves and others
- To feel responsible for community issues

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## Levels of intensity

The different levels of participation's intensity can be illustrated by the following pyramid model: The higher you get, the higher the actor's intensity. Simultaneously, the number of active actors diminish, whenever you ascend to a higher level.

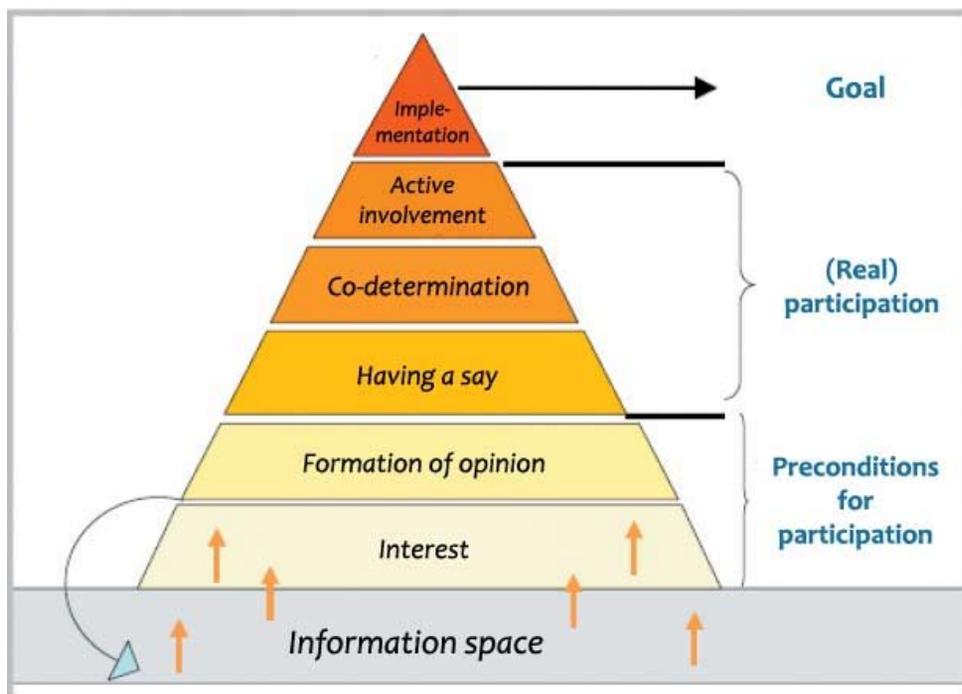


Image source: Maier-Rabler, U./Hartwig, C. (2007) ePartizipation – Jugend aktiv. Salzburg, ITC&S Center, 23 [Adapted version]

## Forms of participation in school

There are manifold forms children and youth can participate in decision-making processes. They can roughly be differentiated as follows (cf. Heißenberger 2003):

### Project-related forms

These forms relate to clear problem statements and concrete projects. They are limited in time and often end with tangible results. However, their integration into everyday life or into further decision-making processes is difficult.

*Examples:* project teaching, school projects, school events, Open House days, the planning of open spaces or research assignments for children / youth.

### Open forms

These forms are characterized by putting the expressions of opinion at their core. They include e.g. conversations, opinion polls, discussions, studies and agreements. There is no duty of any certain regularity.

*Examples:* Issues-related children and youth panels as well as school and class panels (e.g. regarding general principles, house rules, school buffet, grading, etc.); Opinion polls among children and juveniles, reports, youth web sites and internet voting, etc.

### Parliamentary forms

They are characterized by continuity and formal structure and are usually incorporated into a legal body / official position.

*Examples from the school context:* Elected representative(s) of the pupils of a school or class, interschool student council, parliaments of pupils. In addition, you could add the involvement in youth municipal / parish councils; youth parliaments, the establishment of children and youth advisors (as low-threshold contacts), lowering the minimum age for elections

## Stimulating participation

“To strengthen the human core values” is the basic principle for any stimulation of participation.

It contains the firm belief in the ability / own skills

- To reach autonomy, individual fulfilment and autonomous living by yourself.
- To encourage other persons to social activity, to uncover societal structures of social inequalities and to improve non-material goods of living
- To advance your own and others’ critical awareness and to facilitate change
- To strengthen the individuals’ involvement into decision-making processes, so that they are able to shape their own living environment.

### Participation – Check list for teachers

- Aiming at the pupils’ successful participation, the teachers should observe the following aspects with regard to their own attitudes:
- What are the core issues / topics of the youth / children? What are my topics? How can I spark their interest in my own topics?
- In which specific way do I observe / watch at the kids / youth? Am I objective?
- Am I able to listen actively?

- Do I also perceive indirect expressions of feeling?
- Do I provide myself with enough time for understanding the children / youth?
- Do I take the children / youth and their concerns seriously?

#### Methodological competence and skills in facilitation and moderation

- Explain children / youth what are their decision-making scopes?
- Support and encourage them in their decision making
- Present the necessary knowledge age-appropriately
- Support the children in their opinion formation

### **Guidelines for the set-up of participation models in school**

#### 1. Search for allies

- Create a positive atmosphere among those in charge, the entire team, the school boards, the network's partners and politicians.

#### 2. Consider and get in touch with the new role

- What will change, if we integrate (more) forms of participation?
- How do we react to power shifts and adjustment in hierarchy?
- Self-reflection and re-orientation of the pedagogical role

#### 3. Check the new forms of participation with the children / youth

- At which point are they able to counsel / decide?

#### 4. Choose forms and methods from participation models

- Try different models
- Combine several models at the same time

#### 5. Participation as process of learning

- Have patience and allow mistakes
- Change learning environment: playing implementation in ordinary life

#### 6. Children / youth can also co-decide

- Learning democracy “from the cradle”: Express your own opinion, present your own view. Take the child's wishes seriously

#### 7. All girls and boys should be involved in the process

- The shy and reserved children also learn to exercise their right and to shape their personal living environment actively

#### 8. Improve your own skills

- Better yourself continuously in accompanying participation projects / models and make use of advanced training offers

### 9. Question and reflect your own participation efforts repeatedly

- Team conversation / supervision; Take advantage of third party observation and external assistance.

### 10. Assure participation structures

- Actualize the own conception and general principles of the school boards / school
- Inform parents' council and political representatives
- Appoint contact persons in your own institution

## 3.1. CIVIC ENGAGEMENT

Being a volunteer with the fire brigade or a youth group, acting as school crossing guard or helping out wherever needed, social commitment is a key element to any society. Without the volunteer services of a myriad of citizens, the common welfare we know cannot exist: The more civic engagement can be found in society, the stronger is the societal role of the civil society.

### **How is civic engagement defined?**

Non-profitable, on society focused actions to increase public welfare behaviour which is voluntarily performed by members of the society to achieve a common goal can be defined as civic engagement. In contrast to the official and sovereign duties of the administration or state, citizens organise this work by themselves. The term civic engagement also refers to voluntary activity, self-help, political participation, political protest or the volunteering for social work and can connect these aspects in a conceptional manner. (Heinze/ Olk 2001: 14f).

### **Reasons for volunteer engagement**

Specifically young people decide for a volunteer engagement with a cause. Their choice is often a combination of different facets, mixing altruistic and egoistic motivations. Altruism is mostly induced by social standards and norms of social obligation in conjunction with each individual's religious faith (Moscher/2002: 4f). The egoistic motives are more disaggregated and complex: In addition to self-help interests – in order to define a clear goal / direction for everyday life – there can be need for integration into society, respective social learning opportunities or simply vocational skills that should be mentioned in the CV.

In accordance with a 2003 OECD report, there are three main factors which lead to a high motivation for voluntary work, especially if they occur in combination: (1) the consequences of the engagement must be clearly visible (altruism). (2) the volunteers can widen their personal qualifications and skills (egoism). (3) The voluntary activity is performed within a group of like-minded.

All these factors come together or can easily be arranged in the context of school classes. One example for such a beneficial setting are the project weeks of the socioMovens association. Thus, their participants can immediately see the impact and success of their engagement as they are involved in close-by local social facilities. In conjunction with group exercises and informal learning opportunities, the participants can also gain higher educational assets. Emphasised by the special working atmosphere and based on the already existing class structure, the corporate feeling is finally strengthened as well.

However, even if all three requirements come together, there is no guarantee for success. Nevertheless, there is a good chance it sharpens young people's ideal of voluntary and civic engagement.



**III.**  
**METHODS &**  
**EXERCISE INSTRUCTIONS**



# 1. COOPERATION EXERCISES

## *C1. Ball game*

Exercise to get to know each other;

Can be used in between the program or as an explicit cooperation exercise

**Time:**

15 minutes

**Entry number:**

10 up to 30

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**Equipment:**

At least 10 tennis balls (or comparable balls)

**Preparation:**

None

**Goal / priorities:**

Depending on the intention, e.g. to learn each other's names

**Process / tasks:**

The group organize itself in a circle. The instructor throws a tennis ball to a person randomly. The first one who catches the ball throws it to another person. This goes on until everyone has got the ball once and it has reached first person again. When a person has caught the ball, he crouches so it becomes more obvious, who has not got the ball yet.

The exact order of the "throwing-chain" needs to be remembered by every person. It is especially important to know from whom he got the ball and where it has been thrown. The ball should be thrown only after the participants made eye contact. Step by step, more balls should be handed out into the circle. At the end, every ball which started the round should get back to the first person, who thrown it. It is possible to let the group guess how many balls they are capable of circling around at max. If a ball falls, it should not be picked up again.

**Additional Modifications:**

1. Calling names out loud whenever you catch a ball
2. Mentioning your favorite food, animal, etc. whenever you got a ball
3. Change the direction of circulation by adding different colored balls that goes the other way around

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

None

## *C2.* *Marble run*

Cooperation/ teamwork exercise

**Time:**

At least 30 minutes

**Entry number:**

At least 8

64

**Equipment:**

Halved PVC-pipes, marble, blindfolds, case as the finish line, cones

**Preparation:**

Choose a track and place the cases at the end

**Goal/ priorities:**

Arrangements, teamwork, frustration tolerance

**Process/ tasks:**

Every participant gets one halved pipe. The goal is to get the marble into the case, while the track is at least 2,5 x longer than the all pipes combined.

The marble is not allowed to touch the ground, standstill, or move backwards. It is also not allowed to walk, while the marble is in the participant's pipe. To solve the exercise, the last participants, where the marble was in first, needs to connect their pipe at the bottom of the track.

The goal is reached, when the marble is in the case.

**Modification options:**

The group is split in half into blind and normal participants. The normal are allowed instructing the blind, but they are neither allowed to touch the blind nor the pipes. Depending on the chosen difficulty, the group is split in half, so every participant get one "instructor", or there are more blind then instructors. Playing with more blind than "instructors", the seminar facilitator needs to watch out for every attending person.

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

None

### C3. *Blind mathematician*

Cooperation exercise

**Time:**

Depending on the version played 30 up to 90 minutes

**Entry number:**

10 up to 30

**Equipment:**

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

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**Preparation:**

A plain floor; room with enough space;

**Goal/ priorities:**

None

**Process/ tasks:**

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

**Modification options:**

1. The House of the St. Nicholas is an advanced figure; the ending of the rope can be knot together or just left open.
2. A highly advanced task would be using 2 groups with 2 ropes, one for each group. The task is to build two squares which overlap each other 25%. The time is limited to 60 minutes, planning included. While planning no rope is allowed to be touched. All participants need to be blind while doing the task and all participants need to hold at least with one hand onto the rope.

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

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

## *C4.* **Blueprint**

Method for the topic of communication

**Time**

20 minutes  
(depending on the number of rounds played)

**Entry number:**

5 up to 30 persons

66

**Equipment:**

pencils and paper, a blueprint

**Preparation:**

Print the blueprint

**Goal/ priorities:**

Communication

**Process / task:**

The group votes for one person: the foreman. This person sits in front of the group and got the task to describe the blueprint as detailed and understandable as possible.

The remaining persons have no visibility of the blueprint, but they need to draw a precise and details copy based on the description form the foreman. After some rounds, it can be compared with which version the goal can be achieved the best way and what are the fruits of this task. The foreman can be changed between the rounds.

