

Written by: Ádám Nagy phd.- Ágnes Antal- Mónika Holczer

Edited by: Ádám Nagy phd.

Reviewed by: Árpád Kárpáti

Corrected by: Livia Böröcz, Brigitta Molnár

Published by: ISZT Alapítvány, ExcenterKutatóközpont (ISZT Foundation, Excenter Research Center)

Promoter: Gábor Dombóvári

Translated by: Kitti Varga



Co-funded by the Erasmus+ Programme of the European Union

ISBN: 978-963-12-1511-3

The example collection was made on behalf of the Hungarian Kulturális Életért Közhasznú Egyesület- Mustárház, in the framework of the European Union's Capacity building project titled Non-formal examples, a Bridge between Europe and Asia.

Table of Contents

I. NON-FORMAL METHODS, TECHNIQUES

- A. Get-to-know each other, team building techniques. 13
- B. Trust development techniques 77
- C. Time fill techniques. 101
- D. Communication methods 149
- E. Analytical methods 167
- F. Problem solving / development methods 191
- G. Conflict-detection and treatment methods 227
- H. Design methods. 243

II. SITUATIONS

- A. Individual cases 261
- B. Group cases. 269
- C. In events. 281
- D. In the club 287
- E. In the camp. 293
- F. Possibilities of non-directive assistance 313

Epilogue 327

Literature 329



he present methodological collection is demonstrating such non-formal, technical tools (technics, methods and situations) that can provide support during the youth work; they can be called for help in specific situations. It is more than a game collection to the extent that its aim is not only searched in itself but, beyond the game experience, the purpose of each element is development. Therefore, thematic games, especially the “full-length” ones, and individual development methods fall outside of our framework (in respect of situations there is no such requirement).

The group techniques and methods are classified into the following categories:

- A. Get to know techniques;
- B. Trust development techniques;
- C. Time fill techniques;
- D. Communication methods;
- E. Analytical methods;
- F. Problem solving / development methods;
- G. Conflict resolution methods;
- H. Design methods.

We are trying to introduce more from all of the devices.

The *get-to-know techniques* are primarily for forming acquaintance between the members of a group who are (mostly) unfamiliar to each other. It is important to raise the group’s attention to the fact that the events happening within a group must remain within it, as well as what is heard from each other should not be qualified. The aim of *trust development techniques* is the strengthening of the relationship between the group members who already know each other. They often involve high physical contact so they require caution and attention. The *time fill techniques* primarily serve the purpose of making the waiting time to be more memorable in a situation that requires time, and that the members not to get bored.

The *communication methods* are listing those techniques that can be applied in an information transfer situation. The *analytical methods* are primarily devices taking into account resources with the aim of organization development and project implementation. *Problem-solving / development methods* are map-

ping those decision-support tools that exploit the resources of a group in order to achieve a particular goal.

The essence of *conflict-resolution methods* is the dissolving of a disagreement (or latent conflict) within the group.

The task of *design methods* is future-construction, as well as the compilation of the related tasks.

We tried to collect the description of all methods and techniques into a unified structure, which includes the following:

1. The situation (in which the particular device is the most commonly used);
2. The aim of the device;
3. The description and process of the device;
4. Recommended group size;
5. Ideal location;
6. Time required;
7. Device requirements;
8. Evaluation and criteria (if necessary)
9. Improved skills and key competences
10. Specialties (limits, age limits, not-recommended elements/potential extremities, dangers-pitfalls, advice-lessons learned)

In the second half of the book, we are trying to collect such situations and their proposed solutions in respect of which a youth problem in question can be thought through in the following areas:

- A. Individual cases;
- B. Group cases;
- C. In events;
- D. In the club;
- E. In the camp;
- F. Non-directive assistance.

Under a group, we mean the ensemble of 3-15 people. Under a club-occupation, we mean the regular intercourse of a group with developing and entertaining purposes, when the group is carrying out an activity for a common goal.

Under an event, we mean a service offered to a greater number of community. Under a camp, we mean an intensive event with developing and entertaining purposes; taking place in a well-defined location and lasting for several days.

In mixed situations (event vs. group) it is primarily worth searching for the suggestions referring to the group.

Since in a situation there is not necessarily only one right solution possible (but in any case more incorrect), we tried to present the direction of the route(s) leading towards solution as well as the approaches must be avoided in any case.

For those who are interested in more details in the offer of the variety of methods, we recommend the tool search of SALTO (Support, Advanced Learning and Training Opportunities) database, giving service in the European youth field and containing around 1000 items: www.salto-youth.net/tools/toolbox/search (in English).

The present work is the practical additional book of the volume titled Ifjúságügy (Youth) (Nagy-Bodor-Domokos-Schád, 2014); we hope that it is the worthy tally of the theoretical approach of that volume.

Adventure time!

The authors and editors



I. NON-FORMAL METHODS AND TECHNIQUES

A.

Get-to-know each other, team
building techniques

1. Zsipp-zsupp

a) The situation:

We recommend the “Zsipp-zsupp” method at the beginning phase of getting to know each other; to learn names and to “break the ice”.

b) The aim:

After the method, the obstacles caused by the new environment and unknown peers are dissolved; they memorize the names and the initial, hard conditions are dissolved as well.

c) Description, process:

We sit in a circle, and there is one less chair than there are players. Everyone asks for the names of their 2 neighbours. If the referee is standing in the middle of the circle, pointing to somebody and says “zsipp”, the person has to tell immediately the name of his/her neighbour sitting on the right. If s/he says “zsupp”, the person has to tell immediately the name of his/her neighbour sitting on the left. If s/he says “zsipp-zsupp”, everyone changes place with somebody and the game starts again. Those who make a mistake, do not know the name of the neighbour or thinking too much about it, stand on the place of the referee.

d) Recommended group size:

10-20 people.

e) Ideal location:

Closed space, but in can be implemented outdoors.

f) Time required:

10-15 minutes.

g) Tool requirements:

Chairs.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- - Social and civic skills;
- - Learning skills;
- - Rapid situation assessment and response capability;
- - Memory skills;
- - Concentration, attention.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game can be played in different versions: not just the first names but last names are also needed to be known; or they have to tell, where the neighbour lives, where s/he studies/works, and we can even expand the range of knowledge: what the neighbours' favourite colour, food, etc. is.

The game is good if it is spinning rapidly.

2. Hitting the head

a) The situation:

We recommend the “Hitting the head” method at the beginning phase of getting to know each other, to learn names and to “break the ice”.

b) The aim:

After the method, the obstacles caused by the new environment and unknown peers are dissolved; they memorize the names and the initial, hard conditions are dissolved as well.

c) Description, process:

The group forms a circle so that there is one less chair than there are players. The player standing in the middle has a rolled up newspaper in his hand. In the circle, someone says a name, hither, the person in the middle has to hit with the newspaper gently the head of the name’s owner. He can avoid the hit by saying a different name quickly, who will be the new destination for the person standing in the middle. Anyone who was late for telling the name and was hit in the head or anyone who is telling a name that does not exist in the group has to change place with the person standing in the middle. When changing a place, the person who was hitting the last has the right to say a name first. (In case we are playing the game by sitting, the person in the middle has to say a name before sitting; otherwise s/he can be hit in the head and then placed in the centre of the circle again.).

d) Recommended group size:

10-20 people.

e) Ideal location:

Closed space, but in can be implemented outdoors.

f) Time required:

10-15 minutes.

g) Tool requirements:

1 newspaper, chairs.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Social and civic skills;
- Learning skills;
- Rapid situation assessment and response capability;
- Concentration skills;
- Memory skills

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

At the beginning of the game, it should be pointed out that hitting by the newspaper can be unpleasant so it is worth asking the group if they are also willing to play keeping this in mind. It must be said to them to hit gently the other's head; take care of each other's physical safety. The game can also be played in a way that each participant chooses an animal or plant name, and then they have to say these names instead of their own names to avoid hitting the head. This version is more difficult, because they have to keep in mind the names the others gave to themselves.

The game is good if spinning rapidly.

3. Rapid date

a) The situation:

We recommend the "Rapid date" (at the beginning of group sessions) as ice-breaker but it can also be used in the middle of certain tasks "after more serious blocks, with the purpose of dissolving".

b) The aim:

The aim of the method is that the participants get to know each other more; talk about/listen to guided topics that otherwise would not be concerned (positive feedback from each other, plans, events, forming opinions).

c) Description, process:

The participants form two circles, an inner and an outer circle; each participant will have a pair. One rapid date lasts for 4 minutes. One half of the pair is constantly talking about a specific topic for 2 minutes, while the other half of the pair is listening; after they exchange. After the 4-minute date there is exchange of pairs (e.g. those standing in the outer circle step one to the right). The topic of the rapid date is provided by the referee in each round and s/he indicates the end of the game (by watch, shouting), as well. It is possible to request the opinions about a certain problem or situation in the framework of a rapid date; in this case it is favoured if the non-moving circle is taking notes.

d) Recommended group size:

8-20 people.

e) Ideal location:

Closed space, but in can be implemented outdoors.

f) Time required:

20-45 minutes.

g) Tool requirements:

Pen, paper, chairs, water (in larger groups due to the long-term speech it is required).

h) Evaluation and criteria:

After the rapid dates, it is worth discussing the impressions in a large circle. We recommend the following questions:

- How difficult was it to listen, to pay attention to?
- How difficult was it to talk continuously for 2 minutes?

- Did you manage to comply with the rules?
- What new information did you learn?
- Who did you get to know (you already know half of the team!)?

i) Improved skills and key competences:

- Native communication;
- Learning to learn;
- Interpersonal and civic competences;
- Debate culture;
- Concentration,attention;
- Acceptance of otherness;
- Presentation skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The topics of the rapid dates should not be very personal. Try to choose topics everyone is happy to speak about freely. Experience has shown that there is always a participant who cannot observe the rules, e.g. s/he forgets that s/he is only the listener in the given round. Never interrupt the rapid dates. If we realize irregularities, raise the issue in the evaluation round. As the number of participants increase, the game time can be significantly longer as well. It is possible to play by sitting at tables.

4. I introduce myself!

a) The situation:

This game can be played at the beginning of the group session, instead of the usual introductory round.

b) The aim:

After the method, the obstacles caused by the new environment and unknown peers are dissolved; they memorize the names and the initial, hard conditions are dissolved as well.

c) Description, process:

We form pairs in the group. Couple members introduce themselves. We can give guided questions; they definitely have to say about themselves. (e.g. Where did you come from? What is your hobby? etc.). The couples are responsible for memorizing as much information as they can about each other. After the couple introduction, the group forms a large circle and the couples introduce each other in the middle of the circle. One member of the pair is talking about the other member of the pair in 1SG (first person singular). Who is being introduced, is sitting on a chair and listening carefully; the pair is standing behind, telling the introduction by placing his/her hands on the shoulder of his/her pair.

d) Recommended group size:

8-20 people.

e) Ideal location:

Closed space, but in can be implemented outdoors.

f) Time required:

- The couples introduce themselves to each other: 4-5 minutes;
- The couples introduce each other in large circle: 30-40 minutes.

g) Tool requirements:

Chairs.

h) Evaluation and criteria:

At evaluation, we recommend to ask the following questions:

- How did you feel when they were talking about you?
- How difficult was to be in the other person's shoes?
- What was the most interesting information for you?
- Note, which information was told about you. Do you think, too, that those were the most important?

i) Improved skills and key competences:

- Adaptability.
- Native communication;
- Acceptance of otherness;
- Assertiveness;
- Interpersonal and civic competences;
- Initiative and entrepreneurial skills;
- Memory skills;
- Information gathering and filtering capabilities;
- Active listening;
- Concentration, attention;
- Self-knowledge;
- Self-criticism;
- Presentation skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Introducing ourselves often causes stage fright; in front of a large group it can be frustrating to introduce ourselves; this game could help to dissolve this since we can open more easily in front of one person than in front of a whole group. It can help our self-knowledge, since our pair is talking about us as holding a mirror.

5. Ball chain

a) The situation:

We recommend the “Ball chain” method at the beginning phase of getting to know each other, to learn names and to “break the ice”.

b) The aim:

After the “Ball chain” game, the obstacles caused by the new environment and unknown peers are dissolved; they memorize the names and the initial, hard conditions are dissolved as well.

c) Description, process:

The players are sitting or standing in a circle and everyone tells his/her name. Once this is done, the participants throw a ball to each other by the following rule: the person who throws the ball says the name of the person to whom s/he throws it. We repeat this round a few times to remember the names.

d) Recommended group size:

10-30 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

10-15 minutes.

g) Tool requirements:

1 small (rubber) ball.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Social and civic skills;
- Learning skills;
- Concentration skills;
- Memory skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game can be upgraded so that the players say their own names and the name of the person from whom they got the ball; several rounds can be played (the order is the same!), and we can play it backwards by reversing the order of the ball's progress.

6. Tear as much as you need!

a) The situation:

This game can be played at the beginning of the group session, replacing the introductory round.

b) The aim:

Getting to know each other; sharing interesting information.

c) Description, process:

The members of the group form a large circle. We start a roll of toilet paper in the round and the task of the participants is to tear off as much piece of paper as they need. After the roll reaches around, everyone has to share as much information about themselves as many pieces of paper they tore (e.g. if Áron tore 3 pieces, he has to share 3 pieces of information. 1. I am 16 years old. ; 2. My favourite football team is Real Madrid.; 3. I do skateboarding.).

All participants decide themselves what information to share about themselves.

d) Recommended group size:

6-20 people.

e) Ideal location:

Closed space, but in can be implemented outdoors.

f) Time required:

15-30 minutes.

g) Tool requirements:

1 roll of toilet paper (depending on the number of participants, we may need more rolls).

h) Evaluation and criteria:

This element does not need to be evaluated, but if we still want to discuss it with the group, we recommend the following questions:

- What was the most interesting information for you?
- What was the most useful?
- What new have you learned about the others?

i) Improved skills and key competences:

- Active listening;
- Initiative and entrepreneurship;
- Selection capability;
- Assertiveness;
- Native communication;
- Interpersonal and civic competences;
- Presentation skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

We can also play the game in a way that the participants have to tell as many sentences about themselves as many pieces of paper they tore. During the game, it is also important that the information told should not be classified. Ask the group members for this, too. If extreme information appears in the group, process it in the evaluation round together. It is not recommended to determine directed questions and criteria; however, if it is raised as a question by somebody, we can mention examples for information sharing. It is recommended to draw the attention of the participants that all information said have to be about themselves.

7. Stand in a queue!

a) The situation:

We recommend this method at the beginning phase of getting to know each other; to learn names and to “break the ice”.

b) The aim:

After the exercise, the obstacles caused by the new environment and unknown peers are dissolved; they memorize the names and the initial, hard conditions are dissolved as well.

c) Description, process:

We ask the group to stand on the chairs. If this is done, the task for the participants is to stand in alphabetical order according to their names, respecting the following rules: the game takes place in silence; only pointing is allowed (gaping is also forbidden!); on a chair maximum 2 people can stay at the same time (a total of 4 feet).

d) Recommended group size:

10-25 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

5-10 minutes.

g) Tool requirements:

Chairs.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Meta-communication;
- Social and civic skills;
- Concentration skills;
- Memory skills;
- Confidence building;
- Willingness to use alternative means of communication;
- Acceptance of each other.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

At the beginning of the game it has to be told that easy physical movement is necessary as well as to take care of themselves and each other's physical safety. The method, of course, is not feasible in an environment where there are disabled or visually impaired participants, or only by modifying the rules.

8. My own coat of arms

a) The situation:

The method of coat of arms production is worth applying in the second/last third of getting to know each other when a fundamental bond of trust is formed among the group members.

b) The aim:

The aim of the method is that the participants get to know each other; learn curiosities, even certain life events about each other and to share more personal and confidential information about themselves.

c) Description, process:

Each participant is given a sheet of paper, which is completely empty. The task is to prepare a coat of arms on the paper, which is typical of them, their own coat of arms. When finished, the group members present them to each other.

d) Recommended group size:

10-20 people.

e) Ideal location:

Closed space.

f) Time required:

5-10 minutes for preparing the coat of arms.

20-30 minutes for presentation and discussion.

g) Tool requirements:

A/4 papers, coloured pencils or felt-tip pens, pens, glue, paint, coloured papers (other creative supplies).

h) Evaluation and criteria:

In the introduction round, we recommend the following questions:

- Why did you choose this coat of arms and what does it mean for you?
- Is the life event connected to the illustration?

For closing the game:

- Did you get to know new information about the others?
- Were there any surprising information in connection with the coat of arms?

i) Improved skills and key competences:

- Native communication;
- Social and civic skills;
- Initiative and entrepreneurship;
- Visual skills;
- Creativity;
- Manual dexterity;
- Confidence building;
- Development of expression;
- Presentation skills;
- Assertiveness;
- Acceptance of others.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

During the game, it is important that the information told should not be classified. Ask the group members for this, too. If extreme information appears in the group, process it in the evaluation round together. It is not recommended to determine directed questions and criteria for the production of the coat of arms; however, if it is raised as a question by somebody, we can mention examples for the display of the coat of arms.

It is recommended to draw the attention of the participants that all information said have to be about themselves.

The method can be used on the occasion of self-knowledge training as well.

9. "I-poem"

a) The situation:

The completion of "I-poem" is worth applying in the second/last third of getting to know each other when a fundamental bond of trust is formed among the group members.

b) The aim:

The aim of the method is that the participants get to know each other; learn curiosities about each other using associative elements and ideas.

c) Description, process:

We give each participant a pre-printed poem format which should be completed appropriately in accordance with the instructions of the text. After the poem is completed, everyone reads his/her work.

The text of the poem

I

I am (two traits that fit you)

I wonder (something that arouses your interest)

I hear (imaginary sound)

I see (imaginary sight)

I am (repeat the first line).

I act as (something that you pretend now)

I feel (a sensation created about a notion)

I touch (an imaginary touch)

I worry (about something bothers you a lot)

I cry (about something makes you miserable a lot)

I am (repeat the first line).

I understand (something you know to be true)

I say (something in which you believe)

I dream (something you dream about now)

I try (something for which you make efforts)

I hope (something you hope)

I am (repeat the first line).

d) Recommended group size:

15-20 people.

e) Ideal location:

Closed space.

f) Time required:

10-15 minutes for completing the poem.

20-30 minutes for reading out the poems and discussing them.

g) Tool requirements:

The text of the “I-poem” pre-printed in copies adequate to the number of group members, pens.

h) Evaluation and criteria:

At evaluation, we recommend to ask the following questions:

- Was it difficult to complete/write the poem?
- What caused difficulty during the completion?

i) Improved skills and key competences:

- Native language (oral and written) communication;
- Social and civic skills;
- Confidence building;
- Development of expression;
- Presentation skills;
- Assertiveness;
- Creativity;
- A sense of humour;
- Acceptance of others;
- Associative capabilities.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

During the game, it is important that the information told should not be classified. Ask the group members for this, too. If extreme information appears in the group, process it in the evaluation round together.

It is recommended to draw the attention of the participants that all information said have to be about themselves.

The method can be used on the occasion of self-knowledge training as well.

10. Add a movement!

a) The situation:

We recommend the “Add a movement!” method at the beginning of getting to know each other, replacing the introductory round.

b) The aim:

After the “Add a movement!” method, the obstacles caused by the new environment and unknown peers are dissolved; they memorize the names and the initial, hard conditions are dissolved as well.

c) Description, process:

The members of the group stand in a circle. The referee starts the round: s/he shows a movement and says his/her name; the next person repeats the movement and name then says his/her own name and shows his/her own movement, the next one repeats the previous two names and movements, then adds his/her own name and movement and so on.

d) Recommended group size:

15-20 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-20 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Expression;
- Creativity;
- Rapid problem solving skills;
- Acceptance of each other;
- Memory development;
- Concentration, attention;
- Social and civic skills;
- Movement coordination.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

If there is a group member who may have difficulty in repeating and imitating others, s/he could get help from the one that s/he cannot repeat in a way that the person repeats the name and movement again. This is necessary for the person not to feel bad or unsuccessful.

In case the participants are “rebellious” when reaching the end of the round that the first person had the easiest task, we recommend the referee to repeat the whole round as well as to ask 1-2 participants to do the same.

The method, of course, is not feasible in an environment where there are disabled or visually impaired participants, or only by modifying the rules.

11. Alliterative name

a) The situation:

We recommend this game in the introductory round.

b) The aim:

That the group members get to know each other better and remember each other's names.

c) Description, process:

Let's make a circle. The referee starts the round: s/he says his/her first name and a trait/ adjective starting with the same letter as his/her name and is most typical of him/her, e.g. Funny Fred. The next person repeats the previous person's name and trait and says his/her own. And so forth, until the round comes to its end.

Recommended group size:

8-20 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

20-40 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

This game does not need to be evaluated, but if we still want to discuss it with the group, we recommend the following questions:

- Could you remember everyone's name?
- What characteristics do the group members have? Why these characteristics can be good during a group work?

i) Improved skills and key competences:

- Native communication;
- Interpersonal and civic competences;
- Memory development;
- Concentration, attention;
- Creativity;
- A sense of humor;
- Assertiveness;
- Initiative and entrepreneurship.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

If there is a group member who may have difficulty in repeating and imitating others, s/he could get help from the one that s/he cannot repeat in a way that the person repeats the name and trait/adjective again. This is necessary for the person not to feel bad or unsuccessful.

During the introductory round, allow enough time for everyone to find the right characteristic they would like to share. Do not urge the participants! Never qualify the characteristic chosen and raise the attention of the participants to this. Be patient during the game!