**Modification options:**

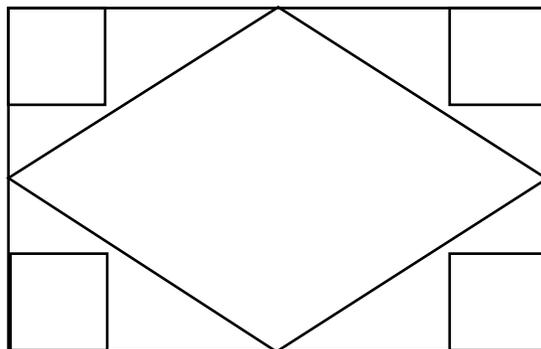
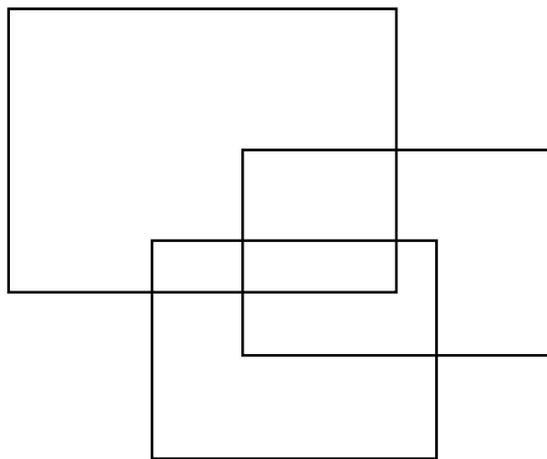
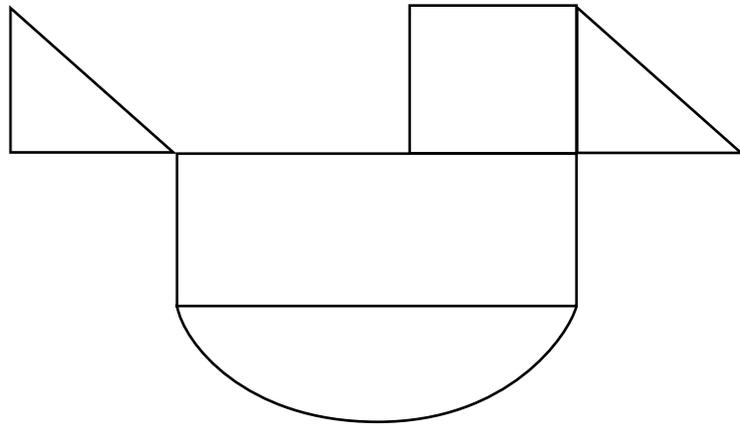
1. The foreman is allowed to talk, but sits with its back turned to the group and is not allowed to gesture. The other group members are not allowed to ask or to talk.
2. Every group member is allowed to ask one question, but is not allowed to talk.
3. The other group members are allowed to ask and talk as much as they want to.
4. The group members are allowed to work as a team.

**Evaluation:**

- Which approach was the best and why was it so successful?
- How can everyone help to improve the communication of the group?
- What are the most important rules/keys to successful communication?

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

None



## C5. *Bridge builder*

Cooperative exercise

**Time:**

At least 90 minutes

**Entry number:**

15 up to persons

68

**Equipment:**

2 quires of carton, crepe tape, glue stick, 4-meter-long package tape, punch, ruler, pencil, construction paper, scissors, exercise instructions

**Preparation:**

2 rooms and a “river” or “cliff”, where the bridge takes place

**Goal/ priorities:**

None

**Process / tasks:**

The group is divided into an even number of subgroups with 5-6 participants each. Every small group gets the equipment mentioned in the exercise. Using their equipment, they should build one part of the bridge. Thus, two groups have to construct one entire bridge.

The participants should get 75 minutes for development and construction. In addition, a selected speaker from each group gets 5 times 3 minutes to discuss and plan the building of the bridge.

Resources, like pen and paper, are not allowed. Except at the speakers’ meeting, no communication is permitted. After being chosen a speaker, is not allowed to run a second time for the job. After the given time for development and construction expired, the groups meet and put the parts together. They are only allowed to connect their parts, but not to build anything further. In the following, the bridge is tested, it is put under the load of a full 0.5-liter bottle and needs to stand for to 2 minutes or more.

Modification options:

1. “Advanced” version: Build a bridge with 2 separate groups
2. “Easy” version: Build a bridge alone
3. “Normal” version: Build one bridge with one group

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

None

*Dear squad of bridge builders!*

*The following materials are yours: 2 quires of carton, crepe tape, glue stick, 4-meter-long package tape, a punch, a ruler, a pencil, construction paper and scissors as well as this exercise instructions.*

*Use this equipment to construct and build the half (front or back) of bridge. The complement is built by one of the other groups. Scissors, glue stick, construction paper and a pencil belong to your stocks as well, but are not part of the construction. So, do not use them for building the bridge.*

*The final building should bridge at least 1.20 meters and have a height of 9.5 cm or more. After finishing the construction, it should bear a 0.5-liter beverage bottle.*

*You have 75 minutes for development and construction. In addition, at five different times a speaker who is chosen by the group gets 3 minutes to gather with his counterparts from the other groups to discuss and plan the construction of a bridge. They are not permitted to use the scissors, glue sticks, construction papers and pencils either. Except during the speakers' meeting, no communication among the bridge builders is permitted. After once being elected speaker, is not allowed to run a second time for this honourable job. After the given time for development and construction expired, the groups meet and put the parts together. They are only allowed to connect their parts, but not to build anything further. In the following, the bridge is tested, it is put under the load of a full 0.5-liter bottle and needs to stand for to 2 minutes or more.*

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*You can get scores for:*

*An extraordinary and remarkable group / bridge name*

*The design and beauty of the bridge*

*Reaching the range of 1.2 meters*

*A durable and stable stand that is proven by the 2-min-pressure test*

*Enjoy your work!*

## *C6.* *Building a boat*

Cooperation exercise

**Time:**

At least 90 minutes

**Entry number:**

10 up to 30

70

**Equipment:**

Colored card, paper A4 and A3, crepe tape, string, scissors, glue sticks, construction paper, pens, game description

**Preparation:**

Arrange equipment  
Print the task  
Lake, stream, pond nearby  
2 to 3 rooms on hand

**Goal / priorities:**

None

**Process/ task:**

The Group is split in to an even number of groups with 5-6 participants. Every small group gets the equipment according to the game description. With the equipment they either build the front or the back of a boat. 2 small groups working together, one for the back, one for the front. So they build a boat together.

75 minutes for development and construction and 5×3 minutes for a chosen speaker from each group to discuss and plan the building of the boat.

Resources, like pen and paper, are not allowed. Between the speaker meetings there is no communication allowed. After being speaker once the speaker is not allowed for a second time. After the time has run out the groups meet and build on ship out of the 2 parts. There are only allowed to connect it, not to construct it. In the following the boat is tested, it is loaded with a 0,5 Liter water bottle and needs to survive 2 minutes on the water.

**Modification options:**

1. Heavy task, build a boat with 2 separate groups
2. Easy task, build a boat alone
3. Normal task, build one with one group

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

None

## *C7.* *Calculator code cracker*

Cooperation exercise

**Time:**

At least 30 minutes  
depending on predetermined time

**Entry number:**

10 up to 30

**Equipment:**

Long rope, 30-50 lobes with number from 1 to 50 on theme, stop watch

**Preparation:**

2 rooms, spread lobes on the ground

**Goal/ priorities:**

None

**Process/ task:**

Form a circle or square with the rope, 6 meter diameter in a room not accessible while the group is strategy planning.

The square is a calculator/ computer. In the square the lobes numbers are spread randomly, with the blank side to the top. The lobes are the buttons of the calculator, but they are spread in the wrong order. It can be named as a code as well. The group planning a strategy in the meeting room. The group got the task to run the calculator in the right order, crack the code in the shortest amount of time.

The calculator is correct, if the number is touched in the right order. Only one person is allowed in the circle with lobes. The other are only allowed watching. The person in the middle is only allowed to touch three numbers at one time. The lobes place is not allowed to change. In every try, a number has to be touched. While in the lobes room, talking is not allowed. This is only allowed in the strategy room. The group got three tries. The stop watch, starting when the first person is in the square room, and ends when 2 minutes is over. 30 minutes should be enough for the group.

**Modification options:**

Having 30 participant only one number per person is allowed.

worst case:

some numbers changed to mathematical task ( $2+3-1+2=6$ )

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

The time should not be too short or too long -> boring or frustration

## C8. *Communikartio*

Cooperative exercise

**Time:**

At least 30 minutes

**Entry number:**

Min. 6 / best 14 / max 28

72

**Equipment:**

30 cards. 6 figures. 5 colors  
one blindfold per person

**Preparation:**

None

**Goal/ priorities:**

Communication, listening

**Process / task:**

The participants siting in a circle while wearing blindfolds. The trainer distributes 28 out of 30 cards. The task is to find out which form and color the last one has. The trainer gives information on the color. When the trainer is asked calls the person the color.

**Modification options:**

Depending on the group it is possible to reduce colors or forms of the cards. If one participant holds 2 cards it is the best way to play it.

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

Tell the participants beforehand that they will be blind for some time.

*C9.*  
***Count-Down***

Short cooperation exercise

**Time:**

15 minutes

**Entry number:**

10 up to 30

**Equipment:**

None

73

**Preparation:**

None

**Goal/ priorities:**

None

**Process/ task:**

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

**Modification options:**

Begin with higher starting number than participants.

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

None

*C10.*  
***Deciding dilemma „bank robbery“***

Cooperative exercise

**Time:**

- At least 60 minutes
- ½ – 1 h Role play;
- 1 – 1 ½ h Evaluation

**Entry number:**

At least 10

74

**Equipment:**

None

**Preparation:**

None

**Goal/ priorities**

Self-determination, heteronomy, inner independence by decisioning in groups

**Process/ task:**

This exercise is all about decision in Groups, how they are made and how the individuals behave. Every individual get feedback. Groups dealing with self-determination and heteronomy are welcome.

Roles: Observer / Bank Robber / Game master

**job instruction:**

First the group is split in Observer and Player:

- 1) The Observer gets the task to watch out how the decision of the group was made and which role the individual participants are taking.
- 2) The players are split in 2 groups each. They robbed a bank and got caught. The police station they are in, are offered to deny or to confess the robbery. The groups decide independently and don't know what each other is doing.

There are 3 possible scenarios with other sentences:

1. Both groups confess = 5 years each
2. One confess, one denies, the first get no sentence, being a chief witness, the denials getting 25 years highest possible sentence
3. Both groups deny: they get half-a-year for illegal weapon access

**Evaluation:**

4 aspects are the most important to evaluate:

1. How do I feel in my Role? What do I experienced?
2. How the decision was made und how do I participate? Would i have done the same alone? (group's perspective/ individuals)
3. How was the decision made? Who had the most influence? (from observer's perspective)

4. Transfer: What do I learn about my self-determination? Where do I use my influence? Where do I keep it for myself? Do I decide on my own, do other decide for me?

**Noticeable:**

There is no right decision. How it was decided and not what was decided is important.

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

None

*C11.*  
*Electric fence*

Cooperative exercise

**Time:**

30 minutes

**Entry number:**

10-30

76

**Equipment:**

Rope, blindfolds

**Preparation:**

Stretch rope between two trees

**Goal/ priorities:**

None

**Process/ task:**

Between 2 trees a rope is stretched in the height of the hip of the tallest participant. This rope is the electric fence. Every participant needs to cross it without touching. If someone touches it he gets a blindfold und needs to go back. Do not let them jump over the fence. Safety first.

If the participants want to do a back arch, they should not stand in the middle of the back, only on the shoulders or hip. Do not let them jump from the others back, a hollow back is also not the way it's done right. The trainer is responsible for the participants and should watch for them the whole time and stop it if it is too dangerous.

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

Attention body contact! Tell the participants beforehand and tell them the Stop-rule.

## *C12.* *Electric rope*

Cooperative exercise

**Time:**

15 minutes

**Entry number:**

10-30

**Equipment:**

Rope at least 5 m, 1 Gummy rope at least 3m

77

**Preparation:**

Stretch rope between two trees

**Goal/ priorities:**

Participants function as a team; a pre-cooperative task

**Process/ task:**

The group come together as close as possible, the feet need to be on the ground. After that the teamer stretches a rope around the participant on the height of the hip.

The task is to get over one, at most 50 cm high, gummy rope without touching it.

When touching the rope:

- The one that touches it needs to go back over it.
- If one touches it 3 times all need to go back.
- If it is touched 3 time independently all need to go back.

The group won the game, when everyone has passed the rope.

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

Attention body contact! Tell the participants beforehand and tell them the Stop-rule.