In case the participants are “rebellious” when reaching the end of the round that the first person had the easiest task, we recommend the referee to repeat the whole round as well as to ask 1-2 participants to do the same.

12. Write a word and draw!

a) The situation:

The "Write a word and draw!" method can be applied at the beginning of getting to know each other, replacing the introductory round.

b) The aim:

After the method, the obstacles caused by the new environment and unknown peers are dissolved; they memorize the names and the initial, hard conditions are dissolved as well.

c) Description, process:

Each member of the group receives a slip of paper on which they have to write a word with free association, then we collect these folded and put them into a hat (or bag, box, etc.). From the collected slips of paper, everyone draws one and has to introduce himself/herself in a way that the word chosen has to be present in each of his/her sentence.

d) Recommended group size:

15-25 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

1-2 minutes for writing the word and for collecting them.

15-20 minutes for introduction (1-2 minutes / person).

g) Tool requirements:

Slip of paper, pens, hat (or a bag, box, etc.)

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Expression;
- Creativity;
- A sense of humor;
- Rapid problem solving skills;
- Acceptance of each other;
- Memory development;

- Social and civic skills;
- Initiative and entrepreneurship

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Do not urge the participants but tell them how much time they have for verbal introduction! Never qualify what was said by the group members and raise the attention of the participants to this! Be patient during the game!

13. Crossword

a) The situation:

We recommend this game in the phase of getting to know each other when a certain degree of trust is formed among the group members. For instance, during the second or third meetings.

b) The aim:

Learning the names; more personal introduction; getting to know each other.

c) Description, process:

Each participant cuts/tears one by one the letters of their first names from a newspaper. If the participant is called Eva, she has to cut the letters E, V and A. (the letters have to be torn, a cutting device cannot be used and if someone is ready with his/her own letters, can help the others.) The participants put their names on the ground as a crossword while explaining why they were given these names, what kind of relationship they have with their names. If the participant does not know it, s/he can tell whether s/he likes this name or not and why?

e.g. Eva places her letters horizontally while explaining that her grandmother was called Eva as well that is why she was given this name. The next participant will be a person in his/her name there are the letters E, V or A. e.g. Andrew. Andrew can place the letters of his name vertically; Eva's letter "A" will be Andrew's first letter. Andrew will place his letter "A" upon Eva's letter "A". During the game, the group's crossword is constantly emerging, while everyone shares information about their names and about themselves.

d) Recommended group size:

5-15 people.

e) Ideal location:

Closed (relatively larger) space.

f) Time required:

20-40 minutes.

g) Tool requirements:

Newspapers, magazines, other usable sheets.

h) Evaluation and criteria:

This game does not need to be evaluated. If we make feedback, we definitely have to formulate positive statements. e.g.

- How interesting...
- Creative solution ...
- This is the crossword of the group. How diverse we are...
- Everyone is an individual ...
- Everyone has a different story ...
- We are connected...
- Memory skills;
- Cooperation.

i) Improved skills and key competences:

- Native communication;
- Interpersonal and civic competences;
- Initiative and entrepreneurship;
- Creativity;
- Assertiveness;
- Self-knowledge;
- Memory skills;
- Cooperation;
- Presentation skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

During the game, it is important to patiently listen to everyone; call the attention of the group participants to this as well. Do not qualify! Always strive to make feedback in a positive way, even in a few sentences after each name story told. It is also a self-knowledge game; that is why you have to be prepared for unexpected situations, sensitive stories and emotional outbursts that must be handled. (e.g. I don't know why I was given this name; I hate my name; this was also my father's name but he died...). In this case, we have to leave enough time for discussing and solving such a situation once there, to let people learn from it.

14. Objects

a) The situation:

This game is recommended to groups who have worked together. Classes, communities, clubs, project teams, municipal youth governments, associations, etc.

b) The aim:

The aim of the game is to determine the role in the team. Formation of the group photo, outline cooperation, emphasizing individual skills, self-reflections.

c) Description, process:

All participants have to find an object that represents him/her in the group. S/he has to draw it on a paper. Then s/he has to explain it in front of the group, why s/he has chosen that object. e.g. Titi- whisk. I chose the whisk, because I like to inspire the team, to bring life to the team. The animator places all the drawings on the wall, on a common interface. After everyone told their chosen object, the trainer summarizes what was heard. S/he explains why certain elements/roles are important in a group; why it is good that everyone has different roles and how this diversity promotes teamwork.

d) Recommended group size:

6-20 people.

e) Ideal location:

Closed space.

f) Time required:

20-60 minutes.

g) Tool requirements:

Sheets, coloured pencils and felt pens, free wall surface / board / flipchart paper, glue.

h) Evaluation and criteria:

One of the most important parts of the method is the evaluation. During the evaluation, always provide positive feedback, even one by one, to what was told. Strengthen the group role of participants chosen by them. All elements, objects form an added value to group work. In addition to individual feedback, it is very important to reflect the overall picture of the structure of the group, as well as to emphasize the role of individuals in the group. Strive for

formulating positive things for the future and to strengthen the functioning of the group.

i) Improved skills and key competences:

- Native communication;
- Interpersonal and civic competences;
- Creativity;
- A sense of humour;
- Assertiveness;
- Presentation skills;
- Initiative and entrepreneurship;
- Self-knowledge;
- Acceptance of others;
- Belonging together, cooperation.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

During the game, it is important to patiently listen to everyone; call the attention of the group participants to this as well. Do not qualify! Always strive to make feedback in a positive way, even in a few sentences after each object told. We recommend this game from the age of 14. It is possible that during individual work the trainer's help will be needed because there will be somebody who cannot figure out an object, cannot identify with it. Therefore, the trainer should be aware of the individual work in case of each participant and, if necessary, help motivating the person.

15. My favourite tale figure

a) The situation:

We recommend this game in the phase of getting to know each other when a certain degree of trust is formed among the group members. For instance, during the second or third meetings.

b) The aim:

The aim of the game is to get to know each other better; associating with tale figures, remember each other's names easier.

c) Description, process:

During the introductory round, everyone tells his/her name, how to address him/her, which is his/her favourite tale figure and why. Or what kind of tale figure would s/he be and why? e.g. I am Anne and I have chosen Winnie-the-Pooh because I consider myself to be a good friend and I am helpful. It is important to concretize, what we mean by tale figure.

d) Recommended group size:

8-20 people.

e) Ideal location:

Closed space, but in can be implemented outdoors.

f) Time required:

15-40 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

This task does not need to be evaluated. However, if we want, in a few sentences we can summarize, what kind of tale figures make up this group, and what kind of qualities and skills we possess, thereby strengthening the group skills.

If necessary, talk about the role models, about positive and negative properties.

i) Improved skills and key competences:

- Native communication;
- Interpersonal and civic competences;
- Creativity;
- Self-knowledge;
- Assertiveness;
- Initiative and entrepreneurship;
- Concentration and attention;
- Acceptance of others;
- Adaptability.

j) Specialítások (korlátok, korosztályi határok, nem javasolt elemek/ esetleges extrémítások, veszélyek-buktatók, tanácsok-tanulságok):

It may occur that somebody chooses a negative tale figure, an evil figure with whom s/he identifies. The older ones may choose a character of a fantasy film (e.g. Vili, the wild lion because he always defeats the weaker one; I want to be Darth Vader because I want to rule the Earth). In this case, we have to discuss the good and bad role models, why they are important, which one teaches what and how? It is very important for the trainer to deal with it, devote enough time to it! In older age groups, it can be a conscious self-knowledge game, to which you should prepare for due to the above.

16. Football pool

a) The situation:

We recommend this game to groups, where the group members are already familiar with each other (they work together since long time) but they would like to know more about each other. For instance, during the second or third meetings.

b) The aim:

Beyond getting to know each other, the aim of the game is to share less known, interesting information about each other.

c) Description, process:

Each participant writes 3 statements about himself/herself. From the statements, two must be true and one must be false; we provide 3 minutes to this. Each participant reads out his/her statements, and the others have to cross on football pool sheet prepared for this purpose whether they consider the statement said to be true or false.

IGAZ-HAMIS

NAME	STATEMENTS	TRUE	FALSE
Matthew			
Esther			
Marta			

The number of lines can be extended freely!

d) Recommended group size:

8-30 people.

e) Ideal location:

Closed space, but in can be implemented outdoors.

f) Time required:

20-60 minutes.

g) Tool requirements:

Pre-prepared football pool coupon (Name, Statement 1, Statement 2, Statement 3, Number of hits with columns- can be prepared by yourself), paper, pen.

h) Evaluation and criteria:

This game does not need to be evaluated. If we still would like to summarize, we might ask the following questions:

- Who had the most right hits?
- Which was the most interesting information?
- Who was the trickiest?
- What new information did you learn?
- How do you know that the information is false? (e.g. ∴ revealing body language, mimics, etc.?)

i) Improved skills and key competences:

- Native communication;
- Interpersonal and civic competences;
- Initiative and entrepreneurship;
- Creativity;
- Observation capability;
- Assertiveness;
- Presentation skills;
- Self-knowledge;
- Acceptance of others.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

We recommend this game above the age of 12. Ask the participants not to qualify what was said. Everyone has to have an independent decision as where to put the X; do not discuss it with the one sitting next to him/her. The game requires discipline and active attention.

17. Let's start at the same time!

a) The situation:

This trust building exercise is recommended in the middle stage of team building, when the participants already know each other on a certain level and they have a basic level of trust between them.

b) The aim:

The aim of the method is to develop the mutual confidence of the members of the group, to improve cooperation and listening to each other and group cohesion.

c) Description, process:

Form pairs and stand next to each other. We cannot touch each other. The task is that without any external sign, start off simultaneously. It's important not to look at the other's leg during the task. If the start off was successful, make a few steps then stop again. When it is going well, more and more people can play.

d) Recommended group size:

10-25 people.

e) Ideal location:

Closed, relatively spacious space, but it can be implemented outdoors.

f) Time required:

10-20 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

It is necessary to hold an evaluation round, because the aim of the game is trust development and to encourage cooperation but there is no verbal communication during the game. Therefore, we recommend asking the following:

- How did you feel?
- How did you succeed in starting at the same time? Who guided you in the process?
- Did it cause any difficulties to pay attention to others, to be in silence?
- What did you learn during the game, what was instructive for you?

i) Improved skills and key competences:

- Initiative and entrepreneurship;
- Social and civic skills;
- Meta-communication;
- Concentration skills;
- Confidence building;
- Increased attention;
- Movement coordination.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

In case of disabled and visually impaired participants the exercise cannot be applied or rule changes are necessary.

The practice can be used to improve cooperation.

18. Sailor knot

a) The situation:

We recommend the game for both team building and as a time filling exercise.

b) The aim:

The aim of the game is that the group members be attuned to each other, solve a task together thus strengthen the solidarity and cooperation.

c) Description, process:

We form a circle, and take each other's hands. A player is standing outside the circle, with back to the others. Our task is that, by getting through under each other's hands, stepping over it and getting coiled as much as we can, create a more complicated knot while not breaking the continuity of the hands and not letting each other's hands go. After this, the player standing with back has to unravel the knot. The player can be sent out of the room as well.

The game has several versions:

- *Version 1:* the participants are standing in a circle and stretching forward their hands. They close their eyes and start towards the middle of the circle and take someone's hand. If every hand has a pair, the players can open their eyes and unravel themselves together so that not to break the chain;
- *Version 2:* the participants form a very tight circle in a way that their right shoulders face the centre of the circle. They raise their hands up and begin to lean towards the centre of the circle while taking somebody's hand. If every hand has a pair, the players can unravel themselves in this case also working together.

d) Recommended group size:

8-30 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-20 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Paying attention to each other;
- Assertiveness;
- Rapid problem solving skills;
- Concentration skills;
- Scene recognition capability.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game involves increased physical contacts, this should be highlighted.

19. Common seat

a) The situation:

We recommend the method of common seat at the end of team building, as a prelude or deduction of a larger element. But in any case, when the group members already know each other.

b) The aim:

The game is designed for attenuating to each other, listening to each other and strengthening trust between the group members.

c) Description, process:

We form a very tight circle in a way that our right shoulders face the centre of the circle and we touch the ones standing in front of and behind us. We grasp each other's waist. Everyone bends their knees until they are sitting safely on the knees of the one behind them. If this is going, the stunts can come: we release each other's waist and start to make steps.

d) Recommended group size:

10-15 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

10-15 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Cooperation, listening to others;
- Trust building;
- Movement coordination.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game involves increased physical contacts, this should be highlighted. It is possible, that there will be those who want to back out of themselves from the game because physically it causes them difficulties to implement. In this case, they may be involved in driving the game. (eg. counting that how many steps the group can take, how much they move forward, etc.).

Take care of each other's physical safety!

20. Leaning broom

a) The situation:

We recommend the method of “Leaning broom” for getting to know each other and for team building.

b) The aim:

After the method, the obstacles caused by the new environment and unknown peers are dissolved; the participants get to know each other.

c) Description, process:

We sit in a circle so that there is one less chair than the number of players (or we sit on the floor).

- *Levente (e.g.)*

Levente has to jump up and catch the leaning broom. If he managed to catch it, he can sit back to his seat and the previous player has to go back to the middle of the circle. However, if he cannot catch the broom before falling to the ground, then he has to set up a broom in the middle of the circle.

d) Recommended group size:

5-25 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-20 minutes.

g) Tool requirements:

Broom.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Entrepreneurship;
- Quick responsiveness;
- Memory skills;
- Concentration and attention;
- Initiative.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

We can play the game in a way that instead of names we are using numbers.
The task can be made more difficult by using the names and numbers.

21. Inaugural game

a) The situation:

We recommend the method of “Inaugural game” for team building and for developing cooperation.

b) The aim:

By the end of the inaugural game, group cohesion is strengthening, they experience the benefits of cooperation and that together and paying attention to each other it is easier to solve the task.

c) Description, process:

We need as many chairs to the game as many people are playing. We place the chairs criss-cross in the room. The referee is standing, the others are sitting on their chairs and they leave one chair free. The referee is walking between the chairs towards the empty chair in a defined tempo and the others’ task is to prevent him/her from sitting down in a way that only one player can stand up and sit down to another place at the same time. If more people are standing up at the same time, the game starts again from the beginning. If the referee sits down, the game is over, or even somebody else can underrate the task.

d) Recommended group size:

10-20 people.

e) Ideal location:

It can be implemented in a closed space but outdoors as well.

f) Time required:

15-25 minutes.

g) Tool requirements:

Chairs.

h) Evaluation and criteria:

We recommend the following questions for evaluation:

- How did you feel?
- Did you have any strategies and how successful was it?
- How could you work together?
- Was there a leader during the game who you listened to?

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Rapid response capability;
- Rapid problem solving skills;
- Cooperation skills;
- Social and civic skills;
- Strategydevelopment skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The method can also be used in a way that the group receives 1-2 minutes for strategy development.

22. Rhythmic clap

a) The situation:

We recommend the method of “Rhythmic clap” for both team building and time filling exercise.

b) The aim:

The aim of the method is to dissolve the initial barriers between the members of the group and to be attuned to each other.

c) Description, process:

During the game, we are sitting in a circle and clapping rhythmically. Someone starts the series of numbers from one to the rhythm of the clap; the next player is two, and so on. The rule is that in those numbers involving 7 or can be divided by 7, you must remain silent. Anyone who spoils it falls out.

Rhythm: ti-ti, tá.

- Ti-ti: on our thighs or on the table
- Tá: clap

We say the number by the clap.

Version: Instead of numbers, we can say names, thus the method can be used for learning the names as well.

d) Recommended group size:

10-25 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

20-25 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Memory skills;
- Math skills (if we are working with numbers);
- Initiative and entrepreneurship;
- Social and civic competences;
- Paying attention to each other;
- Divided attention;
- Concentration skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The method can be used as a time filling game as well.

23. Changeover

a) The situation:

We recommend the game for both team building and time filling exercise.

b) The aim:

The aim of the method is to dissolve the initial barriers between the members of the group, be attuned to each other as well as to develop the cooperation and trust between the group members.

c) Description, process:

We sit in a circle so that there is one less chair than the number of players. Everyone gets a number. We blindfold somebody and rotate him/her in the middle of the circle so that s/he loses the directions. The blindfolded person says two numbers, and the owners of the numbers have to switch place inside the circle. The task of the blindfolded peer is to catch somebody. If the owners of the numbers arrived at their new places, the player standing in the middle of the circle has to say another numbers, however, if s/he touches somebody, they have to switch place and everyone should sit to another place. We rotate again the one standing in the middle, and the game starts again from the beginning. During the changeover, you mustn't arouse disturbing, distracting sounds!

A helycsere közben tilos zavaró, figyelemelterelő hangokat kelteni!

d) Recommended group size:

8-20 people.

e) Ideal location:

It can be implemented in a closed space but outdoors as well.

f) Time required:

20-25 minutes.

g) Tool requirements:

Shawl, chairs.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Paying attention to each other;
- Concentration skills;
- Rapid response capability;
- Confidence.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

During the game, take care of ourselves and of each other's physical safety.

24. Grab a skewer

a) The situation:

We recommend the exercise for team building, community development and cooperation development.

b) The aim:

The aim of the method is to strengthen the cooperation and attention between the group members. In addition, the task can assess the team roles as well.

c) Description, process:

We put the skewers on the ground, roughly at the same distance from each other. Select a field where the team has to pass by. We can touch the end of each stick with only one finger, so that the whole group has to raise them up from the ground at the same time and take them together through the selected field. So one person holds two sticks with his/her one finger. If someone drops the stick, the process starts again from the beginning and lasts until the group reaches the designated target.

At the beginning of the task, we can provide the group with 1-2 minutes for strategy development. It is important that at the instruction not to give tips on how to hold the sticks. The instruction should be as narrow as possible and it should contain the most important and essential information. It is recommended to have obstacles "built into" the field. E.g.: stairs down and up, narrow corridor, changing visibility, etc.

d) Recommended group size:

10-20 people.

e) Ideal location:

Anywhere feasible (it is recommended to include obstacles in the task, e.g. stairs, variable ground, etc.)

f) Time required:

2 minutes for strategy development.

Until they reach the target.

g) Tool requirements:

Skewers in sufficient numbers for the group.

h) Evaluation and criteria:

We recommend the following questions for evaluation:

- How did you feel during the game?
- How could you implement the strategy?
- Was there a person who led the group, to whom everyone listened?
- What kind of roles appeared? (blaming, guiding, silent, argumentative)

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Strategy development skills;
- Problem-solving skills;
- Paying attention to each other;
- Concentration skills;
- Cooperation.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game can be played in a way that the group makes a tip, how much time they need to get from point A to point B; but we can apply a rule that after strategy development, they have to reach the target with the sticks in silence. During the game, we can make different rules (e.g. they have to carry out the task in silence). If violation of the rules happens, we can make sanctions as well, we do not necessarily have to send back the team to the starting point. A sanction can be for example making somebody blindfolded, etc.

25. Hobby-hunter

a) The situation:

We recommend the "Hobby hunter" game for getting to know each other.

b) The aim:

The aim of the game is that the group members get to know each other and to strengthen the relationship between the members.

c) Description, process:

We divide the group into small groups of 3-4 people and in these groups the members discuss, who has what kind of hobbies. The groups stand in front of the others one by one and tell what kind of hobbies they have. The task of the others is to find out, which hobby belongs to exactly who. The small groups can ask two questions from the group standing in front of them by addressing the one who they would like to ask from. The winner is the group who can guess which hobby belongs to whom. Then the next group comes. The game lasts until all the small groups' turn comes.

It is important that all players can represent only one hobby.

d) Recommended group size:

10-25 people.

e) Ideal location:

In a closed space but it can be implemented outdoors as well.

f) Time required:

10-15 minutes.

g) Tool requirements:

Pen, paper (not necessarily).

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Persuasion skills;
- Advocacy skills;
- Information gathering capabilities;
- Presentation skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

26. I've never...

a) The situation:

We recommend the "I've never..." game for getting to know each other.

b) The aim:

The aim is that the participating players get to know each other and to dissolve the initial barriers caused by the unknown environment.

c) Description, process:

We sit in a circle so that there is one less chair than the number of players. The one standing in the middle says a sentence starting with "I've never..." and ending with a true statement. E.g. I've never been in Africa. After the sentence has been said, those for whom this is true (so they've never been in Africa) have to stand up and look for another seat, while the one standing in the middle is trying to sit down somewhere. For whom the sentence is true (so they've been in Africa), stay at their places. After the exchange of seats, a new person is standing in the middle and s/he has to say a sentence starting with "I've never..."

Honesty is the key of the game so at the beginning of the game, ask the participants to find out statements within the framework of rationality/stylishness and to respond sincerely to everything.

It is important that each player can represent only one hobby.

d) Recommended group size:

10-20 people.

e) Ideal location:

Closed space, but in can be implemented outdoors as well.

f) Time required:

15-20 minutes.

g) Tool requirements:

Chairs.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Confidence building;
- Concentration, attention;
- Quick scene recognition capability;
- Self-knowledge;
- Honesty;
- Social skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

27. ABC- warm-up game

a) The situation:

We recommend the method for team building, assessing group roles and time-filling.

b) The aim:

The aim of the game is that the group members get to know each other, and to strengthen the relationship, cooperation and group cohesion between the group members.

c) Description, process:

The group's task is to search for an object which can be found in the given space to each letter of the English alphabet.

d) Recommended group size:

6-25 people.

e) Ideal location:

Closed space.

f) Time required:

10-20 minutes.

g) Tool requirements:

Letters of the alphabet pre-printed/written on a piece of paper.

h) Evaluation and criteria:

We recommend the following questions:

- Have you managed to solve the task?
- What difficulties have you experienced?
- Who told you what to do? Did you have a leader?
- How did you solve the task? Did you have some kind of strategy?
- How could you have resolved differently?

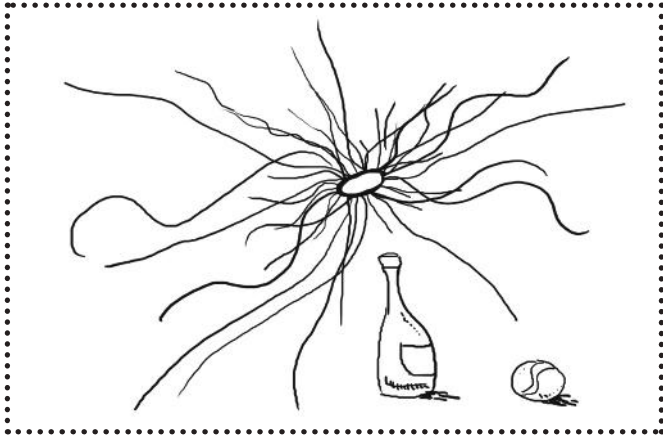
i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Creativity;
- Rapid problem solving skills;
- Assertiveness;
- Competitive spirit;
- Divided attention.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game can also be played for time; several smaller groups can compete with each other.

28. Take the ball!



a) The situation:

We recommend the method in the final stage of team building or in re-shaping.

b) The aim:

The aim of the method is to strengthen the cooperation, solidarity and joint problem solving between the group members.

c) Description, process:

Preparation:

On a curtain ring, we bind strings of variable lengths (but longer than one meter), at least 6-8 more than the number of participants but depending on the group size even more, however, their number cannot exceed the double of the number of the group.

These strings can be up to 4-5 meters long.

Procedure:

We ask the group members to grab the end of strings being on the curtain ring, so that one person will have one, one person will have two. They have to raise the ring with the help of the strings (stretch the strings). Then we place the curtain ring on the top of a PET bottle (which has no cap!) and we have to place the tennis ball onto it. Then we ask the participants to raise the tennis ball up with the help of the strings and take it to a predetermined place in a way that all the strings remain constantly taut. In the target, they have to place the tennis ball into the starting position, so they have to place it onto the PET bottle. If the ball falls under way, we must start the game again

from the starting point.

The road that leads to the goal - as far as possible - be full of obstacles: tight doors, corridor; stairs up and down as well; chairs, tables, benches in the way, changing light conditions, etc.

Tips:

- In the first round, do not make a remark if not all strings are taut. The point is to make the ball reach its destination without falling while members of the groupwork together.
- The task can be made to be more difficult by looking at the firmness of the strings with a strict eye and if one is loose, you can send back the group to the starting point. (In this case, we can ask for two volunteers who will pay attention to their peers.
- The task can be made more difficult by looking at the performance for time.

d) Recommended group size:

10-20 people.

e) Ideal location:

Closed space full of obstacles (narrow corridor, stairs down and up as well, tables and chairs in the way, open door, hanging objects, etc.)

f) Time required:

1-1,5 hours.

g) Tool requirements:

Tennis ball, 1 (wooden) curtain ring, 1 ball of string 1, 1-2 PET bottles (empty and without cap).

h) Evaluation and criteria:

After the completion of the task, definitely provide time for feedback; for processing and discussing experience. To do so, we recommend the following questions:

- How did you feel in the game?
- Was there a person who managed the process?
- What roles have you discovered?
- Was the chaos/process transparent to you?
- Was it disturbing that there was not a pre-determined leader?
- Was it difficult to comply with the rules? (If these were determined at the beginning of the game).

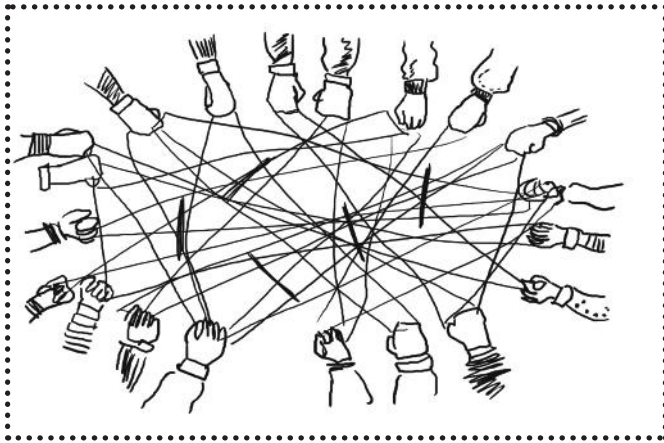
i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Assertiveness;
- Divided attention;
- Paying attention to each other;
- Problem-solving skills;
- Rapid response capability;
- Creativity;
- Patience;
- Cooperation.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

We recommend the method for both team building and problem solving, however, during the implementation of the task- especially if we determine rules- hidden conflicts existing for a long time can emerge that can influence the completion of the task and the group's motivation towards implementation. It is necessary to draw the attention of the participants to take care of themselves and to each other's physical safety as well as to complete the task with discipline.

29. Information network-Guess what we thought about!¹



a) The situation:

This game can foster thinking together and the joint work.

b) The aim:

The aim of the game is that based on a given number of key words, the selected player has to find out the word, title/etc. that was pre-defined by the group.

c) Description, process:

The game consists of three rounds:

1) The group members have to choose two members who they send out of the room. In the first round they are not allowed to participate. Members of the group have to choose one word that best characterizes the group. This can be any word, concept, object, event (etc.). This word has to be found out by one of the participants being outside. If they decided on the word, everybody has to find out 2 typical expressions that characterize the word to be guessed. (e.g. the word to be guessed is democracy. The typical words, characteristics: people, equality, dominion, vote, tile, etc.). Each participant will be the owner of two properties. So if there are 8 participants, there will have a total of 16 typical expressions for the word to be guessed.

1 The method is Mónika Holczer's own development.

2) When everyone has decided on and noted his/her own two words, then the players form a circle. One of the participants being outside comes in and gets a ball of yarn and 5 pieces of skewers. His/her task is to weave a web between the participants on the top of which s/he can place the skewers in a way so that the web can hold them. The web's holding points are the participants' hands. The participants are required to hold the web tightly, so that the skewers placed on the web not to fall down. The web symbolizes the information network.

3) When they managed to weave the web and place the skewers on the top of the web, the other player staying outside can come in. His/her task will be to find his/her way in this information network. We tell him/her that s/he has to find out a word in a way that s/he can ask information about the word from the group members. However, each piece of information has a price! One piece of information means losing one thread from the web. The one from whom s/he is asking the information, drops the web (string) out of one of his/her hands. The difficulty of the game is that s/he has to ask about the information in an order so that preventing the skewers from falling to the ground, so they web has to hold the skewers. The game is over if the player finds out the word thought-out, or s/he loses the game if all the skewers fall to the ground. Thus, the player should consider before each request of information, from who s/he requests the following information!

d) Recommended group size:

6-10 people.

e) Ideal location:

Closed, calm space.

f) Time required:

20-40 minutes.

g) Tool requirements:

1 ball of string, 5 skewers.

h) Evaluation and criteria:

The game does not need to be evaluated, but it is recommended to do so. We can ask the following questions:

- How did you feel during the game?
- What kind of difficulties occurred?
- Was it difficult to predict the word based on the keywords?

i) Improved skills and key competences:

- Native communication;
- Association ability;
- Initiative and entrepreneurship;
- Assertiveness;
- Perseverance;
- Divided attention;
- Paying attention to each other;
- Problem-solving skills;
- Creativity;
- Patience;
- Concentration;
- Cooperation;
- Logical thinking.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The method can be implemented as both a time-filling and team-building task.

30. Introducing snake

a) The situation:

We recommend the “Introducing snake” for getting to know each other and learning the names.

b) The aim:

After the method, the obstacles caused by the new environment and unknown peers are dissolved; they memorize the names and the initial, hard conditions are dissolved as well.

c) Description, process:

The participants are sitting in a circle. The referee begins the introduction: s/he says his/her name, then comes the next person who says his/her own name and the name of the previous person as well, and so on until they reach the end of the circle.

d) Recommended group size:

15-25 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-20 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Expression;
- Memory development;
- Social and civic skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

In case the participants are “rebellious” when reaching the end of the round that the first person had the easiest task, we recommend the referee to repeat the whole round as well as to ask 1-2 participants to do the same.

B.

Trust development techniques

31. Research and meeting

a) The situation:

We recommend the “Research and meeting” method for getting to know each other (towards its end).

b) The aim:

After the exercise, the obstacles caused by the new environment and unknown peers are dissolved, they get to know each other but not through words, rather through touch, as well as the confidence of the group members towards each other also develops.

c) Description, process:

Everyone is moving with eyes closed, slowly, gently, without speech. When we meet someone, greet him/her without words and gently. Use only movements, and then move on.

Meanwhile, the referee gives instructions:

- Stop in front of someone, inspect his/her face, then move on
- Let the hands greet each other
- Let the fingers be angry, let the hands fight each other and let them reconcile
- Find someone who has the same length of hair as yours, if you have found him/her, join hands and go on together

The instructions can be modified and expanded as required.

d) Recommended group size:

10-20 people.

e) Ideal location:

Closed and barrier-free space.

f) Time required:

25-30 minutes.

g) Tool requirements:

Possibly a shawl.

h) Evaluation and criteria:

At the end of the game, we recommend asking the following questions:

- How did you feel during the task?
- Did it cause difficulties that you did not see?
- Did you recognize your peers?
- On what basis did you orientate yourself in the space?

i) Improved skills and key competences:

- Entrepreneurship and initiative;
- Adaptability;
- Sensitization;
- Social and civic skills;
- Development of touch;
- The development of spatial perception;
- The strengthening of trust;
- Paying attention to each other;
- Concentration skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

We recommend the evaluation after the game and the discussion of the feelings experienced.

32. Blind Snake

a) The situation:

We recommend it for the development of trust within the group.

b) The aim:

The aim of the game is to strengthen trust and cooperation, as well as paying attention to each other between the group members.

c) Description, process:

We are standing in a queue, at arm's length from each other, and everyone is blindfolded. We ask the participants to grab a rope with their right hands. From the first player, we take off the blindfold and s/he will be the eye of the snake. The challenge is to get from point A to point B through all kinds of terrain and obstacles. The referee shows the way but s/he does not interrupt and does not give instructions but s/he takes care of warding off the pre-eminent threats. The eye of the snake is always the first person who can decide either to give instructions or to remain silent and not to indicate the change of ground/obstacles to the others. We change the eye of the snake in specified intervals (depending on the number, in 2-3 minutes); who was in front, stands at the end of the queue and puts his/her blindfold. In the game, everyone has to lead the snake at least once until the final destination.

d) Recommended group size:

10-15 people.

e) Ideal location:

Anywhere feasible, but it is recommended to go outside from a closed space.

f) Time required:

25-30 minutes.

g) Tool requirements:

Shawl to each participant, rope.

h) Evaluation and criteria:

We recommend the following questions for evaluation:

- How did you feel during the game?
- How did you feel that you did not see?
- How stressful was the game?
- What was it like to be the eye of the snake?

- Did you get enough information from the “eye of the snake” or not?
- Could the instructions received from the first person replace your sight or you would need to get more information?

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Increased attention to each other;
- Confidence building;
- Sensitization;
- Accepting otherness, tolerance;
- Liability for the other person.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game requires a great deal of attention from all participants and it is amount to large (nerve) tension / uncertainty, so it can happen any time that someone has to exit from the “blind” role. Make it clear in the beginning of the practice, make it possible on the go, and then discuss the task and the experience. Take care of each other’s physical and psychical safety!

33. Release yourself!

a) The situation:

The game is recommended for development of trust and understanding of our limits.

b) The aim:

The aim of the game is that the participants- even blindly- trust each other.

c) Description, process:

We present three versions.

Played by three. Two people facing each other and standing in support waiting for the one in the middle, leaning towards them with eyes closed, to catch him/her. Then the two “catchers” are “handing” the third one between each other. The game continues with an exchange within the three-member group.

Played in pairs. One member of the couple is standing by holding his/her hands in lateral middle posture. His/her peer is standing behind him/her in support. For a sign (e.g. his/her peer touches his/her shoulder), s/he leans backward with a rigid posture. His/her partner catches him/her by grasping him/her, placing his/her forearm under his/her arm and sets him/her back to vertical position. This task requires a greater attention and confidence than the previous one. We continue it with a role reversal within the pair.

Played in a group. We create a tightly closed circle. Someone stands in the middle of the circle whose eyes are blindfolded then we ask him/her to lean towards any direction. We assure him/her that whichever direction s/he is leaning, we hold him/her. One s/he has fallen over, we pass him/her further to the one standing next to us and it goes all the way around. At the end, ask what it felt like to be in the middle and when s/he felt the safest (s/he can feel more secure if s/he is supported by a larger surface).

d) Recommended group size:

Small groups of 2-3 people.

Small groups of 5-8 people.

e) Ideal location:

Anywhere feasible where there is barrier-free space.

f) Time required:

20-30 minutes, but it can be even 1 hour.

g) Tool requirements:

None.

h) Evaluation and criteria:

One of the key points of the game is evaluation: it is worth discussing the experience lived along guided questions as well as the hardships and obstacles arisen.

To do this, we recommend the following questions:

- How stressful was the leaning?
- Were you able to trust in your fellow(s) fully?
- Was there any fear in you?
- What caused difficulties during the game?
- When you felt completely safe?

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Patience;
- Increased attention and concentration;
- Assertiveness;
- Confidence;
- Paying attention to each other;
- Self-knowledge;
- Overcoming our fears;
- Discovering our borders.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

It is important not to push the boundaries and give the opportunity to gradualness, to passing, and at the beginning of the game, call the attention to take care of each other's physical safety. In the evaluation, make sure not to qualify anyone and to be honest.

34. Driving blind

a) The situation:

We recommend the game for confidence building and for sensitization.

b) The aim:

The aim of the game is that the players learn to trust each other blindly, pay attention to external signals, to feel and to accept otherness, sensitize the participants to the variations of the environment.

c) Description, process:

We are arranged in pairs and one member of the couple is blindfolded. The blindfolded person's direction of walking is determined by his/her couple, who is moving about 2 meters from him/her and gives instructions regarding the direction of travel. The blindfolded participant has to walk along a (partially) pre-built obstacle course, where unexpected obstacles may arise (eg.: a log falls down, a trash can rolls to the players, etc.).

d) Recommended group size:

10-14 people.

e) Ideal location:

A route made more difficult with obstacles, even in a closed space or outdoors.

f) Time required:

5-10 minutes.

g) Tool requirements:

Shawl and tools for the obstacles (log, bench, chair, desk, bag, trash can, etc.)

h) Evaluation and criteria:

One of the key points of the game is evaluation: it is worth discussing the experience lived along guided questions as well as the hardships and obstacles arisen.

To do this, we recommend the following questions:

- What was the "blindness" / guidance like?
- Were you able to trust in your fellow fully and accepted his/her guidance?
- Was there any fear in you?
- Did you receive enough instructions from your fellow to avoid the obstacles?

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Increased attention and concentration;
- Confidence;
- Fast position detection capability;
- Assertiveness;
- Patience.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game requires a great deal of attention from all participants and it is amount to large (nerve) tension / uncertainty, so it can happen any time that someone has to exit from the “blind” role. Make it clear in the beginning of the practice, make it possible on the go, and then discuss the task and the experience. Take care of each other’s physical and psychical safety!

35. I trust you!

a) The situation:

We recommend this method to groups who know each other for a long time; meet regularly or study/work together for a long time.

b) The aim:

The aim of the method is confidence building. Trust development between group members, self-knowledge. Self-reflection about the limits of our own security.

c) Description, process:

Before trying this method, it is important for the group to be in a relaxed, calm atmosphere. It is worth starting with a tuning discussion. What is trust? What does it mean for whom? What is security? When, where, with whom we feel safe? It is important that the group be surrounded by a quiet, calm environment. Group members form pairs. One member of the couple lies down to the ground (supine). The other member of the couple kneels to the head of the lying person. The lying person tilts his/her head, his/her pair grasps his/her head, holding it in his/her nape. The lying person's task is to release himself/herself as much as s/he can; trust in the other person's holding his/her head. The holding person's task is to hold firmly the lying person's head, and if s/he feels that the head is getting heavy, s/he can try rotating it gently with slow movements side to side, up and down, but only if s/he can feel that the lying person is relaxed, slumberous and fully ceded control. Otherwise, do not move the head, hold it only. If they completed the task, the couples have to exchange roles.

d) Recommended group size:

4-12 people.

e) Ideal location:

Closed, calm, quiet space.

f) Time required:

20-40 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

We recommend asking the following questions:

- How did you feel?
- Was it easy to release yourself?
- Did you trust the other?
- What new information did you get to know about yourself?
- Did you feel safe?
- Did you feel responsibility as a “holding person”?
- Did you feel that your partner’s head will be heavier as time goes by?
- After the practice, we can talk about personality types, establishing trust and relations within the group. How big is the group’s confidence scale?

i) Improved skills and key competences:

- Patience;
- Increased attention and concentration;
- Confidence;
- Paying attention to each other;
- Ability to self-reflection;
- Tolerance;
- Acceptance of each other;
- Self-knowledge;
- Knowledge of our limits.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

This game is recommended over 14 years, to communities who know each other well. Discipline, attention and paying attention to each other are important elements of this exercise. Respect if somebody does not want to try this exercise. It is also information about himself/herself and about the state of trust. Everyone has a different sense of security, and his/her degree of trust in the other person; call this the attention of the participants to this!

36. Three monkeys

a) The situation:

This game is recommended to groups who would like to improve their co-operation. This game can be applied very well in order to practically demonstrate the communication channels.

b) The aim:

The aim of the game is to make communication within the group to be more effective and to strengthen cooperation.

c) Description, process:

Three participants are needed to the game: blind, deaf and mute. Mute can be more people (the whole group). The mute obviously cannot talk, his/her mouth cannot move, s/he can only point. The blind person is blindfolded. The deaf will be the intermediary between the mute and the blind. The space should be divided into 3 parts. The referee hides an object in one half of the space (e.g. a ball) that the blind has to find on the basis of the instructions of his/her fellow. In the opposite part of the space stands the mute (a person or a group), in front of him/her sits the deaf. The blind can move in the space behind the back of the deaf. The deaf cannot turn back; s/he can only observe the mute. The deaf has to guide the blind by using words until the ball on the basis of the mute's pointing. So: the mute sees the movements of the blind; the deaf has to guide the blind, based on the pointing of the mute. The game is over when the blind finds the ball.

d) Recommended group size:

6-30 people.

e) Ideal location:

Closed space.

f) Time required:

20-40 minutes.

g) Tool requirements:

1 chair, one object/ball.

h) Evaluation and criteria:

During the evaluation, try to point out, how collaboration can be successful. We recommend asking the following questions:

- To the blind: How did it feel to be guided?
- To the deaf: How easy or difficult was to send on signals?
- To the mute: How did it feel to guide?
- How could the task have been solved more effectively and more quickly?

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Patience;
- Cooperation;
- Communication skills;
- Paying attention to each other;
- Creativity;
- Divided attention;
- Concentration;
- Rapid problem solving skills;
- Adaptability;
- Using non-verbal communication channels;
- Rapid situational awareness capability.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

This game is recommended from the age of 12. The game will be successful if everyone abides by the rules.

37. Two prisoners

a) The situation:

We recommend the game to such groups and communities, who have been working together for a long time and are somewhat dependent on each other, have to collaborate.

b) The aim:

The aim is for the participants to realize the benefits of cooperation, furthermore the strengthening of trust between the group members.

c) Description, process:

The method is a role-playing game, which is based on game theory.

Frame story:

In connection with a serious crime, the police arrested two suspects. Because there is not enough evidence for an indictment, they are separated from each other and both of them get the same offer: If the first prisoner confesses and his partner is listening, the previous one can go without sentence, while the other, who did not confess, gets 10 years in prison. If the first one refuses to testify and the other one confesses, they will release the second one and the first one gets 10 years in prison. If none of them confesses, they are given 6 months for a smaller crime. If both of them confess, they get 6 years. Both choices depend on what the other one will choose, both none of them knows how the other will decide. Even if they would have the opportunity to cooperate, they would not trust in the other keeping his/her promise.

In the game, 2 "prisoners" participate. In case of a smaller group (6-8 people), the others are observing the events. If the group size is more than 10 people, we recommend the creation of smaller groups. It is recommended that the two prisoners are separated from each other and if it can be solved in, they cannot even be in one room when making a decision. Besides each prisoner, we can ask for an "interrogator" who can ask various questions about the crime committed. The interrogator may also be responsible for e.g. complicating the decision making. When the decision was made, the two prisoners meet before the plenum, and they are confronted with the decisions.

The difficulty:

The game's "solution" beyond the balance beside the dominant strategies is that both of them confess. Whatever does the other, the player is better off, if s/he confesses. Yet both would be better off if none of them confess. This is where following self-interest does not facilitate the public interest.

d) Ajánlott létszám:

2-20 people.

e) Ideal location:

The game can be played anywhere, what is important is that the prisoners not to hear and not to see each other.

f) Time required:

15-40 minutes.

g) Tool requirements:

Chairs, tables.

h) Evaluation and criteria:

The game's evaluation cannot be eliminated. It is worth thinking through together the possible outcomes.