*C13.*  
***Ice flows – expedition***

Cooperative exercise

**Time:**

60 minutes

**Entry number:**

10 – 30

78

**Equipment:**

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

**Preparation:**

Print the role paper, hand out the plastic tiles

**Goal / priorities:**

Experience limitations

Overcome communication problems

Accept and tolerate the different

„weaker/calm“ people can get into leading positions

**Process / task:**

On a large playing ground are plastic tiles or similar. (River crossing). Two or three tiles should be close together, the others are scattered generously. The participants are positioned one after the other on the tiles (one each).

On the way to the tile, each participant receives a piece of paper with a special property, which must be brought into the game as soon as the game begins (e.g., you only go backwards, You always make the opposite of what you say You are the perfect gentleman, etc.)

These features must not be discussed. The participants are on an expedition and their ice floe has broken apart. Now all have to reach the safe research station (marked target area). The game is won when all the researchers reach the target. If someone falls into the water, he must go to the polar bear island (small, marked area), but he must leave immediately.

(In principle, the same rules as for the river crossing, as far as the use of the tiles is concerned, if someone falls into the water, he may, however, keep his tile so that he can leave the polar bear island directly)

**Modification options:**

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

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

Watch out who has which role!

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

*C14.*  
***Figures in the garden***

Cooperative exercise

**Time:**

30 minutes

**Entry number:**

15 – 30

80

**Equipment:**

Figure puzzle

**Preparation:**

Circle of chairs, puzzle

**Goal/ priorities:**

Communication

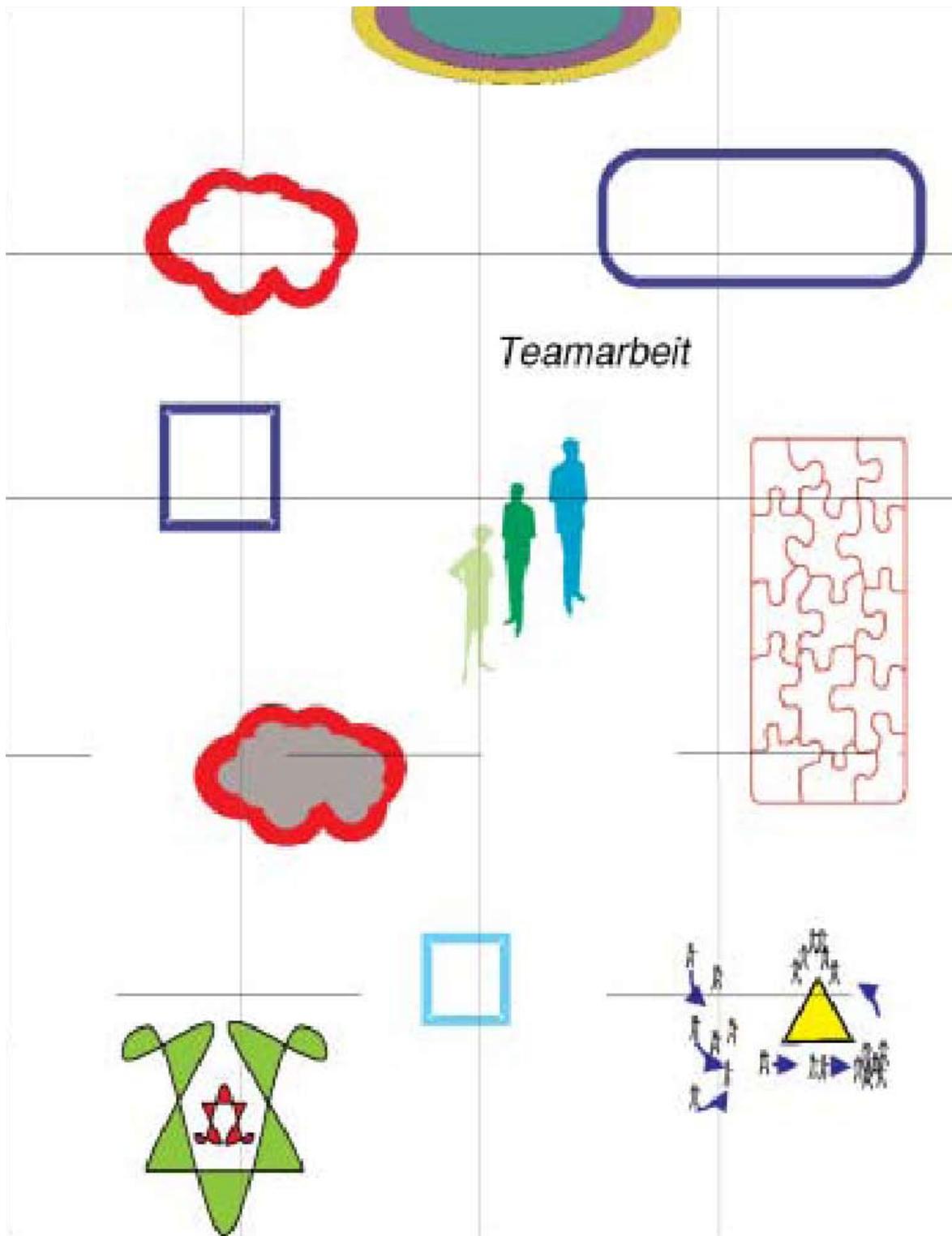
**Process/ task:**

Every participant gets one part of the puzzle. The participants are only allowed to see their own. Now the participant got time for a strategy. The parts should not be shown or traded with the other. They are not allowed to draw a construction. Only verbal communication is allowed. The puzzle must be built in one part, so every participant needs to know where his part fits in. This needs to be discussed beforehand.

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

None

**Solution:**



*C15.*  
***Ginger bread house deal***

Cooperative exercise  
(similar to building a bridge, boat or tower)

**Time:**

75 minutes

**Entry number:**

15 – 30

82

**Equipment:**

Crepe tape, glue stick, puncher, ruler, pencil, scissor, material, game instructions

**Preparation:**

None

**Goal/ priorities:**

Building a ginger bread house; communication agreement

**Process/ task:**

The Group is split in to 3 small groups. Every small group gets the equipment according to the game description. With the equipment they either build a ginger bread house. Every ginger bread house needs to look the same.

75 minutes for development and construction and 5x3 minutes for a chosen speaker from each group to discuss and plan the building ginger bread house.

Resources, like pen and paper, are not allowed. Between the speaker meetings there is no communication allowed. After being speaker once the speaker is not allowed for a second time. After the time has run out the groups meet.

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

None

## The Ginger Bread House Deal

*Dear Christmas friends,*

*It does not take much longer and I stand outside the door. This year, however, everything is different than usual, because I would like to make it particularly exciting: I'll make with you the ginger bread house deal. It looks like you're building three very special gingerbread houses and I'll give you something for Christmas! I even go so far: you solve this task and then I fulfill your wishes for Christmas! Finally, all the past few years I have brought all the gifts just like this, this year it will be more exciting for all:*

*These are bold words, so here is your task.*

*The construction of the gingerbread houses is about creative design with the highest possible precision.*

*The same version of the ultimate gingerbread house is to be built in three different heavenly bakeries (Angel-church, St.Nicholas and Snowcity). In every heavenly bakery there are, of course, the same ingredients, which must be used completely for the construction of the gingerbread house.*

*The main challenge with this heavenly task is that the three versions should be exactly the same.*

*In addition, each heavenly bakery in self-government should produce the following accompanying product:*

*– A Christmas-like hymn to your own house, but it can also be a praise poem.*

*Essential for the task, however, is the same build of the houses. The Heavenly Bakeries are not allowed to visit each other, but there is a meeting room on Cloud 7, which is available only 5 times 3 minutes because of the expensive heavenly meeting time. The meeting time is then measured as soon as a person is on cloud 7, so a watch comparison and an exact time agreement is useful. From each group, a person can join a meeting, but each group member cannot attend a meeting more than once. No drafts can be brought into the room, nor can written notes or photos be made there.*

*After 75 minutes baking time the gingerbread houses on the cloud 7 are presented and compared.*

*I wish you every success and remain with Christmas greetings.*

*C16.*  
***Gordian knot – the mother knot***

Short cooperative exercise

**Time:**

20 minutes

**Entry number:**

10-30

84

**Equipment:**

None

**Preparation:**

None

**Goal/ priorities:**

None

**Process/ task:**

The group circle in a narrow circle. Now they take the hand of a person in front of them, so they are knotted together. If all are knotted, they should solve it without losing the contact of the others hand.

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

None

*C17.*  
***Knot in the rope***

Cooperative exercise

**Time:**

30 minutes

**Entry number:**

15 up to 30

**Equipment:**

Long rope

85 \_\_\_\_\_

**Preparation:**

None

**Goal/ priorities:**

None

**Process/ task:**

The whole group holds on the rope with a gap of 1 meter between each member. The trainer determines a point on the rope, where the group should make a knot in the rope. No one is allowed to release the rope or change his position on the rope.

**Modification options:**

Make a knot beforehand, which the group shall solve.

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

None

## *C18.* *Labyrinth*

Cooperative exercise

**Time:**

30 minutes

**Entry number:**

15 up to 30

86

**Equipment:**

Chalk, plastic tiles, blindfolds, red washable pen

**Preparation:**

Draw a labyrinth

**Goal/ priorities:**

None

**Process/ task:**

A playfield 10x10 parts, needs to be drawn with the chalk. The group get the task, to find the entry, they way and the exit. They need to try it which way is the right way. The trainer knows the way, it was predetermined. If some participants hit the wrong part he needs to go back to the start. The whole group needs to make their way.

**Modification options:**

1. To make it a bit more difficult, the field is spaced with tiles. The right field is marked with crepe tape. If a wrong field is hit, it is marked with a pen. If a pen marked tile is hit the participant get a blindfold.
2. It is also possible to let the group plan beforehand, and disallow talking while trying to get through the labyrinth.

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

None

## *C19.* *Lost*

Cooperative exercise

**Time:**

At least 45 minutes

**Entry number:**

10–30

**Equipment:**

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

87

**Preparation:**

Print the role distribution cards.

**Goal/ priorities:**

- Experience limitation
- Overcome problems of communication
- Accept and tolerate the different

**Process/ task:**

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

**Modification options:**

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

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

Watch out for handicaps and the distribution.

## Modificaton 1

You are blind!

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

You rhyme while talking.

You are singing instead of talking

You are only thinking of yourself

You want to help everyone

You are only allowed to walk backwards!

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

You cannot talk.

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You can only work with one arm.

You are a real gentleman.

You do not want to be touched

You are scared.

You are normal.

The moment someone talks to you, you cry.

You ask the whole time "Why?"

You only got one leg.

You want to hug everyone.

You are from the country "sdrawkcab" = "backwards", so you only understand words, the wrong direction

You cannot move your legs.

You cannot move your arms.

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

You are deaf.

You are only allowed to walk backwards!

You are shocked.

You only react, when pleased.

You want to help, but you cannot talk.

You only think of yourself.

You only walk when you get your ball back

You are not capable of moving

## Modification 2:

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

*C20.*  
***NASA exercise***

Cooperative exercise

**Time:**

60 minutes

**Entry number:**

15 – 30

90

**Equipment:**

Pencil and paper

**Preparation:**

Print the constructions

**Goal/ priorities:**

Be aware of a performance advantage of one group and making a decision for the whole of the groups.

**Process/ task:**

Round: individual decision

Every participant gets the following game instructions. It should be solved alone without help of others.  
Instructions Individual work:

You are members of a spacecraft crew, who should meet with her mother ship on the side of the moon lighted by the sun. Because of technical difficulties, your space ship had to land at a location about 300 km from the agreed meeting place. During your emergency landing much of the equipment on board has been destroyed. Your survival depends on whether or not you reach the mother ship on foot. In order to cope with this route, you can only take the most necessary. The list below shows 15 things that have remained undisturbed. Your task is to bring these objects into a ranking which expresses their importance for the 300 km march. Put the number 1 next to the most important object, the number 2 next to the second most important and the number 15 to the least important.

Individual decision (See Annex)

Round: group decision

The participants are split in groups of 6 and bring their individual list with them. They get some new instructions:

Instructions Group Decision:

This is an exercise for the realization of realistic decisions. Your group should decide unanimously. The rank of each of the 15 objects necessary for survival must therefore receive the consent of each group member. There will not be a uniform opinion on all points. But try to decide each point so that all members can at least partly agree. Here are some guidelines:

- I do not try to enforce my personal opinion, but to contribute with logical arguments to clarify and solve the problem.
- I only support such solutions, which I at least partly agree with, so do not simply change my opinion in order to achieve unanimity and avoid conflicts.
- We do not use “technical” tools to reach resolutions, ie, no majority voting, the average of the rankings established by the members, or exchange deals like “if you ..., then me ...”.
- Disagreements are seen as help rather than an obstacle to decision-making.