- What would have been the right decision? Is there such a thing as a right decision?
- Why did the prisoners choose this?
- How did they think? Was there some kind of strategy when making a decision?
- What is the moral of the game?
- How did it feel to make a decision?
- How much did decision-making cause tension for you?
- As an outsider, how did you judge the weight of decision-making?
- How do you evaluate the decision-making process?
- What's it like to be an accuser? (If you chose such a role, as well.)

i) Improved skills and key competences:

- Logical thinking;
- Cooperation skills;
- Stress tolerance;
- Decision-making skills;
- Native communication;
- Initiative and entrepreneurship;
- Responsibility;
- Problem-solving skills;
- Scene recognition capability.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

We recommend the game from the age of 14.

38. Two hunters

a) The situation:

We recommend the game to such groups and communities, who have been working together for a long time and are somewhat dependent on each other, have to collaborate.

b) The aim:

The aim is for the participants to realize the benefits of cooperation, furthermore the strengthening of trust between the group members.

c) Description, process:

The method here is a role play as well. It is one of the basic games of game theory, which models the situation of choosing between security and social cooperation. The basic idea comes from Jean-Jacques Rousseau: two hunters have to decide, whether they want to hunt deer or rabbit. The deer is more valuable than the rabbit but they can only hunt deer if they cooperate while any of them can hunt a rabbit alone. They have to make the decision separately, without discussing it with each other. If one of them goes alone to shoot a deer, s/he goes home empty-handed. Although both hunters are better off if they cooperate, it is also more risky for both of them than hunting rabbits-if they do not trust each other sufficiently, both of them will hunt rabbits, thereby losing the possibility of a larger prey.

The exercise can be played in several variations:

Version 1: 2 hunters take part in the game; the rest of the group is an observer (they only join to the evaluation round).

Version 2: The game can be implemented as a pair-exercise. Members of the group arrange into pairs (in case of odd numbers, there will be a three-member "hunting association" also). The pairs are separated from each other. Everyone will get a blank sheet of paper and a pen. With the paper in their hands they set off for a "terrain walk"; during the walk they have to make a decision and they must write the words Rabbit or Deer on the paper. If they wrote down their decisions, they return to the group and if their pair also returned, they show each other their papers. Then a joint evaluation round follows.

d) Ajánlott létszám:

2-20 people.

e) Ideal location:

The game can be played anywhere, what is important is that the hunters not to hear and not to see each other.

f) Time required:

15-40 minutes.

g) Tool requirements:

Chairs, tables.

h) Evaluation and criteria:

The game's evaluation cannot be eliminated. It is worth thinking through together the possible outcomes.

- What would have been the right decision? Is there such a thing as a right decision?
- Why did the hunters choose this?
- How did they think? Was there some kind of strategy when making a decision?
- What is the moral of the game?
- How did it feel to make a decision?
- How much did decision-making cause tension for you?
- As an outsider, how did you judge the weight of decision-making?
- How do you evaluate the decision-making process?

i) Improved skills and key competences:

- Logical thinking;
- Cooperation skills;
- Scene recognition capability;
- Problem-solving skills;
- Stress tolerance;
- Decision-making skills;
- Native communication;
- Initiative and entrepreneurship;
- Responsibility.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

We recommend the game from the age of 14.

39. Blind leading the blind

a) The situation:

This game is recommended only to groups where the members have known each other for a long time; they have sufficient confidence for each other.

b) The aim:

The aim of the game is for the participants to blindly trust in each other; for the group relations to be stronger and to evolve a higher degree of confidence within the group.

c) Description, process:

Preparation:

We prepare as many scraps of paper as the number of the participants; on these scraps of papers we write numbers randomly (not a set of numbers!).

Procedure:

Players are asked to stand in a queue somewhere in the middle of the room, and we ask them to nominate someone from the group who will be the leader. If the leader has been selected, we give each participant a scrap of paper that they cannot show each other. (They have to keep in mind the numbers!). Then everyone will be blindfolded - the leader as well - and the task is as follows: The blindfolded leader has to set the blindfolded team members in increasing order of the numbers so that no one can talk; they must be in silence. For strategy development two minutes can be provided before the start of the task.

d) Recommended group size:

10-12 people.

e) Ideal location:

An enclosed space where the participants already have some background knowledge (not first on the scene).

f) Time required:

30-40 minutes or until the game is over

g) Tool requirements:

Shawls, sticky notes.

h) Evaluation and criteria:

The evaluation is one of the key points of the game: it is worth talking about the experience lived through, the hardships, the obstacles that arise along guided questions.

To do this, we recommend the following questions:

- What was “blindness” like?
- How did you experience that you could not speak?
- Did you fully trust in each other?
- Did you manage to implement the strategy contrived?
- What was it like to be a leader? What responsibility did it mean?

i) Improved skills and key competences:

- Initiative and entrepreneurial skills;
- Social and civic skills;
- Strategic planning skills;
- Problem-solving skills;
- Increased monitoring of each other;
- Concentration skills;
- Cooperation;
- Patience;
- Confidence;
- Native communication;
- Interdependence;
- Creativity;
- Spatial perception.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game requires a great deal of attention from all participants and is associated with large (nerve) tension / uncertainty, so any time it can occur that someone need to quit the “blind” role. Clarify this at the beginning of the task; make it possible on the go, then discuss the task and the experience.

Take care of each other’s physical and psychological safety!

The game is only recommended from the age of 14.

40. Blind triangle

a) The situation:

We recommend the method of “Blind triangle” for trust-building and for strengthening of cooperation.

b) The aim:

The aim of the game is to strengthen trust between the team members; develop problem-solving skills and cooperation.

c) Description, process:

Members of the group are blindfolded and we give a rope in their hands. Their task is to form an equilateral triangle from the rope so that no one can let the rope off and no one can exchange seats with anyone. Depending on the number of participants it can be played in several small groups. The various groups have to form different polygons (eg. one of them a triangle, the other a rectangle, etc.)

d) Recommended group size:

8-20 people.

e) Ideal location:

Anywhere feasible, where there is unobstructed space.

f) Time required:

20-25 minutes.

g) Tool requirements:

Rope, shawl.

h) Evaluation and criteria:

The evaluation is one of the key points of the game; the discussion of the experience lived through, so it is worth starting with guided questions. To this, we recommend the following questions:

- How did you feel in the game?
- How could you cooperate?
- Did you listen to each other? Were there somebody who guided?
- What was it like working “blindly”?
- Did you develop a strategy along which you started off?

i) Improved skills and key competences:

- Native communication;
- Assertiveness;
- Creativity;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Strategic planning skills;
- Problem-solving skills;
- Increased monitoring of each other;
- Concentration skills;
- Cooperation;
- Patience;
- Confidence;
- Debate culture;
- Spatial perception

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game requires a great deal of attention from all participants and is associated with large (nerve) tension / uncertainty, so any time it can occur that someone need to quit the “blind” role. Clarify this at the beginning of the task; make it possible on the go, then discuss the task and the experience.

Take care of each other’s physical and psychological safety!

4.1. Squatting

a) The situation:

We recommend the “Squatting” method for trust building.

b) The aim:

The aim of the method is trust development, strengthening group cohesion and the development of increased concentration skills.

c) Description, process:

Members of the group are going around the room with closed eyes. They have to do this in a way not to come in contact with the others. Who is touched by another person, squats down and remain so until the end of the game. After that, squatting people mean obstacles as well. During the game it is not allowed to speak. The game is over when we run out of standing people.

d) Recommended group size:

15-25 people.

e) Ideal location:

Closed, unobstructed space.

f) Time required:

10-15 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

The evaluation is one of the key points of the game; the discussion of the experience lived through, so it is worth starting with guided questions. To this, we recommend the following questions:

- How did you feel in the game?
- On what basis did you orientate yourself?
- How did you experience that you could not see?

i) Improved skills and key competences:

- Initiative and entrepreneurial skills;
- Social and civic skills;
- Problem-solving skills;
- Increased monitoring of each other;
- Increased attention and concentration skills;
- Patience;
- Confidence;
- Spatial perception.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game requires increased caution; we have to draw the attention of the participants to take care of themselves and each other's physical safety!

C.

Time-fill techniques

4.2. Bás

a) The situation:

We recommend “Bás” as a time-fill exercise.

b) The aim:

Spending the existing leisure time in a useful and thematic way (during traveling, trip, or just for fun).

c) Description, process:

The players are sitting in a circle and throw with two dice one after the other, covering the results with their palms. The aim is to throw more than the one sitting in front of me, or at least make the one after me believe that I threw a higher value (more). The two dice have to be read in a way the decimal value has to be attributed to the higher number: for example number 5 & 3 will be 53. If the dice show two identical numbers, we call it BÁS, for example number 2 and 2 are called Two Bás. In the game, the lowest value is 31, thus, going up according to the numerical values and omitting the Bás-s (31, 32, 41, 42, 43, 51 ...), the highest number read together is 65. Bás-s have more value than this. In the game, number 21 has the highest value, so numbers 2 and 1. Players, starting from the first person they selected by draw, have to throw (or at least claim) higher and higher values. If someone does not believe that the previous player actually threw more, s/he may ask back. In this case, you have to reveal the dice you have covered with your palm so far. If the number claimed is true and higher than the previous one, the person who asked back gets the failure point; however, if the person who threw the dice was bluffing, s/he gets the failure point. If someone says 21, and the next person believes it s/he doesn't need to say any more (because s/he just cannot, as 21 has the highest value), but s/he try to say or throw the same number. The next person can decide whether s/he believes it or not. We play the game until 3 or 5 failure points. The one who collects them, is out of the game. We can use matches as helping tools; at the beginning of the game everyone receives 5 matches and at each failure, s/he has to throw in one. So the one who runs out of the matches, is out of the game, and the one who will have matches remained, wins.

d) Recommended group size:

2-20 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-60 minutes.

g) Tool requirements:

2 dice, or match (or coins, etc.) for easier calculation

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Communication skills;
- Initiative and entrepreneurship;
- Social and civic competences;
- Advocacy;
- Native communication;
- Presentation skills;
- Persuasion skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game can also be played in a way that those who reach the failure points specified give a pledge, and at the end of the game to regain the pledges, tasks set by the group have to be fulfilled.

4.3. Couple-luring

a) The situation:

We recommend the “Couple-luring” game as a time-filling and tuning practice.

b) The aim:

The aim of the method is that the group members get attuned to each other, and to develop cooperation between the members, or to spend the free time emerged usefully any by creating values.

c) Description, process:

- We create two concentric circles and are arranged in pairs (one member is in the inner circle, another member in the outer circle) in a way that everyone turns toward the centre of the circle. The ones standing in the outer circle put their hands behind their backs and can only watch the heel of the person standing in front of them. One person remains alone in the circle and his/her task will be to lure the mate of the other by winking, but the escape has to be prevented by the one standing in the outer circle in a way that s/he touches the shoulder of the one wishes to escape.
- If it is failed to touch the shoulder, luring was successful, and the one seduced stands in front of the winking one and they will be couples hereinafter, and the one without a couple continues the luring.
- If the escape was prevented, the couples switch place- the one who was in the outer circle, goes to the inner circle- and the player left alone is trying further to find a pair for him/herself.

d) Recommended group size:

7-25 (odd number of players is recommended)

e) Ideal location:

Anywhere feasible.

f) Time required:

15-20 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Initiative and entrepreneurship;
- Social and civic skills;
- Monitoring of each other;
- Concentration skills;
- Using non-verbal elements of communication;
- Rapid response capability.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

44. Winking killer

a) The situation:

We recommend the “Couple-luring” game as a time-filling practice.

b) The aim:

The aim of the method is that the group members get attuned to each other; strengthen cooperation and group cohesion.

c) Description, process:

We are sitting in a circle; the referee gives everyone a card. The one, who gets joker, will be the killer. (Make sure there is only one joker among the cards!). During the game, we are searching for each other’s look, trying to find out who the killer might be. Whom the killer winks, counts to three in him/herself, then loudly announces: “I died!”. If anyone from the living people has suspect, s/he puts his/her hand up. In case of three suspicious people, they can whisper to one of the dead people, to whom they have suspect. If they find out, who the killer is, the game is over, but if they make a mistake, it means their death.

d) Recommended group size:

10-25 people.

e) Ideal location:

Closed space but it can be feasible outdoors as well.

f) Time required:

A game length is approx. 10 minutes.

g) Tool requirements:

Cards.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Monitoring of each other;
- Concentration skills;
- Observation skills;
- Persuasiveness;
- Quick scene recognition capability.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

There are a lot of variations, so it is important to clarify the rules at the beginning of the game.

45. Mafia

a) The situation:

The method is recommended for both as a time -filling practice and team-building element.

b) The aim:

The aim of the method is common thinking, and spending free time in a useful way.

c) Description, process:

It's a kind of role-playing. We are inhabitants of an imaginary town. However, among the peaceful inhabitants, two killers and a detective are hiding. (the referee appoints them). The city dwellers, however, are unsuspecting as regards the identity of the murderers and the detective. There comes the first night, everyone close their eyes. At the referees' order, the murderers wake up, glance at each other and "discuss" on the basis of what method they will kill the inhabitants of the town one after the other. The murderers are back asleep; at the order of the referee, the detective wakes up. S/he points at someone, who s/he believes to be the killer, the referee answers him/her then the detective goes back to sleep. There is morning: the townspeople gather for a conference. They have to agree on the one who they consider the most to be the murderer, in order to execute him/her at the same day. The one, who is accused by three, has to save him/herself with a protecting speech. After the protecting speech, others decide on his/her "head"; if the majority chooses his/her death, we bid farewell to him/her that day. After the effective assembly, night comes again, everyone close their eyes. The referee lists the names one after the other. The one at his/her name the killers put their hands up, will die during the night. (The killers have to put their hands up at the same name. One night they can kill only one person but it is not compulsory.) After listing the names, the referee asks the detective who wakes up if s/he suspects someone. S/he gets an answer and sleeps back. There is morning again, everyone wakes up expect the night's victim. The residents hold a big assembly again, and so on... (according to one version, the detective can reveal his/her identity during the assemblies, if s/he prefers, but it is more exciting if the players do not know who the police is). Townspeople win if they kill the murderers; murderers win if they kill all the townspeople.

d) Recommended group size:

10-20 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

min. 30 minutes, but it may be several hours.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Assertiveness;
- Initiative and entrepreneurial skills;
- Collective thinking;
- Rapid problem solving skills;
- Advocacy skills;
- Cooperation;
- Presentation skills;
- Patience;
- Logical thinking;
- Situation assessment skills;
- Persuasion skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

A classic and extremely interesting game requiring good logic; we can play through long nights with it. An experienced, good referee is very important. The referee has to be cautious in not to affect the participants with his/her commentary!

46. From cross to straight

a) The situation:

We recommend the “From cross to straight” game as both a time-fill method and as a logical development.

b) The aim:

The aim of the task is to fill in the emerged leisure time with a thought-provoking and community developing game. It can be equally applied for attunement and for closing a task.

c) Description, process:

We are sitting in a circle and throwing a ball to each other. According to a given systems, the one who is throwing can add four comments to his/her throwing: from straight to cross, from straight to straight, from cross to straight and from cross to cross. Those who do not know the game, has to find out the systems.

Explanation: The first word always refers to the thrower and the second refers to the person to whom s/he throws the ball, depending on whether the legs of the thrower and the receiver are crossed or not.

d) Recommended group size:

10-20 people.

e) Ideal location:

Closed space, but it can be implemented outdoors as well.

f) Time required:

10-15 minutes.

g) Tool requirements:

A small ball.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Monitoring of each other;
- Concentration;
- Development of logical thinking;
- Patience.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

47. Draw a rainbow!

a) The situation:

We recommend the “Draw a rainbow!” game as both a time-fill method and as a logical development.

b) The aim:

The aim of the task is to fill in the emerged leisure time with a thought-provoking and community developing game. It can be equally applied for attunement and for closing a task.

c) Description, process:

We are sitting in a circle and drawing a figure with a pen in the air, while we are saying:

- I am drawing a half rainbow!/I am drawing a whole rainbow! (with whatever movement, we paint a rainbow in the air).

When we drew our rainbow, the referee says whether our half/whole rainbow is good or not and we pass the opportunity to someone. (we can pass the opportunity to anyone sitting in the circle)

In the game, we have to find out, what makes a rainbow half and what makes it whole.

Half rainbow: when I receive the pen, I say:

- Thank you, and I draw a half rainbow!(whatever drawing in the air and I pass the opportunity).
- I draw a half rainbow! (whatever drawing in the air and I pass the opportunity to someone in a way that I say “Here you are!”).

Whole rainbow: when I receive the pen, I say:

- Thank you, and I draw a whole rainbow! (whatever drawing in the air and I pass the opportunity to someone in a way that I say “Here you are!”).

So the words provide the framework of the rules of the game: if I would like to draw a whole rainbow, I say: Thank you! I draw a whole rainbow. Here you are! (and I pass the opportunity of drawing to someone). If I draw a half rainbow, I say: Thank you! I draw a half rainbow (and I pass the opportunity of drawing to someone). OR I draw a half rainbow. Here you are! (and I pass the opportunity of drawing to someone). So the half and whole rainbows are only appropriate, if the expressions “Thank you!” and “Here you are” are also included in the sentence.

d) Recommended group size:

10-20 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-20 minutes.

g) Tool requirements:

A small ball or pen that can be thrown.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Monitoring of each other;
- Patience;
- Concentration skills;
- Rapid problem solving skills;
- Development of logical thinking.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

48. Who can cross the bridge?

a) The situation:

We recommend the “Who can cross the bridge?” game as both a time-fill method and as a logical development.

b) The aim:

The aim of the task is to fill in the emerged leisure time with a thought-provoking and community developing game. It can be equally applied for attunement and for closing a task.

c) Description, process:

We are sitting in a circle and the round will be moving to the right. All players will begin the sentence like:

- I can cross the bridge if... e.g. I have long hair/There is watch on me.

If the player sitting directly to the left has long hair or has watch on him/her, can cross the bridge; if s/he doesn't have long hair or doesn't have watch on him/her, cannot cross the bridge. Allowance and staying is coordinated by the referee, and those can join also, who have already realized the regularity. (the player can only cross the bridge, if the attribute is true for the one sitting directly to the left or s/he owns the object on the spot.). The round is going on in each case and the game is played until everyone realizes its logic. It is important to only mention items that are visible and attributable for everyone. If someone says a feature that is not known by everyone (e.g. s/he has 3 siblings, s/he has a vacation house at the ocean coast), we say it is not relevant, and the circle goes on.

Comment: It is worth for the referee starting the game, as s/he knows the rules of the game.

d) Recommended group size:

10-25 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-20 minutes, or until everyone realizes the logic.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Logical thinking development;
- Monitoring of each other;
- Monitoring development;
- Patience;
- Concentration skills;
- Rapid problem solving skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

49. What is in the music box?

a) The situation:

We recommend the “What is in the music box?” game as both a time-fill method and as a logical development.

b) The aim:

The aim of the task is to fill in the emerged leisure time with a thought-provoking and community developing game. It can be equally applied for attunement and for closing a task.

c) Description, process:

The game also can be played embedded in a story: A little Julia got sick yesterday and to cheer her up, we bring her a music box as a gift, which is packed with a lot of things to make Juliarecover as soon as possible. (The story is created by the referee; this is just a recommendation.).

To the question “What is in the music box?” everyone says an object, thing, which s/he would put into the music box with pleasure; from these objects, only those can get into the music box, which start with the elements of the do, re, mi, fa, so, la, ti scale, and are uttered in the same sequence as the elements of the scale. (e.g. doctor, rectangle, mimicry, fatigue, soda, lava lamp, ticket, domino). The round is going on until everyone realizes the rules. It is important that one word can be put into the music box only once.

Comment: It is worth for the referee starting the game, as s/he knows the rules of the game.

d) Recommended group size:

8-25 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-20 minutes, or until everyone realizes the logic.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Monitoring of each other;
- Development of logical thinking;
- Patience;
- Concentration skills;
- Observation skills;
- Rapid problem solving skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

50. Give a kiss to the bunny!

a) The situation:

We recommend the "Give a kiss to the rabbit!" game as a time-filling.

b) The aim:

The aim of the game is to demolish the potential barriers between group members, to experience borders and to get attuned to each other.

c) Description, process:

The story:

Poor bunny is very sad, try to cheer him/her up, so give him/her everyone a kiss!

Everyone gives a kiss to one body part of the bunny, which s/he mentions loudly. (e.g. I give a kiss to the bunny to his/her nose). When everyone kissed him/her, we let the bunny go because s/he must be very happy now. Then, we give the task which is asking everyone to give a kiss to the person standing to their right, to the body part where they kissed the bunny.

d) Recommended group size:

8-25 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

10-15 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Confidence;
- Self-knowledge;
- Logical thinking;
- Memory skills;
- Monitoring each other.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game requires increased physical contact, so it is free to pass, so it is not sure that everyone lets the kiss; keep this in respect!