Group Decision (See Annex)

#### Round: evaluation, comparison

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Now the ranking list, which NASA experts have set up for the emergency, will be announced.

The participants determine the difference (whether upwards or downwards) to the NASA result for each entered number:

1. in their individual decision, and
2. in their group decision.

The missing points are added together. Now the individual results can be compared with the group results. For this purpose, the best is the highest number of missing points, the lowest number of missing points and the average of all individual results, or how many participants had fewer error points in their single solution than in the group result. As a rule, the error rate for the group result is lower than for the single solutions.

In the evaluation discussion, however, one should note not only the performance advantage of the group, but also think about it,

- how the group comes to this advantage (by listening and exchanging different points of view and information);
- Whether the joint decision was objectively or unsuitably discussed, whether individual group members tended to dominate (e.g. due to their status in the class / group), or not at all involved, etc.

The whole exercise takes about 3 hours. But it is also possible (in the school several times tried) in continuations.

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

None

<b>Individual decision</b>		
1 Box matches		1 Stars map (Moon Constellation)
1 can food concentrate		1 inflatable boat, inflatable with CO2 bottles
15 meters nylon rope		1 Magnetic compass
30 m <sup>2</sup> Parachute silk		22 litre water
1 Portable cooker		Signal cartridges (also illuminate in the airless room)
2 Pistoles, 7,65 mm		1 First aid kit with injection syringe
1 Can dry milk		1 Telecommunications, operated by solar cells
2 Oxygen tanks of 50 liters each		

<b>Group decision</b>		
1 Box matches		1 Stars map (Moon Constellation)
1 can food concentrate		1 inflatable boat, inflatable with CO2 bottles
15 meters nylon rope		1 Magnetic compass
30 m <sup>2</sup> Parachute silk		22 litre water
1 Portable cooker		Signal cartridges (also illuminate in the airless room)
2 Pistoles, 7,65 mm		1 First aid kit with injection syringe
1 Can dry milk		1 Telecommunications, operated by solar cells
2 Oxygen tanks of 50 liters each		

NASA		
15	1 Box matches	On the moon little or not at all to use
4	1 can food concentrate	Necessary daily flow
6	15 meters nylon rope	Useful for connecting injured persons and climbing
8	30 m <sup>2</sup> Parachute silk	Protection against solar radiation
13	1 Portable cooker	Useful only for a landing on the dark side of the moon
11	2 Pistoles, 7,65 mm	Could be used for the production of self-propelled units
12	1 Can dry milk	Food, drinkable when mixed with water
1	2 Oxygen tanks of 50 liters each	Fills respiratory system
3	1 Stars map (Moon Constellation)	One of the most important guides
9	1 inflatable boat, inflatable with CO2 bottles	CO2 bottles for self-propulsion over clefts
14	1 Magnetic compass	Probably no magnetic poles, therefore not usable
2	22 Liter water	Adds water loss (sweating, etc.)
10	Signal cartridges (also illuminate in the airless room)	Emergency call when in sight
7	1 First aid kit with injection syringe	Medicines can be valuable in emergencies
5	1 Telecommunications, operated by solar cells	Emergency call, possibly connection to the mother ship

C21.  
*Pencil game or the company*

Method to the topic of conflict or awareness/cooperation

**Time**

30 minutes

**Entry number:**

9 up to 21 , split in 3 groups

94

**Equipment:**

Paper and pencils, envelopes, chairs

**Preparation:**

Three envelopes are labeled with A, B and C, so each one has a different letter. In the first is a sharpener, the second includes 3 unsharpened pencils and the third got 15 unwritten papers.

**Goal / priorities:**

The participants undergo a prepared conflict and experience typical elements of a clash. The method is all about identifying conflicts and analyzing them.

**Process/ task:**

The participants are split in three groups, which are called A, B and C. In the Middle of the room are 3 chairs (if possible with a table) Every group sits on their own. The participants should have no equipment at the start. A Trainer tells the group the goal: "Every Group has the goal to label as many papers as possible with their group letter in the next 30 Minutes. More than one letter on a paper is not allowed. The equipment is split in the three envelopes, every group gets one envelope. The chairs in the middle serve as negotiation place, without negotiation the task is impossible to solve. Only one group member each is allowed to negotiate, it is allowed to talk to the group when you leave the chair; also changing the negotiator is allowed. It is not allowed to destroy any of the equipment."

The envelopes are handed out after the explanation. If anything has not been understood by the group the envelopes should clear the situation.

While negotiating some trading is discussed (e.g. 3 papers for a pencil) and probably done.

After opening the envelopes the groups most of the time already knows what the other groups got. But they do not know the quantity. Each group is most likely playing to win. In the process though one group (the one group who got the sharpener or the one with a bad trading strategy) falls by the wayside. If there is no agreement after 20 minutes, the trainer should stop and tell that the task was to label as many as possible not the most. The participants are shown that this was a prepared conflict, which should show how a conflict is turning out and what is typical for it. The situation can be evaluated through following aspects: e.g. what is the result? How was it achieved? Are there parallels to all day life?

**Difference for the topic of awareness:**

There is a time limit, where the three parties should reach an agreement. Four observers watching the scene. One Observer for every group, one for the trading table.

This cooperation tasks primary function is awareness.

The evaluation questions are:

How do i experience myself during the game?

- feelings
- happiness
- How did i take action?

How did i behave during the game – am i behaving the same in similar situations?

What do I experience, watching the others?

What would I call typical?

What was surprising to me?

The trading table observer now tells his results.

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

None

*C22.*  
***Raising hurdles***

Cooperative exercise

**Time:**

30 minutes

**Entry number:**

10-30

96

**Equipment:**

Ropes

**Preparation:**

Prepare „hurdles“

**Goal/ priorities:**

None

**Process/ task:**

Stretch ropes between trees in different heights.

One in height of malleolar,

One in height of knees,

And on in height of the hip.

The ropes need to be crossed by the whole group, while they need to stay in body contact with each other.

Safety first! Do not jump over the hurdles.

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

If the participants want to do a back arch, they should not stand in the middle of the back, only on the shoulders or hip. Do not let them jump from the others back, a hollow back is also not the way it's done right. The trainer is responsible for the participants and should watch for them the whole time and stop it if it's too dangerous.

*C23.*  
***Reaction chain***

Short cooperative exercise

**Time:**

15 minutes

**Entry number:**

15 up to 30

**Equipment:**

One chair per person, 4 x crepe tape, 4 scissors, 4 pencils  
Other equipment possible, one for each group + 1x for trainer

97 \_\_\_\_\_

**Preparation:**

None

**Goal/ priorities:**

None

**Process/ task:**

The group is split in 2, 3 or 4 small groups, which seat in a row of chair one behind the other. At the end and on the beginning of each row, are chairs with 3 identic objects (e.g. pen, crepe tape, scissors). The group's task is to think of symbols for each object and after planning time is over, the teamer shows on one object, only to the last of the row, whose task is it to show the symbol for the object to the next guy in the row. If the first can identify the object the row changes and one place is changed, this repeats until the old sequence is recovered. If the object is wrong, the other are allowed changing one time. It is not allowed to talk or look at the object.

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

None

***River crossing – Amazonas – river of chocolate – acid river – golden boots***

Cooperative exercise

**Times:**

30 minutes

**Entry number:**

10 up to 30

98

**Equipment:**

One lacquer film (30x30 cm) per person, carpet tiles, 2 ropes, barrier tape, blindfolds, depend on the version played

**Preparation:**

Build a „river“

**Goal/ priorities:**

None

**Process/ task:**

The participants need to cross a wild river; they only got some carped tiles once per person. They tiles do not sink, when a person touches it, or stands on it. When alone on the water, the tile is put away. The river should be 25-35m long; they can only get over the river by the tiles. The whole group needs to make it over the river.

The group will probably get, that they need to build a row of tiles. But if one is neither touched nor one stands on it, they lose one tile. It is possible to stand on the tile with 2 or 3 persons. This exercise needs decent skills and cooperation of the group.

The group is allowed to make a plan beforehand

**Modification options:**

Some unexpected incident might happen. Some people may be blinded by mosquitos or some will touch the water and lose body parts, e.g. leg and need to jump until the end.

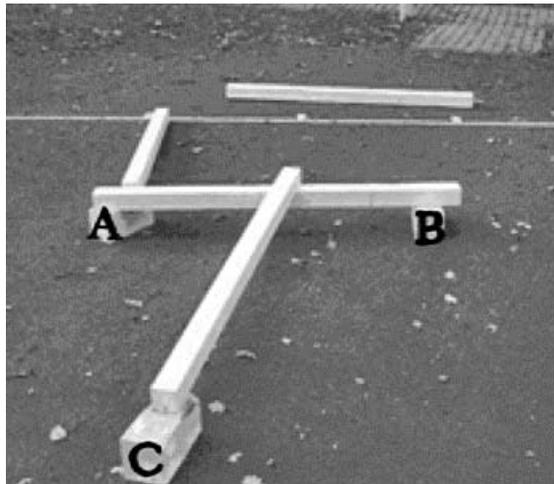
Golden boots:

equipment: golden boots

The group is in front of an imaginary canyon. It can be crossed with the golden boots. You can only wear them once per person, and you can only wear them on one way. You cannot throw the boots over the canyon. If all group members pass the canyon the exercise is done. The people need to give one a piggyback ride, one guy need to get even 2 two people on his back.

Acid river:

A river only 4 meters broad needs to be crossed. The group gets 4 timber logs. In the river the trainer puts 3 wooden blocks in a triangle (see picture), which can be used to put the timber on it but not allowed to be moved.



The first timber needs to be put from the riverside, to the first block, then one timber from A to B, the next across AB to C. The last needs to be put from C to the finishing riverside If someone loses the balance; he/she is blinded and needs to go back to the start.

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

None

*C25.*  
***Rod meditation / inch stick***

Cooperative exercise

**Time:**

At least 15 minutes

**Entry number:**

15-30

100

**Equipment:**

inch stick / broom stick

**Preparation:**

None

**Goal/ priorities:**

None

**Process/ task:**

The participants stand towards each other and calm down. The trainer holds the stick in height of the chest, now everyone needs to hold on to the stick with one finger, and the task is to put it on the floor as careful as possible. Every finger should hold contact for the whole time and when the bottom is reached, all should release it at the same time.

Modification options:

1. A difficult version is to do it blind and without talking.
2. Small groups of 6 each.

**Trick:**

If the fingers touch each other it's much easier.

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

None

C26.  
*Shepherd and sheep*

Cooperative exercise

**Time:**

At least 30 minutes

**Entry number:**

10 to 30

**Equipment:**

Long rope, one blindfold per person

101

**Preparation:**

Prepare a barn

**Goal/ priorities:**

None

**Process/ task:**

The rope builds a circle on the ground. It symbolizes a fold. The rope is open on one end, so the “fence” has an entry.

The trainer tells the participants:

“All participants are blinded, spread on the field; you are all sheep, who are blind caused by their age. One participant is not blinded, the shepherd, he will try to catch all of the sheep and put them into the barn. The shepherd is muted, and can’t move the sheep need to communicate through animal sounds and can only entry the barn through the fence.”

The participants do not know who the shepherd is, and they got 10 minutes to discuss their planes.

The group can decide whether they want to play against the time or not have time pressure. It is also possible to have some people, observers for the safety of the participants.

The evaluation should include aspects like: Collusion, cooperation, teamwork, trust.

If the group does not know each other yet, the shepherd may be allowed to talk.

Safety first!

Watch out for the ground and tell the people they will be blind for some time beforehand!

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

Blindness for some time

Lost orientation

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

C27.  
*Lake of silence, acid lake*

Cooperative exercise

**Time:**

30 minutes

**Entry number:**

Modification 1: at least 4

Modification 2: 20-30 participants

102

**Equipment:**

A rope for the borders of the lake

a pot, at least 30 cm diameter and 20 cm high, filled with water

2 old climbing ropes

**Modification: acid lake**

1 blindfold

1 long rope for borders

1 long climbing rope

1 treasure chest

**Preparation:**

Prepare the „lake“

Fill the pot with water

**Goal/ priorities:**

None

**Process/ task:**

Get the pot, with help of the ropes from the middle of the „acid lake“. No one is allowed to touch the lake, not even the ropes. The water is not allowed to spill. It is a silent sea, because the acid is highly poisoning. There is planning time, like 15 minutes before the task is done.

The solution is to hold both rope parallel and string them on to the site of the flower pot.