51. Cowboy

a) The situation:

We recommend the “Cowboy” game as a time-filling practice.

b) The aim:

The aim of the game is to entertain, to get attuned to each other and to increase group cohesion.

c) Description, process:

We are standing in a round, one person in the middle- s/he will be the referee. First, everyone chooses a weapon sound (bum, bang, puff, etc.). The referee suddenly “shoots” someone. The person squats, and his/her two neighbours shoot each other. From the two neighbours, the one who shoots later, is out of the game (this is decided by the referee; s/he might declare a tie). Who the referee shot, stands up again. The player, who was eliminated, stands out of the circle. If there are only two players alive, the duel is coming. They are standing back to each other and make 3 equal steps forward; to the referee’s sign (clap) they shoot at each other. The faster shooter will be the winner. Then, with the selection of a new referee, a new round can start. The referee has to be fast and firm. Pay attention to the fact that the hands have to hang next to the body.

d) Recommended group size:

20-25 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-20 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Rapid response capability;
- Rapid problem solving skills;
- Social and civic skills;
- Divided attention;
- Concentration skills;
- Assertiveness;
- Paying attention to each other;
- Confidence;
- Self-knowledge;
- Logical thinking;
- Memory skills

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Another name of the game is “Bang!”. The game has several variants. It can also be played in a way that the referee asks a question when shooting (Intelligent Bang): e.g. Give me a book title!/Who wrote the Vukk?/By what means you came here today?,etc. In this case, pay attention to ask the questions loud and understandable for everyone. In such a case, the one loses who doesn't say or says the answer later. The game is also suitable for learning names: then we say the names instead of the sound of the shot. The referee stands in the middle of the circle and there is no dropout.

52. I came from America, my profession's coat of arms is...

a) The situation:

We recommend the "I came from America, my profession's coat of arms is..." game as a time-filler. It is excellent, for example, as a program element of an evening in a camp.

b) The aim:

The aim of the game is to fill in the leisure time incurred with thought-provoking, but team-building and community development related exercises, to develop and strengthen cohesion among the group members.

c) Description, process:

Two members of the group go out, and they discuss, what profession they will introduce. They come back and start: *"I came from America and the coat of arms of our profession is: the first and last letter of the profession discussed."* Then they start imitating, what the profession is doing that they found out. The others start asking what it is. The one who figures it out, goes out to introduce a new profession.

d) Recommended group size:

8-30 people

e) Ideal location:

Anywhere feasible.

f) Time required:

10-15 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Creativity;
- Rapid problem solving skills;
- Fantasy development

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

53. It wasn't me, it was you!

a) The situation:

We recommend the "It wasn't me, it was you!" game as a time-filler and energizer.

b) The aim:

The aim of the game is to fill in the leisure time incurred with thought-provoking, and community development related exercises. It can be equally applied for attunement and for closing a section.

c) Description, process:

The players are standing in a circle, face to face. The more people there are, the more difficult attention is. The starting person points exactly at someone and shouts: "It wasn't me, it was you!" Then the person also points at someone, with the same exclamation. It is important that we cannot point at the same person, neither the person next to us. The person who spoils it, is automatically out of the circle: either stands out or sits/squats down where s/he is. The excitement of the game can be enhanced by the strengthening or softening; acceleration or deceleration and even by the distortion of voice, but only to an extent until the players understand the exclamation!

d) Recommended group size:

10-20 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

10-15 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Rapid response capability;
- Divided attention;
- Ability to apply the rules;
- Paying attention to each other;
- Patience.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

54. Make yourself applauded!

a) The situation:

We recommend the game as a time-filler and energizer.

b) The aim:

A játék célja a szórakoztatás és a logikai gondolkodás fejlesztése. The aim of the game is entertainment and the development of logical thinking.

Description, process:

The referee asks for 2-3 (depending on the groups size, several) volunteers. They stay in the room, the others go out. The task of those who stay in the room will be to repeat every movement of the one entering the room (voice cannot be imitated!). Those who went out, the referee calls back one by one and says: "Good day! We are happy that you are here. You see, there are a lot of smiling people here; make a performance and make yourself applauded!"

Solution: others repeat the movements. If the player claps, others will clap, too.

Note: If you can see that the player cannot find the solution of the game, we can help him/her by directed questions: What are the others doing?

d) Recommended group size:

15-20 people.

e) Ideal location:

Closed space, which has two separate rooms.

f) Time required:

15-20 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Logical thinking;
- Rapid problem solving skills;
- Concentration skills;
- Paying attention to each other;
- Surveillance capability;
- Patience.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

55. Squirrel, squirrel, out of the house!

a) The situation:

We recommend the “Squirrel, squirrel, out of the house!” game as both a time-filler and energizer.

b) The aim:

The aim of the game is to fill in the leisure time incurred with a community development related exercise. It can be equally applied for attunement and for closing a section.

c) Description, process:

The players form groups of three in a way that two of them form a house (they clasp their hands above their heads), and the third person is the squirrel living in the house. One player (squirrel) doesn't have a house. Two instructions can be given to the houses and to the squirrels:

-*Squirrel, squirrel, out of the house!* - then the squirrels have to look for a new house, and in the same way, one squirrel will remain without a house.

-*Earthquake!* - then the houses and squirrels are running, too, new houses are formed and other squirrels move to them.

d) Recommended group size:

10-50 people.

e) Ideal location:

It can be implemented outdoors and in closed space as well, where there is enough space to move.

f) Time required:

10-15 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Paying attention to each other;
- Rapid response capability;

- Rapid problem solving skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game can also be played with another name, when we have older age groups, for example, the game can be Tent Camp, where the two expressions are *"We take the road!"* and *"The storm is coming!"*.

a) The situation:

We recommend the “Castle guard” game as both a time-filler and energizer.

b) The aim:

The aim of the game is that group members get attuned to each other.

c) Description, process:

The players stand in a line next to each other, and the referee asks for a personal/any object from everyone that they have to retrieve from the castle guard (referee). The castle guard puts the objects down at a specified distance that s/he guards. The players are headed towards the castle but when the castle guard turns round, they have to stay in the posture in which they are and they can only go further when the castle guard has turned back. If someone moves or doesn't stop on time, s/he must go back to the starting point and has to start from the beginning for the object. If someone has retrieved his/her object, s/he still has to pay attention to the castle guard because s/he must also stop in the back direction if the castle guard turns round. If someone doesn't stop then or moves, s/he has to leave the object where s/he stands and go back to the beginning and start again for the object.

The game continues until everyone returns to the starting point together with his/her object.

d) Recommended group size:

10-20 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-30 minutes.

g) Tool requirements:

From everyone an object, which is close to him/her or is with him/her then.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Paying attention to each other;
- Divided attention;
- Rapid response capability;
- Patience;
- Discipline.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The game can also be played in a way that not personal objects but, for example, tools needed for the next task have to be collected. In this case, only one object can be brought at the same time.

57. Mi változott?

a) The situation:

We recommend the game as a time-filler exercise or as a forerunner of an element.

b) The aim:

The aim of the game is to enhance the participants' observation skills, and to develop their quick memorization ability.

c) Description, process:

We send one of the participants out of the room but we ask him/her before to have a good look around, memorize who is sitting where, how they look like, etc. While the person is out of the room, three changes are made. In terms of its nature, it can be change of place, change of clothes and swapping each other's objects. If it is possible, do not change the room equipment. After the one outside came back, his/her task is to find out what has changed.

Version: The players are standing in a circle; the one has to figure out, stands in the middle of the circle. To the order of the one standing in the middle, everyone turns around so that they look out of the circle. Everyone has half a minute at his/her disposal to change something on his/her look, before s/he would turn back to another order of the person in the middle. The person in the middle has to find out who changed what in him/herself.

d) Recommended group size:

10-15 people.

e) Ideal location:

Closed space, but it can be implemented outdoors as well.

f) Time required:

10-20 minutes.

g) Tool requirements:

None. (perhaps: clothes, personal items, which are at hand).

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Observation skills;
- Assertiveness;
- Patience;
- Rapid problem solving skills;
- Social and civic skills;
- Concentration skills;
- Memory skills;
- Creativity;
- Accuracy.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

a) The situation:

We recommend the “Money search” game as a time-filler exercise, or as an evening program element.

b) The aim:

The aim of the game is to make people think and to strengthen the cooperation and solidarity within the group.

c) Description, process:

We are sitting at the two longer sides of a long table, forming two teams. Both teams choose a team captain whose words will be the standard to the other team. The members of one team are giving ten-forints to each other under the table, then to the other team captain’s exclamation “Now!”, suddenly all of them put their hands clenched on the table. The opponent has to guess, who has the ten forints from the team. To the question of the money-hiding team “Slap or slide?”, the ones whose hands are empty, have to choose: if they say, “Slap!”, then from the money group for counting (preferably all at once) everyone slap their palms on the table. If they say, “Slide!”, then from the edge of the table, for counting, everyone slides their fingers gently forward. Then it has to be figured out, who has the ten forints and under which hand. Where they believe it is sure that there is nothing, the team captain can lift up those hands from the table. The goal is that, finally, only the hand remains on the table which is hiding the money. The teams have to change place per game.

d) Recommended group size:

10-20 people (but it can be played by a much larger group as well).

e) Ideal location:

Closed space.

f) Time required:

10-30 minutes (depends on the group size).

g) Tool requirements:

Long table, a coin.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Assertiveness;
- Meta-communication;
- Development of logical thinking;
- Observation skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

59. „This is a/n ...” game

a) The situation:

We recommend the game as a time-filler exercise or as a forerunner of a larger element.

b) The aim:

The aim of the game is to make people think and to develop ingenuity.

c) Description, process:

We are sitting in a circle; the referee holds up an object and everyone has to tell what comes to his/her mind about it.

e.g. about a bottle of mineral water

- This is a microphone (first player)
- No, this is a rolling pin... and so on until you have ideas.

Version: We create small groups and within 2-3 minutes, we have to collect the most possible use patterns of the given object. Then we summarize the results.

d) Recommended group size:

10-30 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-20 minutes.

g) Tool requirements:

Pen, papers (to the second version)

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Associative capabilities;
- Imagination and ingenuity;
- Initiative and entrepreneurial skills;
- Creativity;
- Assertiveness;
- Rapid problem solving skills;
- Social and civic skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

60. Simon says...

a) The situation:

We recommend the “Simon says ...” game as a time-filler. It can be applied, for example, as a program element of an evening in a camp.

b) The aim:

The aim is to strengthen cohesion between the group members and that the members get attuned to each other.

c) Description, process:

We are sitting in a circle. The governor stands in the middle and gives various instructions to the group members. If s/he starts the sentence like “Simon says...”, everyone has to carry out the instructions, however, if s/he only says the instructions, it is prohibited. Anyone who spoils it is out or gives a pledge. It is important that the governor has to say the instructions quickly, one after the other, and has to smuggle as many confusing sentences as possible. The pledges have to be switched at the end of the game. The conditions of switching a pledge are determined jointly by group members (of course, within the boundaries of good taste).

d) Recommended group size:

10-25 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-20 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Divided attention;
- The ability to comply with the rules;
- Social and civic skills;
- Concentration;
- Cooperation.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

61. Newspaper islands

a) The situation:

We recommend the “Newspaper islands” game as a time-filling exercise.

b) The aim:

The aim of the game is to strengthen group cohesion and to develop their problem solving skills.

c) Description, process:

We place 4-5 outspread newspapers on the ground. We switch on a melodious music. Everyone is moving and dancing between the papers. When the music stops everyone who fits there steps on the newspaper-island. Anyone who doesn't have space is out of the game. Then, one less paper remains on the ground. We let the music go further, then silence again and jumping back to the paper. The game is going on as long as only one paper remains.

d) Recommended group size:

10-20 people.

e) Ideal location:

Closed space but it can be implemented outdoors as well.

f) Time required:

15-20 minutes.

g) Tool requirements:

4-5 newsprint paper, music, playback device

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- anyanyelvi kommunikáció;
- kezdeményező és vállalkozókészség;
- gyors problémamegoldó készség;
- figyelem fejlesztés;
- gyors helyzetfelismerő képesség;
- együttműködés;
- kreativitás.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

A játék úgy is játszható, hogy párokat alkotunk, és a párok kapnak egy-egy újságpapírt, amelyen táncolni kell, és ha eláll a zene, akkor félbehajtani és a kapott méreten folytatni a táncot. Ha valakinek leér a lába, kiesik.

A játék során fokozottan kell vigyázni egymás testi épségére, erre hívjuk fel a figyelmet a játék elején!

62. Build a statue!

a) The situation:

The game can be used in any situation. It can be excellent as an energizer, as a team-building game or just to lighten the mood.

b) The aim:

The aim of the game is to strengthen cooperation and the group's problem-solving ability.

c) Description, process:

A player or a group of players invent a topic, from which they create a still image by using the others. It can be a movie scene, a well-known painting, a politician making a speech, a shop window puppet, a boy hunting for girls. When the scene is up, the ones who do not play, have to guess, what the still image represents.

Version 1: The referee tells the title of the statue "to be built" in advance. The players create this without discussing it with each other in advance. One person starts it, then everyone is incorporated into the picture one by one. The whole group has to participate in it!

Version 2: A member of a group sitting around adds a pose (statue). The others give a name to the statue then another person joins it. They also give a name to the statue couple then it is continued until the entire group is set in the game.

d) Recommended group size:

10-30 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

15-20 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Creativity and imagination;
- Performing skills;
- Rapid problem solving skills;
- Social and civic skills;
- Assertiveness;
- Cooperation.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Physical contact may occur. For those are reluctant to this, change is allowed.
It is important that everyone feel good in the group.

63. Scare-mongering

a) The situation:

The “Scare-mongering”- in other name “deaf phone”- game is recommended as a time-filling game.

b) The aim:

The useful and thematic spending of the existing leisure time (while traveling, on trip or just for fun).

c) Description, process:

The players are sitting (standing) in a queue. The referee whispers a sentence into the ear of the first person, then s/he forwards it to the person sitting next to him/her, and so on, until we reach the end of the line. The words, because of hearing aside, can be amusingly distorted by the end of the game. The last person says the sentence aloud and we compare it with the sentence said to the first person.

d) Recommended group size:

10-30 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

5-10 minutes is for one rumour to go through.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Assertiveness;
- Concentration skills;
- Memorizing;
- Speed.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

64. Rainforest

a) The situation:

The “Rainforest” exercise is recommended as a time-filling or as an emotional closure. It can be also used as an energizer or as an ice-breaker.

b) The aim:

The aim of the game is the emotional closure or prelude of an element; experiencing the moment.

c) Description, process:

The instruction is as follows: stand in a close circle and always do what the one standing on your left does. The leader starts it, and s/he changes the movement if everyone does the previous movement.

The movement sequence is as follows:

1. Rub your palms first slowly, then harder!
2. Smack with your fingers!
3. Drum with both hands on your thighs!
4. In addition to drumming on your thighs, beat with both of your feet, too!

Repeat the movements from 4 to 1 backwards (first beat only on your leg, smack with your fingers then rub your palms)!

5. The rain stopped, the sun came out!

d) Recommended group size:

10-20 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

10-15 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Paying attention to each other;
- Cooperation;
- Social and civic skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

There is another version, when the group simulates riding, gives out sounds, with hands and legs, jumping over obstacles, then arriving.



D.

Communication methods

65. Rotary stage

a) The situation:

The method of “Rotary stage” is recommended when we would like to process a long-winded, multi-pronged topic, and we want to ensure that everyone can comment on a specific topic and that everyone’s opinion appear in the summary.

b) The aim:

The aim of the method is for everyone to express their opinion on a topic; the opinion of all the participants appear and to broaden the horizons of participants for the different areas covered.

c) Description, process:

We arrange the room in a way so that the small groups are comfortably separated from each other and that the talking companies not to disturb each other. The players are divided into groups of 3-8 people, depending on the number of participants, and we ask them to sit down at a table. At the beginning of the first round, each table chooses a “table host”, who is taking notes on the conversation, then makes a summary on what was said for the next group, so that those who have newly arrived could comment on the topic. Each round is 15 minutes; after the time has elapsed, the groups move one table further. This continues until everyone reaches the end among the tables. At the end of the game, the table hosts summarize what was said during the conversations.

d) Recommended group size:

9-30 people.

e) Ideal location:

Closed space.

f) Time required:

15 minutes per turn.

Summary of results: 30-40 minutes.

The entire process is approx. 1.5-2 hours.

g) Tool requirements:

Tables, chairs, paper, pens, felt pen.

h) Evaluation and criteria:

The evaluation is the summary of what has been said, which is done by the table hosts. After each summary, given opportunity to supplement and to ask questions.

i) Improved skills and key competences:

- Native communication;
- Assertiveness;
- Advocacy skills;
- Debate culture;
- Presentation skills;
- Initiative and entrepreneurial skills;
- Cooperation;
- Concentration skills;
- Expression skills;
- Good writing;
- Information gathering and filtering;
- Social and civic skills;
- Recognition of each other's' views.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

It is important that the table hosts take their tasks seriously, otherwise it can happen that information and opinions are lost. Pay attention not to qualify the views of the others!

The task can also be deduced in a way that the table companies are completely rebuilt in every next round (with the exception of the table hosts, who remain at their tables).

66. Roundtable, forum, panel discussion, panel debate

a) The situation:

This method is recommended if, for example in relation to a subject, we are interested in the opinion of more organizations (organizations with different profile).

b) The aim:

The aim of the method is to listen to more people and more opinions born from different perspectives in connection to a topic, as well as those who appeared be able to ask questions and express their views in connection to a topic.

c) Description, process:

2-3 people invited, with the management of a moderator, express their opinions and confronts their views in connection to a particular topic, thereby illuminating a subject from several angles. Usually, listeners can also ask questions and tell their opinions. At the end, the moderator summarized the lessons learned.

d) Recommended group size:

1 moderator

2-5 people invited

Audience, who may also ask (min. 10 people)

e) Ideal location:

Closed space, designed according to the needs.

f) Time required:

1-1.5 hours.

g) Tool requirements:

Paper, pens, notebook, flipchart board (depending on the topic).

h) Evaluation and criteria:

The evaluation at the end of the discussions is the summary of the moderator.

i) Improved skills and key competences:

- Native communication;
- Assertiveness;
- Advocacy;
- Presentation skills;
- Initiative and entrepreneurial skills;
- Cooperation;
- Concentration skills;
- Expression skills;
- Good writing;
- Information gathering and filtering;
- Social and civic skills;
- Recognition of each other's views.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Such conversations are always preceded by thorough preparations, where the talking partners are invited, they plan the session accurately and they arrange the space according to the expectations. The moderator is required to be prepared from the given themes and about the important information can be known about the invited guests!

It is important that this is not a method can be used ad hoc!

67. Working group, workshop, group work

a) The situation:

The method is recommended in cases, when there is need for speed, precision and coordinated work.

b) The aim:

The aim of the method is for the group to solve the emerging problem as soon as possible and with the smallest loss, or even to implement a project.

c) Description, process:

These groups were created to solve specific tasks, where the participants are trying to move forward in solving a problem on the basis of preliminary information, or to implement a project and its elements within the time specified.

d) Recommended group size:

10-15 people.

e) Ideal location:

Closed space.

f) Time required:

It depends on the seriousness of the problem and on the size of the task to be performed. Such a group can be operating from just a few hours until years. It depends on the possible deadlines, too. It is advisable, however, to maximize the duration of the operation, because if there are not any results until then, the members or the method must be changed.

g) Tool requirements:

The given situation determines it.

h) Evaluation and criteria:

The given situation determines it, but it is recommended at every encounter to make a final round to see how people feel and what they think about the events.

i) Improved skills and key competences:

- Native communication;
- Assertiveness;
- Initiative and entrepreneurship;
- Cooperation;
- Social and civic skills;
- Accepting otherness;
- Advocacy skills;
- Presentation skills;
- Expression skills;
- Rapid response capability;
- Rapid problem solving skills;
- Independence;
- Concentration skills;
- Divided attention;
- Strategic planning capability;
- Logical thinking.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

In the group established, team-building is absolutely necessary for the work to flow smoothly and without obstacles.

a) The situation:

The “Forum theatre” method is recommended to resolve, solve and to re-live contentious situations, unresolved or poorly sealed situations and conflicts.

b) The aim:

The aim of the method is to re-live outstanding, unresolved or badly (frustratingly)-closed conflict situations and to receive alternative solutions from our peers.

c) Description, process:

The participants are divided into two small groups and we ask them to share such stories and situations with each other which remained open, unresolved or frustrating. Then, from these cases they select one which they process jointly and perform to the others. After the presentation, each member of the other group has the opportunity to change place with one of the characters and to show another output, alternative. The newly entered character starts the situation, where the thought of the new output/solution starts.

In other words, the original piece is played again and again, until there is a place for swapping.

We take over the same process with the other group as well.

d) Recommended group size:

8-15 people.

e) Ideal location:

In a closed space.

f) Time required:

6 minutes for sharing stories / situations.

1 minute to select the processed story / situation.

20 minutes to the detailed transfer of the selected story / situation.

10 minutes to design the presentation on the selected story / situation.

3 minutes to the presentation.

20-30 minutes for swapping and presenting alternative outputs.

Total: 1.5-2.5 hours.

g) Tool requirements:

Depends on the situation selected.

h) Evaluation and criteria:

At the end of the method, in any case, provide time for reflection and feedback.

To this, we recommend the following questions:

- For those, whose situations were processed: has it provided a solution, could it help in processing?
- Did we receive new approach aspects to certain cases?
- Who changed place with a character and why?
- Did we have a similar life situation that you presented? How it was solved?

i) Improved skills and key competences:

- Native communication;
- Meta-communication;
- Initiative and entrepreneurship;
- Cooperation;
- Social and civic skills;
- Empathy, and feels capability;
- Presenting skills;
- Expression;
- Development of logical thinking;
- Assertiveness;
- Creativity.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

It is important not to force anything to anyone, and at the end of the method, give the possibility to the actual withdraw from the roles. There may be situations which are very burdensome for a group member; the referee has to sensitively pay attention to this!

a) The situation:

The method of “Study circle” is recommended for the discussion of an economic, social and political issue.

b) The aim:

The aim of the method is to awaken the participants that by sharing their knowledge and experience, they can play an active role themselves in shaping their communities and environment.

c) Description, process:

During the “Study circles”, the participants meet several times in order to discuss and process a given social, economic or political issue. The meetings and conversations are guided by a moderator.

The participants of the Study circles create their own rules based on the principles of democracy to ensure the conditions of their operation.

d) Recommended group size:

5-20 people.

e) Ideal location:

Closed space.

f) Time required:

60-90 minutes.

g) Tool requirements:

Depending on the subject.

h) Evaluation and criteria:

Close the Study circles in any case, in some way, to dissolve the possibly generated disagreements. To do this, we recommend the following: ask the participants what they learned in that occasion, what they will take home from the conversation, what thoughts the subject awakened in them (positive-negative) and why.

i) Improved skills and key competences:

- Native communication;
- Assertiveness;
- Initiative and entrepreneurship;
- Cooperation;
- Social and civic skills;
- Accepting otherness;
- Advocacy skills;
- Presentation skills;
- Expression skills;
- Rapid response capability;
- Concentration skills;
- Divided attention;
- Learning to learn;
- Information gathering and filtering;
- Debate culture.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The moderator has to increasingly pay attention to the participants not to qualify the others' views, because we cannot have all the same view. At the end of each meeting, a summary has to be made in which the topic and the main ideas of the current debate occur.

The method is recommended from the age of 14!

70. Camp fire, aquarium

a) The situation:

The method of “Camp fire, aquarium” is recommended to process topics, during which the external observer and participant “glasses” are both important at the same time.

b) The aim:

The aim of the method is to make it possible for the participants to express their views; and to meet multiple roles parallel, at the same time.

c) Description, process:

We are sitting in two concentric circles: some members of the group are talking about a given topic in a small circle, while the others listening to them in a bigger circle. Those who wishes to form an opinion from the outer circle, tap someone on the shoulder from the inner circle and change place with the one sitting “around the fire”. This way everyone will have the opportunity to join the conversation and add comments to the subject in question, that is, at the same time they can be outsiders and insiders as well.

d) Recommended group size:

15-20 people.

e) Ideal location:

Closed space, but it can be implemented outdoors as well.

f) Time required:

30-60 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

At the end of the conversation, after the thorough crosstalk of the topic, it is worth holding an evaluation circle about who, when and why have entered or exited the “campfire conversation”; how they experienced the course of the debate and what the process has given to them.

i) Improved skills and key competences:

- - Native communication;
- - Assertiveness;
- - Initiative and entrepreneurship;
- - Cooperation;
- - Social and civic skills;
- - Accepting otherness;
- - Advocacy skills;
- - Presentation skills;
- - Expression skills;
- - Rapid response capability;
- - Concentration skills;
- - Divided attention;
- - An active listener;
- - Information gathering and filtering;
- - Debate culture;
- - Experience-based learning.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Pay attention to the ones sitting “around the camp fire” or “in the aquarium” not to qualify the others’ views, because we cannot have all the same view. Support our statements with arguments!

71. World café

a) The situation:

The method of “World café” is recommended when we would like to process a long-winded, multi-pronged topic.

b) The aim:

The aim of the method is for everyone to express their opinion on a topic; the opinion of all the participants appear and to broaden the horizons of participants for the different areas covered; to find links while processing some of the problems and issues raised.

c) Description, process:

The participants in groups of 4-6 people discuss certain topics in a “café nature”. Everyone has the possibility per table to discuss it divided into sub-topics/questions, or to discuss the same. The coffee house chatter is taking place in 20-40 minute rounds; when the round is completed, one person (the table host) remains; the others move to different tables. At the new table, the previous discussion’s most important topics and ideas are shared with the newcomers, so the issues and problems might be linked to ideas raised at other tables (we can go on with the same subject, or with the one following from it in the new round). Usually, it is recommended to go through 2-4 rounds in a “coffeehouse nature”, then it is worth summarizing together the proposals made in connection to the main topic, with the possibility of reflection. On the tables we can put paper tablecloth; a flipchart paper is recommended on which the guests can write and draw their thoughts and ideas in connection to a certain topic. The coffee house atmosphere can be ensured with different items of mood, decoration and tools (e.g. the referees are the waiters who are constantly offer and motivate the guests, thereby helping the processes. Candles on the table, background music, photos and decorations on the wall that can motivate and evoke thoughts, etc.)

d) Recommended group size:

12-24 people.

e) Ideal location:

Closed space, furnished in a coffee house nature (small tables, chairs).

f) Time required:

1-3.5 hours.

g) Tool requirements:

Paper, pen, marker, mood elements equipment, tea, coffee, biscuits, etc.

h) Evaluation and criteria:

The evaluation should include a summary of what has been said carried out by “table hosts”. After a summary, give an opportunity to supplement, to ask questions and to reflect.

i) Improved skills and key competences:

- Native communication;
- Assertiveness;
- Advocacy;
- Presentation skills;
- Initiative and entrepreneurial skills;
- Cooperation;
- Concentration skills;
- Expression skills;
- Good writing;
- Information gathering and filtering;
- Social and civic skills;
- Recognition of each other’s’ views;
- Logical thinking;
- Creativity;
- Scene recognition capability.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Pay attention never qualify the others’ views! Attention! At first sight, the method is the same as the practice of “Rotary stage”, however, in the case of World café, the participants are allowed to move free between the tables; they are not sorted into bound groups, so the method is more casual and playful. A maximum of 5-6 people can talk at a table!

72. Open space

a) The situation:

The Open space method is primarily recommended when radical change is required.

b) The aim:

The aim of the method is to swiftly find a solution to the issues and problems raised.

c) Description, process:

The essence of the method is that in connection to the given complex, urgent and realistic issue (group) - which is typically not built on one person's competence and knowledge- the preparation of the discussions' thematic and determining its priorities is carried out by the participants, to only those topics be processed that are considered to be important by the participants; for which they are willing to make something and to take responsibility. After the participants have formulated themselves the topics and issues actually important to them, as well as the work schedule and timetable, in the optionally created groups they can develop concrete proposals for action within a short period of time. If a participant would like to discuss a topic, s/he indicates it at the beginning of the large group discussion (tells it, writes it, etc.). On the resulting topics, small group discussions start in a way that those who did not designate a subject, can join free to one of the groups in which there is no moderator (for larger groups, a facilitator can organize the operation mode between the groups as well as the presentation of the work at the end of the process, but s/he does not interfere in the group work itself). At the end of the conversation, the small groups share their lessons learned with the entire company.

d) Recommended group size:

20-30 people.

e) Ideal location:

Closed space, but it can be implemented outdoors as well.

f) Time required:

1-3.5 hours (depending on the topic)

g) Tool requirements:

Topic specific.

h) Evaluation and criteria:

The evaluation is the knowledge and experience sharing after finishing the small group work in front of the entire company, after which we have to leave time to the others for reflection.

i) Improved skills and key competences:

- Native communication;
- Assertiveness;
- Advocacy;
- Presentation skills;
- Initiative and entrepreneurial skills;
- Cooperation;
- Concentration skills;
- Expression skills;
- Good writing;
- Information gathering and filtering;
- Social and civic skills;
- Recognition of each other's' views;
- Logical thinking;
- Experiential learning;
- Learning to learn;
- Debate culture.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

It is important not to qualify each other's opinion during the application of the method, since we are not to same, and try to turn the dispute situations to the benefit of the process and argue constructively, by creating value!



E.

Analytical methods

73. Pilot project

a) The situation:

The method of Pilot project is recommended in the case, if we would like to try or model one of our large-scale ideas.

b) The aim:

The aim of the method is to lay the foundations of the large-scale activity and to facilitate its effective implantation.

c) Description, process:

It is a research and/or development activity, which is carried out on a small sample and with the involvement of a small but permanent participants circle in order to solve a complex problem. Following from its name, the Pilot project tries the given activity in real conditions, with little time and financial investments, i.e. effectively. It is realized with the same professional fastidiousness as a similar, larger-scale research or development. The research experience or development product established in the pilot project serves as an input or as a kind of model for the implementation of another large-scale activity, so the part of the result is its know-how, as well.

d) Recommended group size:

15-25 people.

e) Ideal location:

Closed space or what the modelled project requires.

f) Time required:

Compared to the planned project period, a shorter testing and modelling time.

Determining the necessary duration is activity-dependent.

g) Tool requirements:

What the project requires.

h) Evaluation and criteria:

During the method, we have to use constant and systematic evaluations, where we assess the progress made, update workflow and revise the schedule: Where we are? and Where we should be?, Should any changes be made? (see: process of project-management).

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Logical thinking;
- Scene recognition capability;
- Problem-solving skills;
- Creativity;
- Concentration skills;
- Observation skills;
- Strategic planning capability;

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Depending on the activity there can be special risks, problems, situations you have to deal with. Therefore, you have to plan and schedule carefully!

74. Community survey

a) The situation:

The method of Community survey is recommended for achieving changes and for mapping opinions.

b) The aim:

The aim of the method is to explore the needs of the community and summarize them.

c) Description, process:

The Community survey is a “door to door” survey, which is carried out by the members of the community themselves. Therefore, the neighbours visit each other with the questionnaire compiled by the initiators. Sociological or methodological accuracy is not required to it.

Its steps:

1. *Questionnaire Compilation:* It is the best, if this task is carried out by a small group of individuals representing different interests. Despite all good intentions it is almost impossible to completely eliminate bias and errors. This method, however, helps eliminating prejudices and ensures that the most possible important issues arise during the survey. Thus, when selecting participants in the planning, we can think about the old and new residents of the town, about young people and the elderly, the local government, the church’s representatives, the local shopkeeper, the representatives of local cultural organizations as well as about tradition keeper organizations.

2. *Conduct of the survey:* The most representative survey affects the entire community. In our country, in about two-thirds of the settlements the population is below 2000. In these places, we recommend interviewing the entire population. In the more populous settlements, it is not worth conduction the sampling throughout the settlement, but it is enough to do so in smaller organic units/parts of settlement/neighbourhoods. This is both tangible and transparent for the organizers as well as for those living there.

3. *Processing and publication of the results:* data aggregation and publication in a more comprehensive and more professional way (statistics, analyses, studies, etc.).

4. *Use of the results:* After identifying the problems, searching for solutions is a necessary step.

d) Recommended group size:

15-20 people (activity-dependent).

e) Ideal location:

Closed space for the preparatory work and then the settlement as a whole.

f) Time required:

It may take up to several months from the compilation of the questionnaire, until its evaluation and publication, as well as until the development of the solution to the problems encountered.

g) Tool requirements:

Adequate infrastructure to the preparation, reproduction and evaluation of the questionnaire.

Paper, pens, felt pen to the development of solutions.

h) Evaluation and criteria:

In the evaluation of the questionnaires, the defined guidelines of the evaluation must be followed and the recorded data has to be analysed on the basis of them.

It is worth establishing working groups to develop solutions, who report to each other in the meantime about the results achieved, then discuss them.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Logical thinking;
- Analytical approach;
- Scene recognition capability;
- Problem-solving skills;
- Creativity;
- Concentration skills;
- Observation skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Be careful when preparing the questionnaire to the questions not to be offensive or ambiguous for others. Applying this method can have very different topics and importance, so it is recommended to ask for the help of a sociologist and a community development specialist.

75. Community conversation

a) The situation:

The method of Community conversation is recommended as the first step of community development processes.

b) The aim:

The aim of the method is to formulate the need for change and the will to act in the community.

c) Description, process:

The method is –in fact- a small group discussion implemented with the contribution of a facilitator. The initiator(s) should feel, how long the problems' communitarisation can be stretched with this method, and when there is a need for change. After 8-10 conversations (sometimes sooner), the participants often feel that "It would be nice to do something!", and this can indicate the time of the need for changing the method. During these conversations, those questions and action alternatives are formulated, around which the community actions are organized. Community conversations should be followed by a Community planning.

d) Recommended group size:

15-20 people.

e) Ideal location:

Closed space.

f) Time required:

8-10 chatting occasion.

g) Tool requirements:

Topic-dependent.

h) Evaluation and criteria:

During the meetings, it is recommended to make final rounds each time, in which we ask the participants the following (e.g.):

- How do you feel?
- What have you been given today and what are you taking home?

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Logical thinking;
- Analytical approach;
- Scene recognition capability;
- Problem-solving skills;
- Creativity;
- Concentration skills;
- Observation skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Be careful as facilitators not to be involved emotionally in the processes but do not influence the participants in formulating their intentions, either.

76. Questions' laboratory

a) The situation:

The Questions' laboratory method is recommended before a crucial step or if a problem occurs.

b) The aim:

The aim of the method is that by the end of the series of questions; formulate our own answer(s) to our doubts arisen regarding a topic/decision.

c) Description, process:

The group is divided into small groups of 3-4 people. In each of the small groups, we appoint a moderator who makes sure that we can only and exclusively ask from the subject, who raises for the group the decision or step in question affecting him/her, the task ahead him/her or the question about the organization (e.g. Whether is it a good idea to create an organization dealing with the development of other organizations?, We need new generation education for the organization, therefore we organize training courses for young people: is it enough or not?).

The task is to bomb with questions the owner of the subject about the issues raised, who can answer or pass, or ask a question. If s/he asks a question, we ask him/her about it.

We provide 15 minutes for the topic of a group member, and it is not a must for everyone to get into the crossfire of questions.

d) Recommended group size:

10-20 people.

e) Ideal location:

An enclosed space where small groups can be easily separated from each other.

f) Time required:

45-60 minutes.

g) Tool requirements:

None.

h) Evaluation and criteria:

Evaluation is not necessary in this method but if the group decides on making a reflexive reconciliation, we recommend the following questions:

Have we got answers to our question/problem/decision being in the centre?

- What was it like to be in the crossfire of questions?
- Was it easier to ask or to answer the questions?

i) Improved skills and key competences:

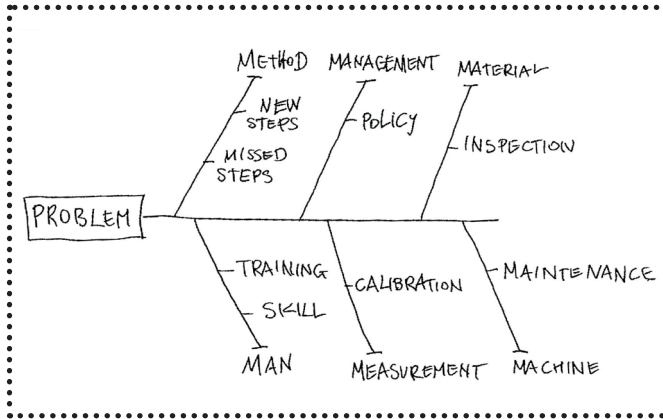
- Initiative and entrepreneurship;
- Ability to see the essence;
- Information filtering;
- Presentation skills;
- Social and civic skills;
- Assertiveness.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

When asking the questions, make sure that they focus on the given topic and not to be personal or insulting to the other.

The method is recommended from the age of 14.

77. Ishikawa diagram



a) The situation:

The method is recommended for the deep exploration of the issue raised.

b) The aim:

The aim of the method is to identify and explore the most fundamental reasons.

c) Description, process:

The Ishikawa diagram is the analytical method of the cause and effect relationship. After the data collection (the typical methods such as brainstorming) the generally numerical problem characteristics are available: what are the rate effects and what are the factors, parameters etc., which cause inadequate quality. In the next step, we consider these weaknesses as effects and look for the reasons which trigger it off.

Procedure:

The chart is equally suitable for the analysis of products and processes. To the blocks at the ends of the main lines branching from the spinal of the “fish”, we have to write the main cause groups, and then next to the lines branching thorn-like from these lines, the individual causes. In shaping the diagram, we should primarily seek to form the 4M or 5M structure, according to which the 4 or 5 cause-groups are the following: Man, Machine, Material, Method, and Measuring.

It is preferred if the number of the main cause groups is 3-6, and if within a cause-group, we list a maximum of 10-20 causes. It is also possible that the same reasons appear in more cause-groups in the structure's places varying

in depths. The depth means that- usually four to five levels- we have to address the causes of the causes as well, that is, starting from the main cause-group, we ask the “Why?” question (max. 5 times), until we reach causes that can be considered elementary.

After Ishikawa diagram preparation and finalization, with voting or with a debate carried out until consensus, the three most significant causes must be determined. They have to be marked ranked (numbered or with colour signal). The authenticity of the three most significant causes shall be subject to further scrutiny, because repair work initiated on the basis of them.

d) Recommended group size:

15-20 people.

e) Ideal location:

Closed space.

f) Time required:

1-1,5 hours.

g) Tool requirements:

Paper, pens, felt pens, board.

h) Evaluation and criteria:

After the method, it is worth making a presentation about which team arrived where, what reasons they found and how they ranked them. Once this is done, it is necessary to set up a chart for the entire organization too.

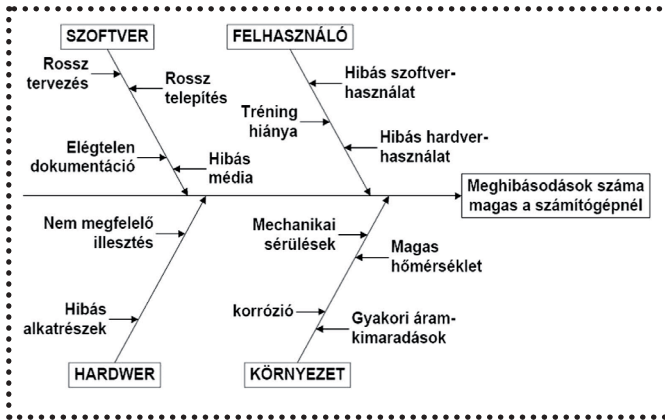
i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Logical thinking;
- Position detection capability;
- Problem-solving skills;
- Creativity;
- Concentration skills;
- Paying attention to each other;
- Presentation skills;
- Persuasion;
- Advocacy skills;
- Strategic planning capability;
- Decision-making ability.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

78. Problem tree, Target tree



a) The situation:

The method of “Problem tree, Target tree” is recommended to explore cause-effect relationships.

b) The aim:

The aim of the method is to explore the causes of the problems and to outline the future opportunities and the necessary actions.

c) Description, process:

In the first step of problem analysis, we have to highlight the main problem, the solution of which we wish to promote. With the further steps of problem analysis, the negative traits of the case are collected. Between the identified problems, we have to look for causal relationship. The collected information can be plotted on a graph called the Problem tree. If we want to get a comprehensive problem tree, the negative situation must be drafted in the most general way possible (e.g. registration difficulties of civil-non-profit organizations). The main problem is further broken down into additional problems on the basis of cause and effect relationships (e.g.: internal problems, problems with registration, etc.), and by breaking them down further, we reach the basic problem. The causes get to the lower levels; the effects get to the higher levels. The reconstructed Problem tree shows the negative side of the situation existing in a simplified form.

The Target tree presents future opportunities and the tasks necessary to reach the future situation in the same method, as we described for the method of Problem tree.

The essence of the method is that we have to identify problems, of which we would like to change, and then with the determination of their hierarchy, we reveal cause-effect relationships. When analysing the problems, we need to consider what the cause is and what the result is. If some problems have no cause and effect relationship, we have to place them next to each other. Following the cause-effect relationship analysis, the mirror image, the Target tree has to be created. The Target tree turns the negativities defined into results, and presents solution opportunities. The hierarchy of different objectives results in tool results association. When formulating the objectives, the specific tasks are not outlined.

d) Recommended group size:

15-20 people.

e) Ideal location:

Closed space.

f) Time required:

30-40 minutes.

g) Tool requirements:

Paper, felt pen, pen, board.

h) Evaluation and criteria:

The evaluation is the presentation of the Problem tree, Target tree itself in front of the entire group, after the presentation, leave space for feedback and reflection.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Logical thinking;
- Analytical approach;
- Scene recognition capability;
- Problem-solving skills;
- Creativity;
- Concentration skills;
- Observation skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

In the case of the method, illustration is important, so that the cause and effect relationships are clearly visible, so emphasis should be placed on the visual display (e.g. the end result can often be a chart spreading over an entire wall, which in itself is suggestive).

79. 79. Force Field Analysis

a) The situation:

This method is recommended for cases where the organization wishes to perform some changes, and to do so, it is necessary to map its power relations (driving forces, braking forces).

b) The aim:

With the help of the application of the method, we can map within an organization the factors, helping and supporting the planned changes, as well as those inhibiting and obstructing them. Following this, it is possible to influence a variety of factors, so that the change can be implemented as smoothly as possible.

c) Description, process:

The essence of the method is to recognize the possible inhibitory factors on time and to take measures to reduce them, as well as to enhance the driving forces. The force field analysis facilitates the change in a way that encourages the participants to think together about the change, and through their involvement, commits them to making the difference. Therefore, it is important that more people participate in the analysis.

Procedure:

With the help of a coordinate system, we represent the forces and factors facilitating change. The thickness of the arrows denotes the size of the force. We do the same with the inhibitory factors as well. If the figure is in balance, then we know that we must reduce the braking forces and must strive to increase and strengthen the helping factors. If the braking forces predominate, it is still a lot of work to do until the changes are introduced since these forces must be neutralized. If the supporting forces are in the majority, then feel free to plan the introduction of change.