**Modification options:**

Acid lake:

Instead of the water pot there is a treasure chest in the middle of the lake. The task is the same. But the participants can lean over the lake by using the blindfold.

**Possible solution:**

Solution 1:

The group is split like a tug war team, and one guy needs to hang on the rope and tries to get the treasure chest, while being blind. The group may also be the moving part and the blind just needs to grab it.

Solution 2:

The rope may be tug to a tree and the others hold it strong, so one can get the chest.

Solution 3:

A net is spread over the lake and one volunteer may be moved by the group over it.

Solution 4:

A loop is created in the middle of the rope and the treasure chest may be tugged into the rope that way.  
A con is that the whole group is not involved anymore.

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

SAFETY First!

C28.  
*Space flight*

Cooperative exercise

**Time:**

45 minutes

**Entry number:**

24 + X Observer

104

**Equipment:**

Role description

**Preparation:**

Distribution of the roles

**Goal/ priorities:**

Decision making in big groups

Role-play (play a role you are not feeling comfortable with)

**Process/ task:**

Situation:

You are on board a spaceship on the way to a new solar system. The earth is destroyed. You are the only survivors. Suddenly, she realizes that the oxygen supply is defective. Only (20) of you can reach the next planet with earth-like atmosphere. For all (24) the oxygen on board is not sufficient. Within (35) minutes you have to decide what should happen. After the end of this time you must agree and have found a solution.

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

The trainer needs to watch, that the roles are exactly played.

## Roles

**H.istory:** You are famous for your wonderful stories that only you can tell. With that, you will inspire all people. Whoever has heard one of your stories will never want to miss it again.

**W. Atter:** You are a specialist in water supply. You can get your own deserts to life, and you can save energy through your dams.

**Dr. med. Healing:** You are a doctor for all areas of medicine. Through your special remedies, you are giving people a long time their youth and beauty.

**G. Cook:** You're a famous cook. You make birthdays and other parties a very special event. Because you know many secret recipes that put people in a pleasant and relaxed atmosphere, you are particularly coveted with your skills.

**B.Ulding:** You are an expert on the colonization of alien worlds and planets. Your imaginative buildings are known and famous throughout the universe.

**Dr. S. oul:** You are a particularly empathetic psychologist, and through your life counseling you enable people to understand themselves better and solve their personal problems.

**T. Kennedy:** You, the great prince of the famous president, are a respected and popular politician. Through your skill you can make people a peaceful cohabitation.

**Donna Juanna:** You are an expert in all areas of partnership and sexuality. You help people to live a fulfilled sexual life and teach them the sensual intercourse. Thanks to your help many partner relationships have been saved.

**Prof. O. Racle:** You are an expert for future questions and forecasts. Your pretensions almost always take place. Politicians in particular cannot do without your advice.

**S.O.ciety:** You are a kind of conscience of the community. As a professional journalist, you have already exposed many injustices. You have a critical look and do not take a sheet to your mouth.

**L. Magician:** With your wonderful music and your magical singing, you tempt the people. When they listen to you they forget their worries and needs. No one can imagine a celebration without your music.

**Prof. Dr. Dr. E. Stone:** You are the leading scientific head of humanity in the fields of physics, mathematics and philosophy. Your research aims to discover the key to the happiness of people. You almost found him.

**J. T. Kirk:** You are the pilot of the space ship and know you in space, like no other. Only you are able to ensure orientation in strange galaxies.

**B.Uilder:** You are an expert in furniture and interior design. Without your work, buildings are cold and uncomfortable. When you are in a new world, your work is indispensable.

**H. Safety:** You are a leading security expert. Through your conflict resolution strategies you could end many disputes. You can also provide protection through your backup concepts.

**C. A. Textile:** You're a gifted clothing expert. You can make clothes for each person, in which she feels most comfortable. Your clothing also provides protection against all unfavorable external influences.

**Flora Green:** You're an exceptionally good gardener. In the gardens you have built, you will be able to cultivate everything that is not missing in a healthy meal. In this way, you ensure the supply of vital vitamins and minerals.

**K. E.lectric:** You are an intergalactic communications technician. Only you are able to build a satellite and telephone system within a short time. You can ensure that the TV channels "Universe 1 – 430" are received in perfect quality.

**R. Pair:** You are a particularly pathetic and universal craftsman. You can find a solution for every technical problem. All depends on your support.

**Dr. Smart:** You are a recognized and educated educator. Through your friendly way, you can explain to your students the most difficult issues. In your lessons, the foundations for an educated society are laid.

**I. N. Calmness:** You are a true sorceress when it comes to resting people and put them in a deep, restful sleep. You make sure that people can forget their stress and work peacefully in a relaxed atmosphere.

**F. Ire:** You are the expert in fire and disaster protection. You could already prevent many accidents, because you often see sources of danger already in the progress.

**W. Way:** You are a specialist for disposal questions of all kinds. Only you can make sure that a region remains permanently habitable.

**B. Farmer:** You are a gifted farmer. You make sure that people are provided with all essentials. You breed cattle to ensure a balanced diet, which can only be guaranteed with animal products.

*C29.*  
***Spider web***

Cooperative exercise

**Time:**

30 minutes

**Entry number:**

15-30

**Equipment:**

An already finished spider web

or:

4 ropes and small ropes, and tent pegs

107

**Preparation:**

Build the spider web

**Goal/ priorities:**

None

**Process/ task:**

The spider web is tied between two trees and it gets different big holes. The task is to get along the spider web, without touching it. Holes may be used 2 times. If some participants are carried through it, watch for neck and head, also let the feet down first and the trainer should watch out the whole time. Don't jump through the web.

If the net is touched, the whole group or individuals need to go back.

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

Let them try beforehand while observing.

Even, stumble free ground

Attention. Not every participant may be able to do the task properly.(Weight)

Beforehand ask where the people want to be hold, when carried through.

*C30.*  
***Stand up together***

Short cooperative exercise

**Time:**

20 minutes

**Entry number:**

At least 10

108

**Equipment:**

None

**Preparation:**

None

**Goal/ priorities:**

This task mediates the individuals „Together we can make it. “

This strengthens the group.

**Process/ task:**

The participants sitting in pair of two on the bottom. The arms need to be hook into each other. Use pair of three when the group is uneven. The participants need to stand up, without losing the back contact. If the participants make it, they can try groups of four, eight and at the last point the whole group.

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

None

*C31.*  
*Stargate*

Cooperative exercise

**Time:**

15 minutes

**Entry number:**

15 up to 30

**Equipment:**

Hula-Hoop-Wheels

109

**Preparation:**

None

**Goal/ priorities:**

Solve a problem together

**Process/ talk:**

The participants stands in a circle, holding the others hands.

On one part the circle is broken; they are holding a hula hoop wheel instead of their hands. The group needs to get through this “stargate”, while holding hands and without touching the wheel. If the “stargate” is touched or the group breaks, they start again from the first one.

**Please keep in mind.../thing good to know:**

None

*C32.*  
***Stick travel***

Cooperative exercise

**Time:**

At least 15 minutes

**Entry number:**

5 up to 15

110

**Equipment:**

Sticks

**Preparation:**

None

**Goal/ priorities:**

Solve a problem together

**Process/ task:**

Every participant gets a stick and the group builds a circle. The stick stands in front of the participants, holding onto it with the right hand. The task is to go one position to the right, without letting the sticks fall to the floor. The task is finished when you get back to your own stick. No stick is allowed to neither touch the floor nor use some other body part than your right hand.

**Modification options:**

1. Clap in the hands between switching sticks and position.
2. Not the next but the second following needs to be taken over.
3. The trainer says which direction is the next to go to.

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

None

*C33.*  
***Tablecloth moving***

Cooperation exercise

**Time:**

At least 15 minutes

**Entry number:**

At least 4

**Equipment:**

A blanket (4x4m) with bigger than 16 use 2 blanket and let the team play against each other

Glass of water advanced version: glass with wine

Obstacles, when indoor

Start and finish

111

**Preparation:**

Build the parcours

Mark the start and finish point

**Goal/priorities:**

None

**Process/ task:**

The transport of the glass on the blanket without dropping it, and overcome the obstacles is the goal.

The transport is only allowed by using the corners, borders of the blanket.

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

Stumble free ground

*C34.*  
***Tennis sport – kraken***

Cooperative exercise

**Time:**

At least 30 minutes

**Entry number:**

8-15, works as well with 25

112

**Equipment:**

Tennis ball, blindfolds, thin strings, a ring

**Preparation:**

Pick the track

**Goal/ priorities:**

carry and let carry

**Process/ task:**

2 to 3 participant will not be blind, all others wear blindfolds.

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

**Modification options:**

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

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

Tell the participants they are blind for some time.

Exhausting task.

C35.  
*The great wobbling*

Cooperative exercise

**Time:**

30 minutes

**Entry number:**

15-30

**Equipment:**

One chair for each participant

113

**Preparation:**

Circle of chairs

**Goal/ priorities:**

None

**Process/ task:**

Every participant gets behind his chair, and then tilts the chair until it only stands on his back legs. The goal is to get around the circle, changing chair and position one at a time. If the participant is back at his old position the game is won. No chair is allowed to touch the bottom with his 4 feet. If it does happen, they game is starting at beginning position. At the beginning of the group is allowed to plan it. Only the right hand is allowed to use.

**Versions:**

If the group is very bad, it's possible to only go back 3 chairs.

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

None

*C36.*  
*Traffic chaos*

Cooperative exercise

**Time:**

At least 15 minutes

**Entry number:**

8-16

even count

114

**Equipment:**

Arrays to step on (drawn, marked)

**Preparation:**

Arrays to step on in a horseshoe form, participant's count +1

**Goal/ priorities:**

Solve a problem together / communication

**Process/ task:**

The group is split in two teams, which stands opposite. Every participant takes on array- only the middle array, between both teams is untaken. The participants look to this array. The teams change sides. No array can be taken 2 times.

**Rules:**

Only one person moves forward, to the free space, or overtake a person from the opposite team to get to the free array. Team mates shall not be overtaken nor go backwards.

The task is to talk, which order the individuals need to move, so every team changed site and the middle array is free again.

**Solution:**

L = left      R = right      F = Free

0.	L3	L2	L1	F	R1	R2	R3
1.	L3	L2	L1	R1	F	R2	R3
2.	L3	L2	F	R1	L1	R2	R3
3.	L3	F	L2	R1	L1	R2	R3
4.	L3	R1	L2	F	L1	R2	R3
5.	L3	R1	L2	R2	L1	F	R3
6.	L3	R1	L2	R2	L1	R3	F
7.	L3	R1	L2	R2	F	R3	L1
8.	L3	R1	F	R2	L2	R3	L1
9.	F	R1	L3	R2	L2	R3	L1
10.	R1	F	L3	R2	L2	R3	L1
11.	R1	R2	L3	F	L2	R3	L1
12.	R1	R2	L3	R3	L2	F	L1
13.	R1	R2	L3	R3	F	L2	L1
14.	R1	R2	F	R3	L3	L2	L1
15.	R1	R2	R3	F	L3	L2	L1

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

None

*C37.*  
***The trutzburg***

Booperative exercise  
(Behavior, teamwork, analyzing operation)

**Time:**

At least 45 minutes

**Entry number:**

5 per group + 1 or 2 observer per group

116

**Equipment:**

Role description

**Preparation:**

Role description

**Goal/ priorities:**

We want to study behavior in a group or society, while being in a desperate situation. Because of this purpose, we need some observers.

**Process/ task:**

5 participants are assigned middle-aged civic roles: mayor, doctor, nurse, guard and smith. They need to study their roles and are not allowed to tell the others their role.

Situation at the scenery:

A little city called Trutzburg, besieged by the Highburgers is accused of the killing of a merchant and claim the handing over of the guilty person within an hour. Everyone is involved in the death of the merchant in a different way, but no one wants to take over the responsibility.

The 5 involved roles discussing the role of the main responsibility and who is handed over as a guilty murderer. After the game an evaluation about the behavior of the group takes place. As another point the decision is evaluated as well.

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

The story should be known beforehand!

The introduction is a really important part!

### **The mayor**

The small poor medieval town of Trutzburg is disputed with the large and rich city of Highberg.

The mayor does not like the Highburger at all. One day, as he recounts the city council, the blacksmith comes running and says: "The merchant from Highberg just wanted to attack me. I have resisted and wounded him. Now he's out in the snow."

The mayor thinks: Serves him right! And because he does not like the Highburger, he remains behind his money and only says: "We will work it out!"