	Desired situation
Current situation	
Driving force	Braking force
⇒	⇐
⇒	⇐

Its steps:

1. Draw on a paper board or on a wrapping paper a figure showing a balance of powers (see .: above). The vertical line is the equilibrium point. Write the current situation immediately over the line. In the upper right corner, write the desired position. The part being in the left from the equilibrium line is the dimension of the “Driving Forces”, and the right part is for the “Braking Forces”.
2. List all the forces that act on the direction of change; write these in dimension of the driving force.
3. Draw arrows pointing to the right side of the figure to indicate the direction of the forces.
4. Determine in a similar way the braking forces against the change.
5. After determination of the main forces, collect the factors from which these will be more powerful driving and braking forces. The different strengths can be labelled with the size of the arrows.
6. The force field is now balanced.
7. To achieve the desired results, the aim is to reduce the braking forces and strengthen the driving forces. If we only increase the driving forces, it can happen that the braking force generated against these will be similar in strength, so we can be most effective if we strive to eliminate and reduce the braking force.
8. Let’s ask the question: What forces can be changed? Some of these are outside the control of the team members, but do not worry about it now.
9. Set up an action plan to implement the ideas.

d) Recommended group size:

15-20 people (in small groups of 5-7 people)

e) Ideal location:

Closed space.

f) Time required:

45-60 minutes.

g) Tool requirements:

Wrapping/flipchart paper, felt pen, pen.

h) Evaluation and criteria:

The evaluation is the presentation of results itself: it is worth describing the results to the entire group, who did what, what action plan s/he worked out. Then preparing for the organization a unified whole, using elements of the proposals.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Logical thinking;
- Scene recognition capability;
- Problem-solving skills;
- Creativity;
- Concentration skills;
- Paying attention to each other;
- Presentation skills;
- Persuasion;
- Advocacy skills;
- Strategic planning capability;
- Debate culture.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Be sensitive to change!

It is important not classify the opinions and views of the others, because we are not the same, so that the views can also vary.

80. Causal method, the eternal doctrine of “why”

a) The situation:

The method is recommended in finding answers to the “why”-s of an emerging problem.

b) The aim:

The aim of the method is to find answers that cannot be broken further to the problem emerging, which will have to be influenced and changed in the future in order to achieve our own or our organizational goals.

c) Description, process:

The method can be performed individually or in groups. The essence is searching answers to the “why” of an emerging problem. It is worth asking in parallel about the ‘why’-s of the things analogous to the problem, but operating. After answering to the “why”, we have to look for answers to the “why”-s of the answer, and so on, until we find something fundamental which basically defines the problem and cannot be further subdivided. This reason, fact has to be acknowledged, influenced or changed.

d) Recommended group size:

15-20 people.

e) Ideal location:

Closed space.

f) Time required:

1-1.5 hours (depending on the depth of the problem).

g) Tool requirements:

Paper, pen, felt pen.

h) Evaluation and criteria:

The evaluation is the presentation of the result obtained itself, even if we are working in groups or individually. At the end of the process it is worth listening to everyone’s solutions and results, and then designing and formulating one that is jointly characteristic of the group. Of course, providing time for reflections as well.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Logical thinking;
- Scene recognition capability;
- Problem-solving skills;
- Creativity;
- Concentration skills;
- Monitoring of each other;
- Presentation skills;
- Persuasion;
- Advocacy skills;
- Strategy building capability;
- Debate culture.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

During the group task, pay attention not to qualify the other's opinion.



F.

PROBLEM SOLVING / DEVELOPMENT METHODS

81. Stand here-stand there!

a) The situation:

The “Stand here-stand there!” method is recommended for mapping the opinion of the group, and for clashing opinions.

b) The aim:

The aim of the method is to form a group resolution in connection with a particular topic. Furthermore, to try to convince the dissenters.

c) Description, process:

We ask for two volunteers from the participants. We ask candidates to represent two opposing positions in relevant topics and issues affecting the participants (e.g. All organizations and nations have a leader that they deserve.), and as a spatial indication of this, arrange in the room relatively far-by forming two poles-from each other. To do so, if possible, our professional assistants may provide argumentation and intellectual ammunition.

The participants have to take a stand before the debate by the indicative location in the room: who strongly agrees with one of the arguing person, place close to him/her, who agrees with the other one, place close to him/her, who occupies a position between the two points of view, stand or sit between the two arguing people, thereby forming a scale. During the argument (our two volunteers are arguing against or next to it), the participants have the opportunity to change their position to the moderator’s call, thus providing continuous feedback to those arguing.

At the end of the program component-getting to know the pro and con arguments-the group forms resolution on the given topic.

Those being in an extreme or indecisive position have to be asked about their reasons to stand there.

d) Recommended group size:

20-30 people.

e) Ideal location:

Closed space, but it can be implemented outdoors as well.

f) Time required:

20-60 minutes.

g) Tool requirements:

None. It is possible in the middle of the room to form a dividing line from something for better appreciability (e.g. rope, cord, tape, etc.).

h) Evaluation and criteria:

At the end of the program element, discuss the results formed, close the debate with an evaluation round, where the participants can step out from their added role and can share their feelings and experiences in relation to the debate. To this, we recommend the following questions:

- How did you feel in the argumentative role? Did it cause difficulty to argue against or in favour of it?
- On what grounds you stood to the one or to the other position? What was that specifically convinced you?
- How the arguments could influence your opinion emerged on the subject?

i) Improved skills and key competences:

- - Native communication;
- - Initiative and entrepreneurial skills;
- - Social and civic skills;
- - Cooperation;
- - Assertiveness;
- - Logical thinking;
- - Analytical approach;
- - Scene recognition capability;
- - Problem-solving skills;
- - Collective thinking;
- - Concentration skills;
- - Observation skills;
- - Presentation skills.

j) Specialitások (korlátok, korosztályi határok, nem javasolt elemek/ esetleges extremitások, veszélyek, buktatók, tanácsok-tanulságok):

During the method, pay attention not to qualify the arguments mentioned!

82. Poster, collage

a) The situation:

The use of poster, collage is recommended instead of processing by verbal toolkit.

b) The aim:

The aim of the method is that the participants express their feelings and thoughts visually as well.

c) Description, process:

The essence of the method is that the participants in small group works visually display the results of a working group, their own feelings and thoughts. The completed “works” are followed by their presentations.

d) Recommended group size:

20-30 people.

e) Ideal location:

Closed space.

f) Time required:

15-25 minutes.

g) Tool requirements:

Paper, marker, coloured pencil, pen, scissors, glue, coloured papers, old magazines, other creative tools.

h) Evaluation and criteria:

The finished posters are worth presenting to the whole group to understand the works. We recommend to leave time after a presentation for the possible questions and feedbacks.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Presentation skills;
- Problem-solving skills;
- Creativity;
- Collective thinking;
- Concentration skills;
- Active listening.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Make sure that everyone is part of the teamwork. The less active ones have to be motivated, the overly active and enthusiastic ones, when necessary, should be warned to show restraint. It is important that everyone feel ownership of the poster; everyone display something on it and that the poster displays everyone's idea and proposal.

83. Brainstorming

a) The situation:

The method of Brainstorming is recommended for solving a specific, existing problem.

b) The aim:

The aim of the method is to outline more opportunities, outputs and ways of solution in relation to a specific, defined problem.

c) Description, process:

Our group with the help of a moderator- who cannot be a person concerned in the specific case- uses criticism and thinking lacking evaluation, with free associations, making use of creativity and group synergy and free thinking without limits to solve a specific problem.

All our ideas about the given issue can be collected in two ways:

Version 1: first everyone take notes about their ideas only to themselves, and in the end, the moderator collects them on a sheet and summarizes them.

Version 2: everyone says their ideas and proposals based on announcements, and freely, which are summarized by the moderator on a sheet.

Passing possibility is given in both cases and both methods are recommended to be carried out in more rounds.

The ideas summarized by the moderator will be evaluated by the same or another working group in the future (e.g. ∴ feasibility, practicality, reality etc.).

d) Recommended group size:

15-20 people.

e) Ideal location:

Closed space.

f) Time required:

20-30 minutes (for one group work).

g) Tool requirements:

Flipchart paper, pen, felt pen.

h) Evaluation and criteria:

The ideas summarized will be evaluated by the same or another working group based on the following criteria: feasibility, practicality, feasibility, reality, and viability (etc.).

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Presentation skills;
- Rapid problem solving skills;
- Creativity;
- Collective thinking;
- Concentration skills;
- Active listening;
- Expression skills;
- Logical thinking;
- Association ability.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The qualification of what has been said is forbidden!

84. The Devil's Advocate

a) The situation:

The method of the Devil's Advocate is recommended to confront the pro-con arguments and searching for solution to a particular problem.

b) The aim:

The aim of the method is to explore the arguments for and against a given topic, discuss and criticize them, and that to find the best possible solution to treat a specific problem.

c) Description, process:

Our group is divided into two parts: the task of one of the small groups is to collect arguments for the given topic, while the task of the other group is to collect arguments against the given topic. Then the group will discuss, disjoint and criticize them together. However, the procedure can be used if the aim is the development of a solution to a given problem, in this case, the small groups are collecting and developing not arguments but methods of solution, then the whole team criticizes and comments on the completed materials.

d) Recommended group size:

20-30 people.

e) Ideal location:

Closed space.

f) Time required:

40 minutes- 1.5 hours.

g) Tool requirements:

Paper, felt pen, pen, (flipchart) board.

h) Evaluation and criteria:

The evaluation is criticism creation and joint discussion itself. In this case, constructive thinking and goal orientation is very important, as well as it is essential to keep us realistic in some cases.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Presentation skills;
- Rapid problem solving skills;
- Creativity;
- Collective thinking;
- Concentration skills;
- Active listening;
- Expression skills;
- Logical thinking;
- Association ability;
- Critical approach.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

When making criticism, pay attention not to classify the person but the given proposal and arguments.

85. Multiple Voting

a) The situation:

The method of Multiple Voting is recommended for the selection of the best possible element, solution.

b) The aim:

The aim of the method is to find the item or solution that is the most appropriate treatment for the given problem.

c) Description, process:

The method can be attached to the brainstorming method, so the ideas and associations got there can be ranked based on some systems (e.g. feasibility, goal orientation).

In the first round, we select its half, in the next round, the other half, all the way until only one or two options remain.

It is worth writing all of the items desired to rank on separate papers for the elements to be movable freely.

d) Recommended group size:

15-20 people.

e) Ideal location:

Closed space.

f) Time required:

40-60 minutes.

g) Tool requirements:

Paper, felt pen, pen, (flipchart) board, glue, scissors.

h) Evaluation and criteria:

At the end of the process, it is not needed to make an evaluation, as during the voting, everyone is constantly telling their arguments; the group decides jointly on the orders.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Presentation skills;
- Rapid problem solving skills;
- Creativity;
- Collective thinking;
- Concentration skills;
- Active listening;
- Expression skills;
- Logical thinking;
- Association ability;
- Critical approach.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Make sure not to qualify each other's arguments when making the orders, and try to devote the contentious situations to our favour, to the solution of the task.

86. Nominal group method

a) The situation:

The method of Nominal group is recommended for finding solutions to a given problem.

b) The aim:

The aim of the method is to go around the given problem and the suggested solutions provided to them as widely as possible.

c) Description, process:

First, we ask the members of the group to collect proposals and statements one by one with respect to the given problem. Then, in groups of 3-4 people, do the same by comparing their own collections, then repeat it in 3-4 small groups; finally we compile a list of common proposals and claims.

d) Recommended group size:

15-20 people.

e) Ideal location:

An enclosed space where small groups can be separated.

f) Time required:

1-1.5 hours.

g) Tool requirements:

Paper, felt pen, pen, (flipchart) board.

h) Evaluation and criteria:

At the end of the process, it is not needed to make an evaluation, as during the group work everyone is constantly telling their arguments; the group decides jointly.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Presentation skills;
- Rapid problem solving skills;
- Creativity;
- Collective thinking;
- Concentration skills;
- Active listening;
- Expression skills;
- Logical thinking;
- Critical approach.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Make sure not to qualify each other's arguments when making the orders, and try to devote the contentious situations to our favour, to the solution of the task.

87. Courtesy services, voluntary co-operative work, favour-banks, voluntary services

a) The situation:

We recommend the Courtesy services method (municipal / district) for community development.

b) The aim:

The aim of the method is to assess the potential of the population resources that can be used for the benefit and interest of the community, that is, the development of a mutual given and take relationship within the community.

c) Description, process:

The essence of the method is to gather within a settlement the donations may be granted on a reciprocal basis to each other.

A name and address database is compiled, in which the local human resources- experience, talents and knowledge- are revealed. The initiative residents making up the central core are going over the settlement and are gathering from the contributors; who is good at what, and what s/he would like to teach to others and what s/he wants to learn from others. E.g. somebody is eager to learn to cook jam and also teaches the other the use of computer or use of the Internet.

d) Recommended group size:

10-20 people (central core, the initiators).

e) Ideal location:

Closed space, and the whole settlement/village to prepare the database.

f) Time required:

The process can last up to several months from preparation to implementation.

g) Tool requirements:

Proper infrastructure for the preparation, infrastructure, development and maintenance of the database.

h) Evaluation and criteria:

During the process, the evaluation is carried out by the communities coming together, willing to learn from each other, through continuous feedback.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurial skills;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Presentation skills;
- Creativity;
- Collective thinking;
- Concentration skills;
- Logical thinking.

j) Specialitások (korlátok, korosztályi határok, nem javasolt elemek/ esetleges extremitások, veszélyek, buktatók, tanácsok-tanulságok):

It is important that in the database only those can be listed who have given their permission to it! This should be recorded in writing to avoid future misunderstandings. The database gathering can be supported with smaller meetings and local actions to strengthen the community by personal encounters and thus the community favour bank as well.

a) The situation:

The method is recommended for both modelling problem solving and for team building.

b) The aim:

The aim of the exercise-first of all-is collaboration, task division and paying attention to each other between the group members. During the exercise, participants must be aware of the importance of the details.

c) Description, process:*Preparation:*

To the practice,we will need an even number of building blocks;the quantity depends on how many people there are in the group.In a group of 8-10 people,at least 24, but possibly more,a maximum of 32 elements are needed. The building blocks have to be of different colours and sizes to which the most suitable is Lego DUPLO (or building blocks with different colours and sizes matching each other).Two of the same packages have to be made from the building blocks so it is important that everything be the same amount,if there is no more from one colour,then because of the lack of proper colour,the combination of different size but same colour is also appropriate.Then the building blocks are halved in the colours and/or sizes,then from one half we make a building,which we place in an enclosed space,separated from the players.We put the other half of building blocks on the table,separated on the basis of colour or size.

The course of practice:

We form two groups from the participants.As many different colour/size building block groups (all red,all blue,rectangular,etc.) exist,as many builders will be needed.One builder is only responsible for building blocks of the same colour or size (e.g. red elements).The builders cannot touch the other's items,only their own.The other half of the group is the "designers" who cannot touch the building blocks.The builders are sitting at the tables,while the designers on the chairs behind them.

The task is to prepare the replica of the pre-built building in the other room,so that those who have the building blocks (the builders) cannot see that building.The construction can only be seen by the designers,and can be studied for 30 seconds one by one,and they can guide the "construction" on the basis of what they have seen,however;they can go to the building one after the other,in a specified order,which must be strictly adhered to.

2 We present the method in the adaptation of Barnabás Gulyás.

The designers can decide, how they use the 30-second frame, but they can only give instructions to the builders when they returned to the table. The designers cannot use any other device than their memories. During the exercise, the participants do not have the opportunity to make strategies following the instructions; the time must be launched immediately. During the practice, they can constantly communicate, except for the designers when studying the building (30 sec.).

d) Recommended group size:

8-10 people.

e) Ideal location:

Closed space in which there are distinct areas.

f) Time required:

Depending on the group size, a total of 25-40 minutes is for mirroring the building then 15 minutes for evaluation.

g) Tool requirements:

32 pieces of Lego DUPLO of various sizes (16 different colours twice), stopwatch, table, chairs.

h) Evaluation and criteria:

At the end of the practice, give the players time for reflection, exchange of experiences and discussion. To do this, we recommend the following questions:

- What was it like to be in the builder / designer role?
- Who was the leader of the process? Who were those who managed the building process?
- Who gave what kind of instructions to whom?
- Was there anything which was frustrating during the game?
- How much the specific time frame influenced the job? Did it help or hinder it?

i) Improved skills and key competences:

- Native communication;
- Assertiveness;
- Initiative and entrepreneurial skills;
- Collective thinking;
- Rapid problem solving skills;
- Expression skills;
- Advocacy skills;
- Cooperation;
- Thorough and detailed observation skills;
- Presentation skills;
- Patience.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The method may cause individual and intra-group tension because of the time frames; make sure to discuss these in the evaluation round and to deduce them!

89. Take a step!³

a) The situation:

The method of “Take a step!” is recommended for the processing of topics such as universal human rights, discrimination, poverty and social exclusion.

b) The aim:

The method is designed to give participants a better understanding of what the consequences could be if someone has low educational qualifications, if his/her family background is not appropriate, or if he/she belongs to a minority group, and to recognize that not everyone has an equal chance in life. In parallel, the development of empathy, acceptance and tolerance.

c) Description, process:

Introduction of the method:

As an introduction, let's ask the group members if they have ever imagined what it would be to be someone else. Bring examples to this. In this game, it's going to happen, that is, they have to imagine themselves into the place of another, perhaps to somebody's who is very different from them or to somebody's who is similar to them (role-play).

Each participant receives a character card, which reveals what role they have to perform during the game. Read quietly and do not tell anyone what their roles are. If someone might not understand something, s/he has to raise his/her hand, wait for the referee to go there and explain its meaning. It is better to this point not allowed to ask questions. If they feel like they know little about what it's like to be the one on the card, simply try to imagine. The following tasks can help to develop the participants into better able to avail themselves into their roles:

- Take a picture of yourself.
- Draw where you live. Draw your room or the street where you live.
- Walk around the room as if you were really the given character.
- How are you doing nowadays? Where do you live? Where do you go to school? What do you do in the morning? And in the afternoon? What are you doing in the evening?
- What is it that gives you pleasure? What are you afraid of?

3 We present the method in the version applied for labour market and career guidance topics by Rita Pappné Bodolai.

The process of the method:

At the start of the role-play, the participants have to remain in silence and stand in line next to each other. When they lined up, the referee should read statements that describe situations or events that in a child's or an adult's life may occur. If they feel that the statement is true to the character, in his/her shoes they are in, take a step forward. If not, stay in one place.

One by one, read the statements; take a break after each of them, leaving time to the participants think over what have been heard, and if necessary, take a step. Look around, where the others are.

At the end of practice sit or stand there, just where they are. Then say one by one what their role was. After everyone introduced himself/herself, look around, how far off everyone has gone by the end of the game.

Before the group assessment, close the game clearly. They have to close their eyes and be themselves again. Let's count to three; by three, everyone shout his/her own name. By this, we close the game, avoiding the participants getting stuck in their roles.

Character cards:

.....
: You are a country girl, living
: in Borsod County, in a housing
: estate. You started your sexual life
: early, scarcely have you completed
: primary school; you gave birth
: to your first child. Now you are
: 27 years old, pregnant with your
: 4th child; you have never worked,
: you make a living from social
: welfare benefits, family support
: and maternity benefit/grant.
: You have a boozier husband who
: is unemployed. Sometimes the
: Employment Centre sends you on
: trainings, but these don't give you
: qualifications but at least you get
: benefit until that time.
:

.....
: You are a small-town boy. You only
: caused trouble at primary school;
: you graduated from class 8th over-
: aged. On the outskirts of the town,
: you live in a run-down cottage
: with your parents and your 4
: siblings. With your band, you are
: begging from the surrounding
: houses; obtain scrap-iron; you
: have some money from handing
: it down. When winter comes,
: you're making a little truculence
: to go to prison where it is warm;
: they give you meals three times a
: day and you can train yourself a
: little bit. In the prison you worked
: but outside only for a short time,
: packing wagons.
:

You live in a county town, your parents have been divorced and you became a pretty messy child. You could hardly complete the 8th grade but as a private student you eventually succeeded. You do not want to learn, you get tired of school. You make a living from temporary jobs; you are mainly an unskilled worker on construction sites. Unfortunately, this is only seasonal in nature and you can only work on the black market/ illegally. There was a time when you were not invited to work anywhere for a year. You make a living from allowances and from your mother's pension.

You live in Budapest. After you matriculated, you did not want to continue your studies, so you have completed an NTR (National Training Register) training course. You became an application writer. Since your dad worked for such a company, through the old connections, they hired you in 3 months. You have learned a lot at the company but you had a new opportunity, only the knowledge of German would have needed to it. Therefore, you enrolled at a German language course, you completed it and you went to be a sales manager at the Western borderland and you are looking for entrepreneurs for EU applications.

You are a country girl but you learned well, therefore they added you to high school. After graduation, you completed a hand and foot care, nail technician NTR (National Training Register) course. You won the entrant entrepreneur application of the Employment Centre; from this and from your parents' support, you launched your own business. You hire a room in a salon and a nice clientele of you have been formed.

You live in a county town, after graduation, you were not admitted to college but you are very attracted to social area so you have completed a social worker and nurse NTR (National Training Register) course. You have registered yourself to the Employment Centre, just in case. You received an offer from a home-care service that if you can find 15 elderly people who you can look after later, they will hire you. Your family and friends have joined forces; you found 15 people and you also won the employment. Three years later, they announced admission in an old people's home. In the interview, they told you that you're theselected, but before that you ought to go on the dole to be supported. You managed to sweat the 3 months out, and you are still working there and like your job, although, your salary is not too high.