The blacksmith runs to the doctor, but the doctor does not want to go out. At most, when the wounded is brought in, he treats him. The blacksmith asks the nurse to take the merchant with him. But he says: "Only if the mayor tells me."

Then the blacksmith returns to the mayor and tells him everything. The mayor says: "Well, for my sake, let him clean it up."

They bring the merchant to the doctor, he unites his wounds, but at night the merchant dies. The doctor says: "He could not be saved. The cold killed him ready."

If the watchman had seen what was wrong, and had given us notice, I might have brought him through. The guardian says, "I have seen nothing of the incident."

A short time later, the soldiers from Hochberg came to the city. They are overpowered. They let the deliver a message: "in an hour, deliver us the culprit who killed the merchant, or else we burn down the whole city."

### **The doctor**

The small poor medieval town of Trutzburg is disputed with the large rich neighboring Highberg.

One day the blacksmith comes to the doctor and tells him: "Outside the city lies a merchant from Highberg wounded in the snow. Come out and help him! He wanted to attack me and I fought and wounded him." I was already at the mayor, but he did not want to do anything. The doctor thinks: "Serves him right! And says, "Why should help a Highburger?" I do not think so. Bring him in and then I may treat him.

The blacksmith runs to the nurse and asks him to take the merchant with him. But he says: "Only if the mayor orders."

The blacksmith runs to the mayor, who finally orders it, and so both the blacksmith and the nurse take the merchant a doctor.

The doctor sees that the merchant is dead-end, because he has been lying in the snow for so long. He connects his wounds, but he does not give him medicine, because he thinks: "Am I supposed to give my expensive medicine to this Highburger?"

At night the merchant dies. The doctor says to the others: "He could not be saved. The cold has killed him. If the guard had seen him at once, I could have helped him."

The guardian says, "I have seen nothing of the incident."

A short time later, the soldiers from Hochberg came to the city. They are overpowered. They let the deliver a message: in an hour, deliver us the culprit who killed the merchant, or else we burn down the whole city.

Shortly before the consultation, the guardian comes to the doctor and pays him a long due invoice.

### **The nurse**

The small poor medieval town of Trutzburg is disputed with the large rich neighboring Highberg.

The nurse has little desire to help a Highburger. That's why he says: "You do not have to get me anything. If the mayor tells me to do so, I might help him." Actually, he is often annoyed with the mayor who buys so much. But now he is quite right.

The smith says he was already at the mayor's office and at the doctor, and they did not want to do anything. But the nurse remains there.

The blacksmith runs away, and after a while he comes back and tells the Mayor would have ordered it now.

Then the nurse goes out with him, and they took the wounded man in.

The doctor connects his wounds. But at night the merchant dies. The doctor says:

"He could not be saved. The cold has killed him ready. If the watchman had seen what was wrong, and had given us the same notice, I might have helped him."

A short time later, the soldiers from Hochberg came to the city. They are overpowered. They let the deliver a message: in an hour, deliver us the culprit, who killed the merchant, or else we burn down the whole city.

### **The guardian**

The small poor medieval town of Trutzburg is disputed with the large rich neighboring Highberg.

The guardian is standing on the tower, watching the road that runs past the city. One day he sees the blacksmith of Trutzburg attacking a merchant who comes down the road from Hochberg. He does not report it in the city, because he thinks: "What did the Highburgers for me?"

Shortly thereafter the blacksmith came to him in the tower and gave him money, so that he should tell the other that he had seen nothing. The guard is right. He promises not to say anything.

The blacksmith goes on to the mayor and asks him to help the wounded man out in the snow. He puts the matter as if the merchant had attacked him, and in the fight he would then have wounded him. The mayor does nothing.

The blacksmith goes to the doctor. But the doctor does not want to go out. The smith now asks the nurse to bring him the wounded. But the nurse can only be obtained from the mayor. At last the mayor orders him to get the merchant back.

But it's already too late. At night the merchant dies. The doctor says, "If the watchman had seen that there was someone wounded in the snow, and I would have told him immediately, I could have saved him.

A short time later, the soldiers from Hochberg came to the city. They are overpowered. They let the deliver a message: in an hour, deliver us the culprit who killed the merchant, or else we burn down the whole city.

Shortly before the consultation, the guardian comes to the doctor and pays a long due invoice with the money the blacksmith has given him.

### **The smith**

The small poor medieval town of Trutzburg is disputed with the large rich neighboring Highberg.

The blacksmith of Trutzburg sees before the city one day a merchant from Highberg. He thinks: "I'll take his money off!" He falls over him, hits him and takes the money. But as he sees the merchant lying wounded in the snow, he gets it with fear and runs into the city to get help.

First, however, he goes to the guard on the tower. He watched the scene. The

Smith gives him half of the stolen money, so he will not tell anything. The guardian promises not to say anything.

The blacksmith runs to the mayor and says to him, "A merchant from Hochberg wanted to attack me. Now he's out in the snow. The mayor is just after the city treasury and says only: We will already get this. But he does nothing.

Then the blacksmith goes to the doctor and says, "Come out with me and help the wounded merchant! The doctor says: "What? To a Highburger I should go out? I do not think so. If you get him here, I'll treat him."

Then the blacksmith runs to the nurse and asks him, "Come with me, and help the merchant." The nurse says, "You have nothing to command me. If the mayor says I'll come along."

The blacksmith runs back to the mayor. He's still counting money. He says: "For my sake, help him in."

The blacksmith runs to the nurse, and both carry the merchant into the city. The doctor unites his wounds, but the merchant dies the same night. The doctor says: "He could not be saved. The cold has killed him already. If the watchman had seen what was wrong, and had given us the same notice, I might have saved him."

A short time later, the soldiers from Hochberg came to the city. They are overpowered. They let the deliver a message: in an hour, deliver us the culprit who killed the merchant, or else we burn down the whole city.

### **Observer and feedback evaluation sheet**

While the cooperative task is going on, you are the observers. You need to decide who you going to observer, everyone should get an observation

It is important to write down the behavior, so you give him a really detailed feedback.

Try to be as detailed and correct as possible and do not try to be too general. Being lump does not help the individuals; they want to discuss whether they are right or not. Concrete information is much better to gather.

**General observer sheet:**

<b>Watched role:</b>	<b>defends himself</b>	<b>shows own mistakes</b>
	factual	factual
	unfactual	unfactual
<b>other players:</b>	<b>attacks the other</b>	<b>helps the other</b>
1	factual	factual
	unfactual	unfactual
2	factual	factual
	unfactual	unfactual
3	factual	factual
	unfactual	unfactual
4	factual	factual
	unfactual	unfactual
<b>coalise with</b>	<b>racess the other</b>	<b>mediates</b>
1	1 vs. 2	1+ 2
2	1 vs. 3	1 +3
3	1 vs.4	1 +4
4	2 vs.3	2 +3
X	2 vs.4	2 +4
X	3 vs.4	3 +4

**Observer for the team strategy**

1. Were there a strategy or do they followed own interests?

2. Which roles appeared?

- the innocent
- the impatient
- the coalitionary
- the manager
- the is looking for ally
- who is self-minded
- the skeptics
- the nerve bundle
- the Social Welfare Officer
- the silence

- the restrained person
- the cautious strategist
- the smearer
- the strategist
- who gave the time

**Observer sheet for transactions**

- How was the communication egoistic?
- Which nonverbal signals were shown? How does the ">" affected it?
- Were there hidden transactions?
- Question to the observers? Where there egoistic transactions? How does the evaluation affected the people'?

*C38.*  
*Turn blanket / paper*

Cooperative exercise

**Time:**

At least 15 minutes

**Entry number:**

8-15

If the blanket is big enough it is possible to do it with 25

122

**Equipment:**

A blanket

**Preparation:**

None

**Goal/ priorities:**

None

**Process/ task:**

The group stands on the blanket. Now the group should turn it without leaving it. If a group member still leaves it, the task begins again.

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

None

## *C39.* *Uncooked eggs*

Cooperation exercise

**Time:**

60 minutes

**Entry number:**

15-30

**Equipment:**

Uncooked eggs (game instruction), drinking straw, paper A4,  
rope, balloons, crepe tape, game instruction

123

**Preparation:**

Get the equipment (eggs)

**Goal/ priorities:**

None

**Process/ task:**

The Group is split in to an even number of groups with 5-6 participants. Every small group gets the equipment according to the game description. With the equipment they build a tool to catch eggs.

After 45 minutes for development and construction the groups meet and the construction are tested. The group, where the eggs survive, wins.

**Modification options:**

Use rules according to attachment

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

None

### **The Great Egg Escape**

You are a product design team in a product packaging company.

You get a new order.

You should produce a packaging for chicken eggs.

The packaging should consist of drinking straw and crepe tape.

The egg should survive 2 meter free-fall.

The client wants to produce as cheap as possible.

Your Budget is € 40.000,-

The Costs are

1 drinking straw      € 2.500,-

1cm crepe tape      € 3.500,-

You also need to advertise your packaging.

You got 40 minutes to develop and create the packaging.

The production company with the best possible packaging wins.

### Rules:

The board of the company asks you to have a talk.  
Minus 3 Min.

An important telephone call with a customer!  
Minus 5 min.

You go in maternity leave.  
Minus 5 Min.

124 Your long-awaited lunch break is her.  
Minus 3 Min.

You hurt yourself at work and have to go to the doctor.  
Minus 5 Min.

The price for straws drops for the next 3 minutes to € 2300, -.

Due to delays, the price of drinking straws increases for the next 15 minutes to € 4000,-.

The price for an inch of tape increases for the next 10 minutes to € 5000,-.

An important phone call with a good friend.  
Minus 3 Min.

You have the permission of the main company to ask another group to cooperate with her and work together on a package.

The boss asks for a conversation.  
Minus 3 Min.

You go with customers to a business meeting.  
Minus 3 Min.

You have breakfast now.  
Minus 3 Min.

A customer wants to talk to you right now.  
Minus 3 Min.

A customer is dissatisfied and is on the phone.  
Minus 3 Min.

You have an important conversation with the company's board of directors.  
Minus 3 Min.

You must bring your car into the workshop during working hours.

Minus 3 Min.

At last it is there, the lunch break.

Minus 3 Min.

A colleague asks you for a conversation.

Minus 3 Min.

The Works Council asks you to talk.

Minus 3 Min.

You have an important customer phone number.

Minus 3 Min.

You have to pick up your company car from the workshop.

Minus 3 Min.

You had an accident.

Minus 3 Min.

You have an important private phone call.

Minus 3 Min.

### **The Great Egg Escape**

Hello!

You should build a packaging for an egg with at most 12 drinking straws, 125 cm tape, 1 paper DINA4, 50 cm rope and a balloon, so an egg falling 2 m survives the hit on the ground.

You got 45 minutes

Plan beforehand, then is easier!

Have Fun! ☺

*C40.*  
***Where is my work space?***

Cooperative exercise

**Time:**

30 minutes

**Entry number:**

10-28

Even count

126

**Equipment:**

Cards/ tiles, pencils, crepe tape

**Preparation:**

Cards/tiles need to be prepared with work spaces and distributed squared

**Goal/ priorities:**

Solve a problem together/ communication

**Process/ task:**

If the participants reach their work space, the task is finished

Cards/tiles need to be prepared with work spaces and distributed squared. On the tiles are different workspaces; on the cards are the fitting jobs.

All tiles are mixed and turned with the work space name to the bottom.

Every participant gets one job, and goes to one tile. 2-3 tiles are not taken.

**Rules:**

1. Only untaken tiles can be turned.
2. Only one tile is allowed to be shown.
3. One person, one tile
4. "Turns" are only horizontal, vertical possible, not diagonal.
5. One turn after another.

If all arrived at their work space, they task is done.

**Modification options:**

The more tiles are free, the easier the task gets.

Kitchen – cook

Kindergarten – educator

Garden – gardener

Forest – ranger

Hospital – doctor

Office – secretary

Executive chair – boss

Building site – brick layer  
Woodworking – joiner  
Studio -artist  
Business – seller  
Truck – truckers  
Taxi – taxi driver  
Laundry room – dish washer  
Bank – bank buyer  
Pastry shop – confectioner  
School -teachers  
Practice – Medical Assistance  
Roof – Roofers  
Chimney – chimney sweep  
Floor – tile  
Bathroom – gas and water installer  
Salon – Hairdresser  
Flower shop – Florist  
House – Caretaker  
Street – postman  
Space – Astronaut  
Aircraft -pilot  
Butchery – butcher  
Baker’s room – baker  
Disco -DJ  
Autowerkstatt – car mechanic  
Eyewear – Optician

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

None

## *C41.* *X and U*

Cooperative exercise

**Time:**

30 minutes

**Entry number:**

15 up to 30

128

**Equipment:**

1 chair per participant, copies

**Preparation:**

Copies

**Goal/ priorities:**

None

**Process/task:**

After a circle of chair is build, the participants are split in 4 equal groups.

1. One person of each group gets the a card with the task “build a X out of all the chairs available in the room”, the groups starts on their own, and will argue about the chairs as they don't know they all have the same task. If they don't get it, that they need to work together the instructor may help. If they get it, that all have the same task, they will build the X all together and the task is finished.
2. Now they get the task to do a “U” with chairs. They will find it out early that they have the same task and build the “U” faster than the “X”.
3. At the last turn, they all get different task, and they can only win together when they build on figure after the other.

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

None

Build a X out of all chairs available in the room you are in

Build a U out of all chairs available in the room you are in

Build a circle out of all chairs variable in the room you are in, the backrest should be in the circle

Build a smileys face out of all chairs available in the room you are in

Build a S out of all chairs available in the room you are in

Build a T out of all chairs available in the room you are in

**Evaluation:**

- How do you understand that all had the same task? How long did it take and why?
- How you achieved the second turn?
- How was turn 3 and why was it difficult? How and why did it take so long?
- Which aspects are relevant for the reality?
- What does this method achieve?

*C42.*  
***Blind caterpillar***

Cooperation exercise

**Time:**

Depends on the group

**Entry number:**

10 up to 30

**Equipment:**

One blindfold per person

129

**Preparation:**

Ensure the area

**Goal/ priorities:**

None

**Process/ tasks:**

The participants wear the blindfolds. The instructor let the participants gather outside the group room. Everyone should then stand isolated, but in hearing distance to the others. The goal is to get everyone back to the room. Beforehand the group has time to discuss and makes a strategy how to solve the challenge properly.

The best solution might be to come together and build a polonaise to go back to the room together. Beforehand the participants should give each member a number, so coordination is better

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

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

## 2. REFLECTION METHODS

### *R1.* *Matchstick reflexion*

Reflexion method

**Time:**

15 minutes

130

**Entry number:**

Mndifferent

**Equipment:**

Matchsticks + box

**Preparation:**

None

**Goal / priorities:**

Short evaluation, atmosphere

**Process/ task:**

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

**Modification options:**

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

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

None

*R2.*  
***5 Finger – reflexion***

Reflexion method by writing course evaluation

**Time:**

10 minutes

**Entry number:**

Small/big groups, individuals

**Equipment:**

Pen and paper

131

**Preparation:**

Paper

**Goal / priorities:**

Reflexion by writing

**Process/ task:**

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

Thumb: That was awesome.

Pointer: That's what i want more of.

Middle finger: That was not so good.

Ring finger: That is what i keep in mind.

Little Finger: That was too short.

Palm: evaluation of the trainer.

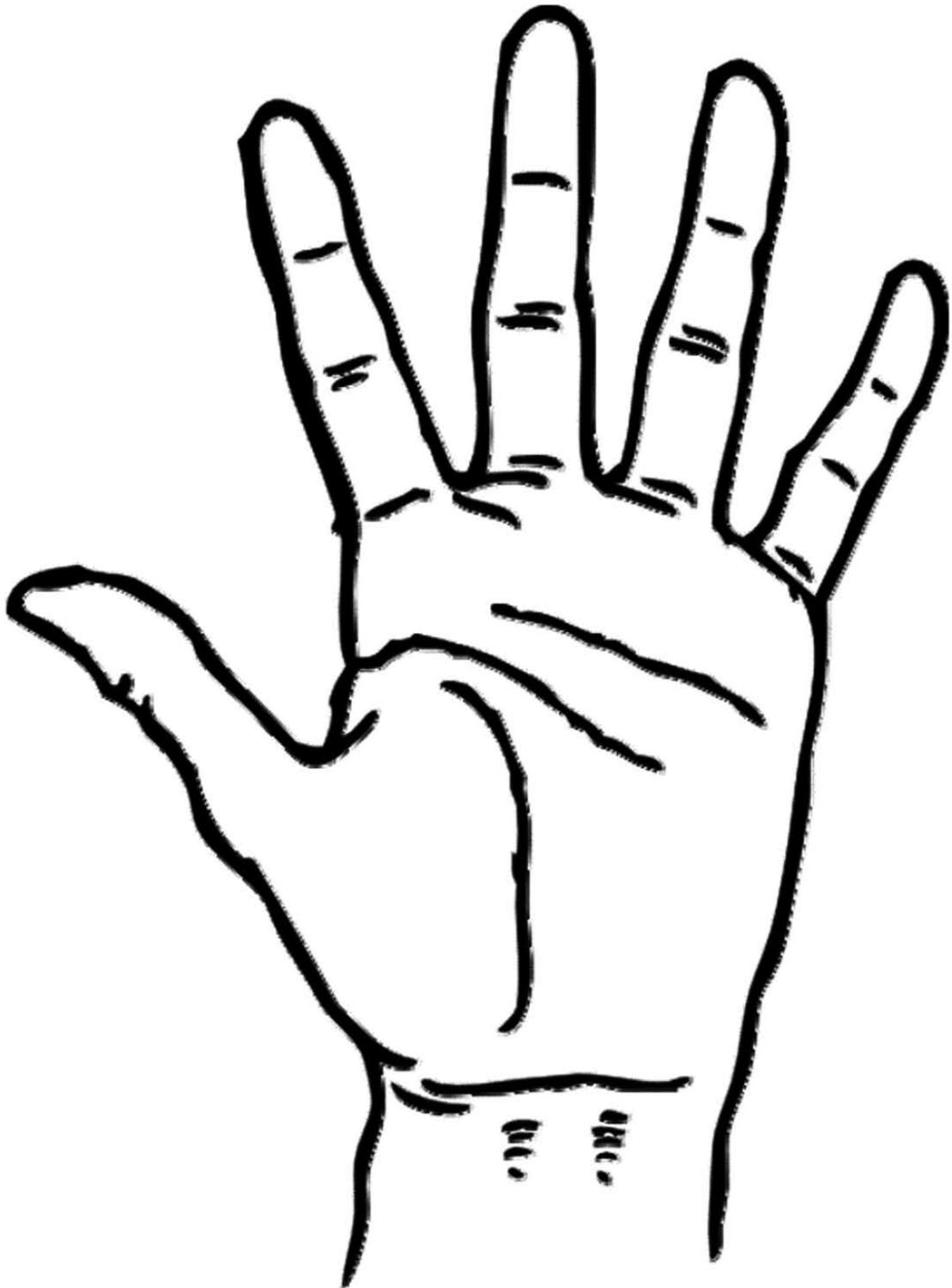
Possible without paper, having an evaluation circle.

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

None

5 -Finger Reflexion

Name:



*R3.*  
***Traffic light feedback***

Cooperation exercise/ reflexion method

**Time:**

15 minutes

**Entry number:**

Small/big groups

**Equipment:**

Yellow, red and green cards, questions

133

**Preparation:**

Cards, questions

**Goal/ priorities:**

Fast overview about atmosphere

**Process/ task:**

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

Possible statements:

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

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

None

*R4.*  
***Dice reflexion***

Reflexion method

**Time:**

30 minutes

**Entry number:**

Small group

134

**Equipment:**

Foam dice

**Preparation:**

Questions

**Goal/priorities:**

Reflexion/evaluation

**Process/ task**

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

e.g.:

1 = my own behaviour

2 = group

3 = content

4 = method

5 = highlights

6 = trainer/teamer/teacher

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

**Modification options:**

It is possible to go personal with the questions.

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

None

*R5.*  
***Gate and door***

Reflexion method

**Time:**

15 minutes

**Entry number:**

Indifferent, small groups

**Equipment:**

Pictures of doors and gates

135

**Preparation:**

Pictures of doors and gates

**Goal/ priorities:**

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

**Process/ task:**

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

**Modification options:**

Participants can make pictures of doors themselves between two seminars.

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

None

*R6.*  
*Thumb barometer*

Fast reflexion method

**Time:**

10 minutes

**Entry number:**

Small/big groups

136

**Equipment:**

None

**Preparation:**

Questions

**Goal/ priorities:**

Fast way to evaluate, very individual-

**Process/ task:**

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

Possible statements.

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

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

None

*R7.*  
***Post card reflexion***

Reflexion method

**Time:**

15 minutes

**Entry number:**

Indifferent, small groups

**Equipment:**

Post cards

137

**Preparation:**

Post cards, in the middle of the room

**Goal/ priorities:**

At the beginning of a Seminar, evaluation of the atmosphere

**Process/ task:**

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

**Modification options:**

Participants can collect post cards themselves between two seminars.

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

None

*R8.*  
***Sweets reflexion***

Reflexion method

**Time:**

15 minutes

**Entry number:**

Indifferent, small groups

138

**Equipment:**

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

**Preparation:**

Buy sweets, fill them in bowls, write signs

**Goal/ priorities:**

Reflexion or as a start in the seminar week

**Process/ task:**

The sweets in the bowls got some meaning:

black Licorice wheels → my role in the team/class

gummy bears → my colleagues

peanuts → brain twister/hard nut

chocolate → that was sweet

sour sweets → that is what i do not like

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

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

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

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

None

*R9.*  
***Start of record***

Reflexion method

**Time:**

15 minutes

**Entry number:**

10-12, works better in small groups

**Equipment:**

Paper, pencils, cue cards

139

**Preparation:**

Start of records on placates

**Goal/ priorities:**

Daily reflexion, cooperative reflexion

**Process/ task:**

3 steps of the reflexion: awareness, sensation, transfer

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

For example:

- "I caught attention on..."
- "I don't like..."
- "I will keep in mind..."

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

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

None

*R10.*  
***Circle time***

Reflexion method

**Time:**

15 minutes

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

**Entry number:**

4 up to 30

140

**Equipment:**

Chairs

**Preparation:**

Questions/statements

**Goal/ prioritites:**

Sophisticated, topical evaluation

**Process/ task:**

The participants sitting in a circle of chairs. The trainer calls bold statements, questions. The middle of the circle is the positive site; the outside is the negative site. The participants need to position themselves. Adding to that, after every question a participant out of each position can be asked to offer a statement, for his reasoning to choose its position.

It is also possible to choose two poles on the opposing ends of the room, four poles in the corners of the room. The circle offers sitting position, but at the same time should be big enough to position them.

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

None

## *R11.* *Stone reflexion*

Intensified reflexion method regarding one exercise

**Time:**

20 minutes

**Entry number:**

Small/big groups, at most 25

**Equipment**

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

141

**Preparation:**

Placates, pencils, items

**Goal/ priorities:**

Contact within the group

**Process/ task:**

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

For example:

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

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

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

None

*R12.*  
***Freeze image***

Reflexion method regarding an exercise / daily reflexion

**Time:**

10 minutes

**Entry number:**

Individuals, small/big groups

142

**Equipment:**

None

**Preparation:**

Some questions/statements

**Goal/ priorities:**

Short/fast overview about atmosphere

**Process/ task:**

All of the participants circle. The trainer reveals statements. If a participant likes the statements it should walk more towards the middle of the room. If the participant does not like the statement, it should walk away from the middle.

Possible statements.

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

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

None

*R13.*  
*Two different*

Reflexion method for small groups

**Time:**

20 minutes

**Entry number:**

Small groups, individuals

**Equipment:**

Placates with aspects

143

**Preparation:**

Placates, pencils

**Goal/ priorities:**

Interchange

**Process/ task:**

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

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

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

None

### 3. EXERCISES

## FOR PROMOTING PARTICIPATION SKILLS

#### *E1.* *My Future*

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

144

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Unemployment     | <input type="checkbox"/> Wisdom          | <input type="checkbox"/> Career         |
| <input type="checkbox"/> Hope             | <input type="checkbox"/> Health          | <input type="checkbox"/> Love           |
| <input type="checkbox"/> Profession       | <input type="checkbox"/> Peace           | <input type="checkbox"/> Working time   |
| <input type="checkbox"/> Death            | <input type="checkbox"/> Wealth          | <input type="checkbox"/> Happiness      |
| <input type="checkbox"/> Satisfaction     | <input type="checkbox"/> Friends         | <input type="checkbox"/> Growth         |
| <input type="checkbox"/> Children         | <input type="checkbox"/> Environment     | <input type="checkbox"/> Age            |
| <input type="checkbox"/> Self-realization | <input type="checkbox"/> Progress        | <input type="checkbox"/> Knowledge      |
| <input type="checkbox"/> Power            | <input type="checkbox"/> God             | <input type="checkbox"/> Apartment      |
| <input type="checkbox"/> Politics         | <input type="checkbox"/> Parents         | <input type="checkbox"/> Everyday life  |
| <input type="checkbox"/> Holidays         | <input type="checkbox"/> Sadness         | <input type="checkbox"/> Hunger         |
| <input type="checkbox"/> Nature           | <input type="checkbox"/> Routine         | <input type="checkbox"/> Morality       |
| <input type="checkbox"/> prosperity       | <input type="checkbox"/> Nutrition       | <input type="checkbox"/> Change         |
| <input type="checkbox"/> Believe          | <input type="checkbox"/> Standards       | <input type="checkbox"/> Forced         |
| <input type="checkbox"/> War              | <input type="checkbox"/> Education       | <input type="checkbox"/> Possession     |
| <input type="checkbox"/> Democracy        | <input type="checkbox"/> Freedom         | <input type="checkbox"/> Partnership    |
| <input type="checkbox"/> Dreams           | <input type="checkbox"/> Restlessness    | <input type="checkbox"/> Pension        |
| <input type="checkbox"/> Celebrity        | <input type="checkbox"/> Dropout         | <input type="checkbox"/> Justice        |
| <input type="checkbox"/> Learning         | <input type="checkbox"/> Popularity      | <input type="checkbox"/> Disappointment |
| <input type="checkbox"/> Retirement home  | <input type="checkbox"/> school          | <input type="checkbox"/> Revolution     |
| <input type="checkbox"/> Third world      | <input type="checkbox"/> Heart attack    | <input type="checkbox"/> Leisure time   |
| <input type="checkbox"/> Error            | <input type="checkbox"/> Accident        | <input type="checkbox"/> People         |
| <input type="checkbox"/> Lifestyle        | <input type="checkbox"/> Consumption     | <input type="checkbox"/> Computer       |
| <input type="checkbox"/> technology       | <input type="checkbox"/> Loneliness      | <input type="checkbox"/> History        |
| <input type="checkbox"/> Disease          | <input type="checkbox"/> Lifestyle       | <input type="checkbox"/> Relatives      |
| <input type="checkbox"/> Hate             | <input type="checkbox"/> Quality of life |   |
| <input type="checkbox"/> Fixed            | <input type="checkbox"/> pleasure        |   |
| <input type="checkbox"/> Impotence        | <input type="checkbox"/> Downfall        |   |
| <input type="checkbox"/> Sexuality        | <input type="checkbox"/> Alienation      |   |
| <input type="checkbox"/> Training         | <input type="checkbox"/> Time            |   |

*E2.*  
***Value activity***

Value exercise

**Time**

30 minutes

**Entry number:**

At least 6

**Equipment:**

Task cards, pen, blank placats

145

**Preparation:**

Copies

**Goal/ priorities:**

Getting started with the aspects of value

**Process/ task:**

Split in 2 groups

Task:

There are different terms that are related to the word or

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

Examples:

Explain: PRICE

without using the following 3 terms:

cheap

costs

shop

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

None

### *E3.* ***Value auction***

Dealing with values exercise

**Time:**

At least 60 minutes

**Entry number:**

In small groups, competitive

146

**Equipment:**

Money, coins

**Preparation:**

Auction hall

**Goal/ priorities:**

Dealing with values

**Process / task:**

There are 63 values for the auction.

Each group receives fictional 1000 euros or fictitious money (coins) for the value auction.

Each group discusses (individual group consultations) how much they want to give per value.

How much is a value worth? What is the breakdown and strategy? There are many values on the auction market! What values do we want to have? Discussions are done beforehand

Each group then chooses an auctioneer. Now starts the auction.

At 10 Euros / coins begins the auction.

10, 20, 30, 40, 50

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

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

**Evaluation:**

Questions can be:

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

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

None

Values and their prices

VALUES	
Recognition	
Job	
Car	
Convenience	
Drugs	
Marriage	
Honesty	
Family	
Fantasy	
Flexibility	
Freedom	
Leisure	
Friends	
Friendliness	
Peace	
Security	
Obedience	
Money	
Justice	
Health	
Faith	
Good behavior	
Harmony	
Homeland	
Supply shaft	
Hope	
Humor	
Intelligence	
Career	
Creativity	
Power	
Love	

VALUES	
Luxury	
Power	
Freedom of speech	
Courage	
Order	
Obligatory consciousness	
Punctuality	
Wealth	
Religion	
Respect	
Thoughtfulness	
Beauty	
Nostalgia	
Sexuality	
Safety	
Fun	
Sportiness	
Teamwork	
Tolerance	
Tradition	
Loyalty	
Abundance	
Environmental protection	
Vacation	
Responsibility	
Trust	
Wisdom	
Prosperity	
Apartment	
Satisfaction	
Reliability	

#### *E4.* ***Political planning games***

Political planning games are a good way to inform people about participation and to activate them yourself. However, these political planning games are connected with time in the preparation but also in the execution. As a coach you should make a good schedule. Participants must have enough time to prepare themselves for their roles in the planning game. And also in the implementation it is very hindering if the actually “gained” political process has to be broken for reasons of time.

In these political planning games, political bodies are usually simulated in a particular political decision. The City Council, the European Parliament and the UN General Assembly can be simulated. The participants take part in the roles of the political actors and can thus experience the complex dimensions of political actions. It is precisely the scope of decisions that can be made so clear. Thus, a small decision as an extreme example can lead to a nation’s demise. The aim of political planning games is to make the political process transparent to the participants and thus to gain an understanding of the actions of political actors. At the same time, these planning games show that a democracy lives by participating.

Planning games are also very time-consuming to develop. Therefore one should consider well whether one develops as a coach a own political plan game. It is easier to get involved in already developed game plans, or even to search for trainers, who have specialized in the execution of planning games.

An example of a provider of planning games, which also provides templates for political planning games, is the CIVIC Institute in Düsseldorf. On the website there are templates for different political planning games in different languages. The CIVIC Institute can be found at the following Internet address: <http://www.civic-institute.eu/>.

## 4. DIVERSITY TRAINING

### *D1. Airport role game*

Intercultural competence exercise

**Time:**

At least 45 minutes

149

**Entry number:**

8-50

**Equipment:**

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

**Preparation:**

None

**Goal/ priorities:**

Learn to deal with foreigner, strangeness, xenophobia

**Process/ task:**

The group is divided into 2 groups (collectors and visitors) and each gets its own room for the preparation.

Each group gets a note with the respective role description. As an instruction, the groups get only the task to learn the behavior of the respective culture. It is helpful if the groups are already in the preparation to learn of learning about other cultures.

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

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

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

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

**Role of the collector**

You came to the airport to welcome your guests from a foreign country in a friendly way and to accompany them to the hotel.

It is customary for you to move constantly in the public with your right hand on the shoulder of your neighbors. Kindness expresses it with a broad, constant smile and it is considered extremely rude not to look at the opposite

After a detailed greeting, they want to accompany their foreign guests into the hotel. Remember, however, that they are at the airport, a public place and their guests can only leave with you together. Your guests also have to form a chain by placing their right hand on the neighbor's shoulder.

If your guests do not close your "chain", you should prevent them from leaving the airport.

### **Role of the visitor**

You have just arrived in a foreign country at the airport and only know that you will be picked up there and taken to a hotel.

In the public, you always keep a distance of about one meter away from each other and avoid any eye contact in order not to disturb the privacy of your conversation partner.

Furthermore, it is impolite to ask anything.

Since you have a long and strenuous flight behind you and are tired, you want to be taken to your hotel immediately after a short greeting.

You know very little about the habits in the host country and should find them out quickly. But remember, you cannot ask questions and want to go to your hotel quickly.

*D2.*  
***In need of groups***

Exercise to the aspect of exclusion

**Time:**

At least 15 minutes

**Entry number:**

Indifferent

**Equipment:**

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

151

**Preparation:**

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

**Goal/ priorities:**

Shows that humans are always in search of something equal

**Process/ task:**

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

Evaluation:

- On what criteria were the groups formed?
- Why are the button/pins/stickers used as an orientation system? (Or were not used?)
- Were people not included in the group because their symbol did not fit into the group?

Showing the human characteristics (commonalities) used to form groups

To show how easily people can use unimportant similarities to exclude individuals / groups

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

None

### *D3.* *The chosen*

Exercise on the aspects of exclusion

**Time:**

At least 35 minutes

**Entry number:**

At least 8

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**Equipment:**

Flipchart

**Preparation:**

None

**Goal/ priorities:**

Show that humans are always in search of something equal

**Process/ task:**

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

**Evaluation:**

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

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

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

*D4.*  
***Handians and european – first contact***

Simulation

**Time:**

At least 60 minutes

**Entry number:**

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

**Equipment**

Instruction advice, scissor, ruler, marker, brush, colors, templates for group 1  
Colored wax crayon, colored chalk, Finger colors for group 2  
Newspaper, magazines will be cuted  
Paper and A3 placats

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**Preparation:**

- Group distribution and exact time frame
- 2 or 3 rooms with enough tables and chairs to work on
- Different rooms for the groups in phase 1
- Equipment
- Instruction copies spreaded
- If a the simulation is filmed, test camera and settings
- Test it.

**Goal/ priorities:**

- Learn to deal with foreigner, strangeness, xenophobia
- Sensibilisation of participants for intercultural meeting points (different cultures and culture specific communication)
  - Empathy training
  - Training of ambiguity tolerance
  - Training of role distance

**Process/ task:**

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

Phase 3: The reflection and discussion phase, in which the simulation is evaluated together. This last phase requires a particularly thorough preparation on the part of the trainers (see evaluation, appendix, link list ...).

### **Evaluation:**

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

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#### 1. culture

- The extent and rules of body contact are very different from one another (contact cultures such as Handians, Arabs, Latin Americans, Southern Europeans, etc.)
- Culture manifests itself in ways of thinking (for example aesthetic perception) and
- Methods of work (→ Handian: appreciation of hands as tools, rejecting tools)

#### 2. communication

- Communication is not only verbal, but also non-verbal (mimic, gesture ...), paraverbal (intonation, volume ...) and extra verbal (communication environment)
- Communication is culture-specific (here, for example, the importance of hands in communication)
- Language use conveys self-cultural standards (here, for example, only positive statements to avoid conflicts)
- Successful communication requires a common “code” between sender and receiver

#### 3. interculturality

- When different cultures meet, communication and collaboration may be disrupted. Finding a common understanding level (code) can be achieved through empathy and meta communication
- Empathy means empathy with regard to alien thinking and trade.
- Metacommunication means the talking about communication, e.g. “How do you mean that?”
- Expectations about other cultures often do not correspond to those found
- Situation. The resulting disorientation and frustration require a high degree of ambiguity tolerance and flexibility
- Ambiguity tolerance is the ability to withstand a contradictory situation
- Flexibility is the readiness to learn new things or to adapt to unfamiliar situations
- In the case of successful intercultural communication and cooperation, if a compromise leads to the convergence of the cultures, then “something new”, a synergy effect and enrichment for both sides is created.

### **Please note! Worth knowing:**

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

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

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

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### **Instruction Sheet Group 1**

#### **Who you are:**

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

#### **What you are planning:**

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

#### **Working instructions:**

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

#### **Responsibilities:**

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

### **Instruction Sheet Group 2**

#### **Who you are:**

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

#### **What you are planning:**

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

**As you welcome:**

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

**How you communicate:**

When you are talking to each other or with others, you always touch your conversation partners with your hands, no matter where (arm, shoulder, head), and thus affirms what has been said. Since you are very harmonious and conflict-prone, you basically make only positive / affirmative statements. Words like NO, NO, NOT are taboo. In order to express a negative answer, you agree with what has been said, but withdraw your hands and put them on your lips and revert the meaning of what has been said.

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**How you work:**

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

**Responsibilities:**

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

### Instruction Sheets Group 3

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

**What you do:**

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

## **Analysis sheet of the observer group**

### Phase 1:

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

### Phase 2:

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

$$D5.$$
$$3 \times 3 = 10!?$$

Conflict communication and tolerance

**Time:**

At least 45 minutes

**Entry number:**

Indifferent

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**Equipment:**

Cards to show the solution visible

**Preparation:**

None

**Goal/ priorities:**

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

**Process/ task:**

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

After the discussion, the selected participant explains the decision of the participants.

The subsequent evaluation is about the process how the group has agreed on a solution.

**Please note! Important:**

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

**Responsibilities:**

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

**Question:**

Is now...

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

**Solution:**

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

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