You are a boy living in a small town. Already at the 7-8th grade of elementary school you were going to construction sites to help the mason in black/illegal work. Since you were a mediocre student but you had great experience in constructions, you have learned to be a mason. You are making a living from seasonal black jobs, without work in the winter, from spring however, you are going abroad for working with plasterboard. In Hungary, you considered to be a long-term unemployed but in spite of this fact you always go to a civil organization if you are looking for a job because they have helped you several times with their labour market advisory service.

You live in a big city with county rights; you went to a health professional school and graduated as an assistant. For 6 months, you have visited the city's health facilities by the time they hired you at a GP's surgery to replace them, with the help of the Employment Centre. Upon expiry of the aid, your employment ceased as well; you became a job seeker again. Now, under the Public Works Program, the local government employs you for 45.000 Ft. You don't know what will happen to you; maybe you will go abroad to work because you have heard that with health education you can easily find a job and for good salary.

1. You're a guy from Pécs. In primary school, information technology attracted you the most, so you continued your studies in this field; in the vocational secondary school you became system administrator, IT specialist. You realized that you don't have English language certificate, you cannot succeed, so you went to the local Youth Centre where they told you a number of opportunities where within TÁMOP application, you can learn for free. You've been unemployed for 6 months when finally you managed to find a job.

You live in a small town in Northern Hungary. You were a good student in primary school. You really liked your dad's job who worked as an electrician and if there were holidays, he had brought you with him to help him. You went to a vocational school and you became an electrician. You started to work immediately and after 5 years, you launched your own business, you constantly have a job, now you are working together with your dad.

You live in Budapest. In primary school, you were a little bit better than an average student. You've been always attracted to fashion so you studied to be a hairdresser. After school, you started to look for a job and after 3-4 months, you found a salon where they hired you part-time, but announced. Since then, a quite nice clientele of you have been formed; you became an entrepreneur, you seek after a salon where you will be the boss. You can always count on your family!

You live in a small town; you were a quite well student but not excellent. You went to a vocational school where you graduated from and became a land surveyor. For a long time, you did not get a job so you registered yourself in the Employment Centre. You thought that you do not have many chance with your qualification so, lack of a better, you applied for admission to a place where your scores were enough, to Liberal Arts. After you obtained your degree, you became a jobseeker again but you were not hired anywhere, fortunately, your parents were able to help you. After four months, they hired you in Vodafone's dispatch centre as a Customer Relations Associate. You had a job considered to be stable but it doesn't satisfy your spirituality so in your free time, in the local radio with the professional help of the Youth Office, you lead a youth program.

You live in Miskolc in a balanced family environment. In the 5-6th grades of primary school, you were a child figurant in the National Theatre, for which you received money. You studies further in a grammar school then you were admitted to the Economics University. You cannot receive your degree because you don't have your language certificate so you enrolled in a language course financed by the Employment Centre. In 4 months, you managed to pass your language exam, you received your degree and after two months they hired you in a commercial company, you have a competitive salary and career advancement opportunities if you fulfil your commitment!

You live in Budapest; you were an excellent student, therefore you studied in the best high school. As an anime fan, you studied Japanese yourself, already in primary school. After graduation, you were admitted to the Oriental Department of ELTE (EötvösLoránd Science University), where you studied Japanese and Chinese culture and language. You did your practice at the Japanese Embassy where you met a young man, you got married and now you learn as a translator and interpreter besides him in parts of the world, where he is sent for External Action Service. You've never been unemployed; your family and your relatives always helped you.

You live in a county town; you learned to be an auto body mechanic. When you have finished it, you were hired at your former practice place because you did well. You worked there for 3 years but the entrepreneur went smash and you became a jobseeker. A job search advisor of an NGO helped you in getting a job, so for months later you managed to find a job. Now your place seems to be assured because they recognized your talent and your working capacity here as well.

You live in a rural town. In elementary school, you were a good school girl; you studied in the high school of the neighbouring city. In high school, you performed on an average level so there was no hope for tertiary education. You have no idea what to do with yourself, where and what you should work. There being no other option, after eight months you went to the supermarket TESCO for packing products and filling shelves. You are thinking about completing the food seller training but you don't have time and money for it. You either work or study, but you need money, therefore, now you prefer working.

You live in a county town; you went to one of the best high schools but your graduation was not very bright so you did not study further. Your family stand by your side; they would help their daughter but you don't know, in what they can stand beside you. You have good communication skills; you would like to work something like that. After a 6-month job search you have been admitted to a telemarketing company. You don't really like clipping people but you really like this job.

You are a country girl. In a small school, you were an excellent student. You were admitted to the high school of a nearby city, you graduated well but your mother, who raised you up alone, had an accident and requires long-term care. You had to undertake this difficult task but it put you into difficult financial circumstances. The emergency care and the disability allowance is only 70.000 Ft from which you have to pay for the flat, food and medicines. You could only take a part-time job which you only succeeded in after six months, thanks to the family doctor who hired you for cleaning the GP's surgery.

Statements:

Take a step forward,

- Those who had/have full-time, reported job.
- Those who have salary.
- Those who have the opportunity to go on vacation.
- Those who have money to buy a new washing machine instead of a broken washing machine for cash (no credit/installment!).
- Those who have a chance to take out loans.
- Those who have the opportunity to finance their daily livelihood from their salaries.
- Those who had/have black work for which s/he received money.
- Anyone who has worked in primary school as well.
- To whom the state pays aid or other allowance, benefit.
- Those who have TV at home.
- Those who were supported by the family/relatives in job searching.
- Those who were assisted by a civil labour market service in job searching.
- Those who were assisted by an Employment Centre in job searching.
- Those who were assisted by a Youth Office in job searching.
- Those who have his/her 8th grade.
- Those who have a vocational certificate.
- Those who have vocational secondary school or vocational school education.
- Those who have a high school diploma.
- Those who have received NTR training after graduation.
- Those who conducted a training course to be marketable.
- Those who have a higher education qualification.
- Those who feel that they will conduct additional course, training to go along better.
- Those who feel that their career and future is secured.
- Take one step back who was unemployed.
- Take one step back who feel their lives hopeless.

d) Recommended group size:

10-30 people.

e) Ideal location:

Anywhere feasible.

f) Time required:

60 minutes.

g) Tool requirements:

Character cards, list of statements.

h) Evaluation and criteria:

The evaluation and discussion is one of the key elements of the practice. To this, we recommend the following questions:

- What happened in the game?
- How easy or difficult was to play your role?
- How did you imagine the person who you played? Do you know such people?
- How did you feel in your role? Was it similar to you?

The evaluation of the practice can be linked with the discussion of the problems of discrimination and social and economic inequality, with the help of questions such as the following:

- How did those feel who took a step forward?
- When you could often take a step forward, at what time you realized that the others do not proceed as fast as you can?
- Could the person you displayed go forward? Why?
- Did you feel that it was not fair?
- Is it similar to reality what happened during the game? In what?
- What is the reason that some people are given more opportunities in life than others? And what is the reason that some people get fewer opportunities?

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Assertiveness;
- Concentration skills;
- Active listening;
- Expression skills;
- Critical approach;
- Ability of empathy;
- Tolerance, ability to accept otherness;
- Self-knowledge.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

As the referee cannot know the personal life situation of each participant, some participants can be upset very much and emotionally captivated by certain roles. It is important for the referee to very sensitively pay attention during the practice especially to those participants who cannot step out from their roles easily or who behave unusually. In such cases, the referee has to literally move out the participants from their roles; they have to shake their characters off and s/he has to talk personally with the participant who remained under the influence of his/her role nevertheless. It is very important for the group to be quiet when they receive their roles; imagine that person's life and when they step forward accordingly.

Create our own character cards! The given cards can be used as samples. The better the character cards reflect the world in which the participants live, the more they will learn from this practice.

a) The situation:

The method is recommended when processing a topic closely affecting a specific group, or to the exploration of a problem concerning society as a whole and to the visualization of a way of solution referring to it (e.g. : exclusion, school bullying, healthy lifestyle, etc.).

b) The aim:

The aim of the method beyond common thinking and creation is to uncover the problems affecting the group/society as a whole, and to display one of the solutions to them visually, pictorially as well, in a common painting.

c) Description, process:

The process can be divided into two parts:

1. Topic processing

The participants using non-formal methods – Though map, Brainstorming, Multiple voting, etc. – explore the topic, formulate their views, feelings and desires regarding a topic. In this process, they select one scene, solution or desire which is the most acceptable for the group and which they would like to display the most in a large common painting.

The joint painting has to be planned in details and as a whole with the group, and in a small sketch it also has to be prepared.

2. Acquiring the wall painting technique

Towards wall painting, the road leads through getting to know the painting technique, the creation on a large surface area, in a large size and together and through learning its basic principles. This means that first on an A/4-size paper, then on canvas sheets, individual, small groups and whole groups joint paintings are made. The participants use all along the 3 primary colours only (red, yellow, blue), as well as black and white, and they mix any further colours from them. Of course, they are working with brushes and they express their messages by the representation of figural and universal symbols in an effort to make it understandable for everyone. The poster-like display serves this purpose too, that is, the structure of the composition from some forms and figures, filling and expressing the image.

3. Common wall painting

The group jointly paints the pre-designed paintings on the selected area: first they make a sketch and draw the outline, the boundaries of each picture details, then they paint their ideas step by step.

d) Recommended group size:

10-40 people.

e) Ideal location:

For the preparation we recommend such a close space which is spacious and where the huge sheets comfortably fit.

The wall selected for the final painting.

f) Time required:

Depending on the topic, it can range from two days up to several weeks of implementation process.

g) Tool requirements:

Paper, marker, pen, brushes, sheets and other creative tools.

h) Evaluation and criteria:

At each encounter, hold an evaluation and a reflection round. To this, we recommend the following questions:

- How did you feel today? (on the day of the exercise; this has to be asked daily)
- What did you learn?
- Have we received an answer, solution to the problem raised?
- What do you take home?
- What would you do differently?
- How would you judge teamwork and the progress of the process?

i) Improved skills and key competences:

- Native communication;
- Assertiveness;
- Creativity and imagination;
- Initiative and entrepreneurial skills;
- Collective thinking;
- Rapid problem solving skills;
- A holistic vision;
- Strategic planning and creativity;
- Critical thinking;
- Expression skills;
- Advocacy skills;
- Visual way of seeing;
- Manual dexterity;
- Adaptation and cooperation.

j) Specialitások (korlátok, korosztályi határok, nem javasolt elemek/ esetleges extremitások, veszélyek, buktatók, tanácsok-tanulságok):

The process can be very long so make sure to keep the group motivated to achieve the goal. During the meetings and the joint work, make sure not to qualify the other's opinion! It is important that each group member be motivated; that everyone feel to be evaluated, according to his/her own ability. Do not allow excessive lobbying and subtraction.

The method can be applied in almost every field of youth case.

91. Citizens' Council

a) The situation:

The method is recommended to discuss controversial and contentious situations and for the preparation of related decisions.

b) The aim:

The aim of the method is to discuss a given, generally controversial public issue with the direct and intensive involvement of the stakeholders, as well as to prepare the related decisions.

c) Description, process:

We inform the Council members in details with the involvement of external and local experts about a particular public case (e.g. functioning of a community centre, bus schedule change), then in a well-prepared deliverance process, organized and facilitated by external assistants they are given the opportunity to jointly think about their issues: to express their support, reservations or their fears about it. The Council formulates concrete proposals to policy makers.

d) Recommended group size:

15-20 people.

e) Ideal location:

Closed space.

f) Time required:

60-90 minutes but it can also be a day.

g) Tool requirements:

Depending on the topic.

h) Evaluation and criteria:

At the end of the Council's session, evaluate the time spent together, and the joint work.

To this, we recommend the following questions:

- Did you receive appropriate answers to the questions raised?
- How do you feel? Did you manage to find a solution to the problem/has the conflict been dissolved?
- Is the recommendation developed appropriate to address the problem?
- What did you get and what do you take home from it?
- Did the Council help in solving the problem? If so, in what? If not, why not?

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Cooperation;
- Assertiveness;
- Logical thinking;
- Analytical approach;
- Space recognition capability;
- Problem-solving skills;
- Creativity;
- Collective thinking;
- Concentration skills;
- Observation skills;
- Strategic management.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

G.

Conflict-detection and treatment
methods

92. Exchange of feelings

a) The situation:

The “Exchange of feelings” method is recommended to detect and dissolve conflicts but it can also be used as a community development element.

b) The aim:

The aim of the method is to explore and dissolve the repressed or surface conflicts within the group, and that the members can discuss the situation or problem causing conflict.

c) Description, process:

We draw two or three pieces of paper per person, on which a variety of feelings and mental states can be found (e.g. pleasure, fear, revenge, etc.). The slips of papers can be exchanged with each other at will, but only the one-for-one change is allowed. After the exchanges, everyone can tell, what “feelings” they received originally, what they changed for what or wanted to change and how typical are these to him/her.

d) Recommended group size:

10-15 people.

e) Ideal location:

Closed space but it can be implemented outdoors as well.

f) Time required:

1-1,5 hours (or until there is something to talk about).

g) Tool requirements:

Feelings’ tags, a hat/bag, from which we draw them.

h) Evaluation and criteria:

One of the key elements of the game is discussion and the searching for answers to “why”-s, therefore we recommend the following questions:

- What feelings did you get? What you exchanged them for and why? Why didn't you exchange them?
- What do feelings mean to you? Why do you feel that they are related to these?
- To what and to whom you can connect the feelings in the present?
- How much the feelings in your hand characterize your days? Why?

At the end of the conversation it is recommended for the group members to take promises to each other, some trifles, which they are trying to change in the (near) future.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Persuasiveness;
- Self-knowledge;
- Space recognition capability;
- Persuasiveness;
- Assertiveness;
- Logical thinking;
- Empathy.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Be careful not to qualify each other during the conversation/debate and listen to the other party as well!

93. Cave accident

a) The situation:

It is recommended for practicing communication and consensus-based decision-making.

b) The aim:

The aim of the method is to strengthen cooperation within the group, to develop joint decision-making ability and the pursuit of consensual solution.

c) Description, process:

We describe the following framework story for participants:

You are part of such a research executive committee which finances programs related to the behaviour of people who are closed. Now, you had to be gathered for an extraordinary session because there is a big problem with one of the experiments. They took six volunteers to a cave system in a remote part of the country who only keep in touch by radio with researchers at the exit.

According to the original plans, the volunteers would have spent four days under the ground but now but now they had become trapped in the cave due to rock fall and water incursion. According to the only available rescue team, the rescue will be very difficult and with their equipment available, they can save only one person in an hour, however, due to rising water, the rescue team only has 4 hours so some volunteers will surely get drowned.

Volunteers are well aware of the dangers of their venture. They contacted by radio with the researchers and told they could not set up the order off rescue. Under the terms of the research program, this decision to take is waiting for your committee. The life-saving equipment will get to the entrance of the cave within forty minutes; and the rescue team have to be informed of the order by filling in the grading sheet form.

You only know information about the volunteers from the program material.

In order to make a decision, any criteria deemed to be correct can be used.

So the decision –about the volunteer’s life - is in your hands!

What order do you set up?

ALETTA

34-year-old housewife; she has four children: the youngest is 7-months old; the oldest is 8 years old. Her hobbies: reading, cooking. She lives near Pécs in a nice house; she was born in Budapest. She has a secret romantic relationship with another volunteer (with Imre).

TOZÓ

She is 19 years old, studying at the University of Budapest, the daughter of wealthy parents from Tokyo. Her father is a manufacturer but he gained national reputation for in the field of traditional Japanese mime theatre. Tozó is single but she has a number of prestigious suitors because she is a very pretty girl. Recently she has starred in a television documentary about Japanese women and ikebana.

JOBE

A 41-year-old priest born in Central-Africa who has devoted his entire life to the social and political development of Africans. Jobe is active in politics, and in recent years, he has visited the USA and Russia many times. He is married and has eleven children between the ages of 6 and 19. In his free time, he plays in a jazz-band.

IMRE

Unmarried, 27 years old, served as an officer in the army for a while in Western-Hungary, where as a secret agent, he swooped down on a German terrorist group dwelling near the Austrian border. Therefore, he received special recognition. Since he returned to civil life, he cannot find his place; he drinks quite a lot. Currently he is the leader of a youth group and invests great energy in assisting young people and in the management of caving groups. His hobby is swimming. He lives in a village near Lake Balaton.

LÁSZLÓ

He is 42 years old; for six years, living separately from his wife. His wife currently lives in a stable relationship with someone else. He was born in Baranya County, but now he lives in Békásmegyer. He works in the Budapest Hospital as a doctor-researcher and he is a recognized authority of the treatment against rabies. Recently he invented a cheap treatment option that everyone can use on his/her own. Much of the research can still be found in his notebook, the decoding of which was quite difficult. Unfortunately, he had emotional problems recently and he had twice been convicted of a violent attack, most recently 11 months ago. His hobby is classical music, opera and sailing.

JÓZSEF

54 years old, he lived most of his life in Budapest. He is the CEO of an industrial machinery company making rubber belts. The factory has 71 employees. In the local community, he is a recognized person and a government representative. He is married and has two children who have their own families and moved from Budapest. He just came back from Germany where he was negotiating about a serious machine belt supply contract for five years. If the contract is bound, it will create jobs for an additional 25 people. He is collecting old weapons and would like to write a book about the development of weapons. He is an enthusiastic football fan and goes every weekend to Ferencváros matches.

d) Recommended group size:

8-20 people.

e) Ideal location:

Closed space but can be implemented outdoors as well.

f) Time required:

40-60 minutes.

g) Tool requirements:

The pre-printed list of participants, paper, pens, chairs.

h) Evaluation and criteria:

We recommend asking the following questions:

- How did you feel during the game?
- How difficult was the decision?
- Who is right?
- What helped, and what inhibited the joint decision?
- Was there group pressure?

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Persuasiveness;
- Self-knowledge;
- Space recognition capability;
- The ability of expression;
- Assertiveness;
- Communication skills;
- Empathy;
- Problem-solving skills;
- Stress tolerance;
- Decision-making ability.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

The task involves very high (nervous) tension so it can happen any time that someone needs to quit. Clarify this at the beginning of the practice, make it possible on the go, and then talk about the task and experience.

Take care of each other physical integrity!

Debate, heated arguments or serious emotional outbursts may occur, which have to be handled immediately, but no later than the evaluation round.

The exercise is recommended over 14 years.

a) The situation:

The method of Orange harvest is recommended for the illustration of the phases of the trial, and to the analysis of conflict management styles.

b) The aim:

The aim of the method is that the participants learn the steps of negotiation and its accurate process, and learn about conflict management styles.

c) Description, process:

As a first step, with a random group demolition task, we create two groups with an equal number. One receives the one; the other receives the other role description (in this case, a representative of a government and that of a company give the two roles). In two separate rooms, 15-15 minutes are available for the groups to read and interpret the description and establish themselves a strategy for the "Great Trial". Since the aim is that within a team not just one person negotiate, therefore a sequence has to be designed as to who follows who in the course of the trial. The trainer communicates this to the team: *"It is possible that the trial should be stopped for a moment. This is not because it is because they are progressing well or badly. Just a day has passed, and certainly they are tired already."*

The teams preparing separately come back to the room after 15 minutes (the Deputy Director of the American multinational company should be sent out of the room as they will come in with the offer, but you do not have to tell this to the groups). The request of the trainer is the following: "Please, start the trial!". There can be only one negotiator from the given team; we ask the others to be observers only who cannot speak by any means, however, they can take notes, they can observe verbal and non-verbal communication, etc. After a certain time (there is no recipe for it), the trainer interrupts the trial *"One day has passed!"*. The trainer gives 5 minutes to both teams to rethink the foregoing and further develop the strategy. If the teams may feel that they already have the solution, the trainer has to insist on that they develop strategy separately as well (practice shows that instead of a quick solution, usually there is a greater threat on the US side in this case; then they establish different agreement modalities.). The Americans go out of the room once again. The next they, when they come back, from each group, a new negotiator sits at the table. The trainer, of course, while taking notes, is on an observer position. After some time, s/he interrupts the trial again: *"This day has passed, too!"*. The Americans go out of the room once again.

4 The method is presented in the adaptation of Zsolt András Horváth

Trainer intervention is a question of how many times s/he interrupts the trial. It is recommended as often as possible to attract more participants to have the opportunity to try themselves. In the end, they reach the agreement. It also depends on the trainer (and also on the team), how detailed this agreement is.

In the evaluation round, analyse the trial. There can be here a PPT-supported input by the trainer on the stages of the trial. And then, there can be a presentation on negotiating (influencing) - conflict management styles (Thomas - Kilmann).

Version 1: at the second or even at the third negotiator we might say the group that from now on, the “Forum-theatre” approach works. This means that anyone from the own team can touch the shoulder of the negotiator anytime, which means that the parties need to change place and must take control of speech. Who had been performed so far, sits back to his/her own team. It can be played as many times as they will. Here you have to pay attention that this “Forum-theatre” is a particularly strong drama-pedagogy element so its use can only be recommended with careful preparation.

Version 2: no two teams against each other, but everyone is playing in pairs. In this case, each pair will be given a role description sheet and there is 10 minutes of preparation time. Then they can start the trial. For the trial, there is also 15 minutes available. There will be those who finish first and who finish later. All kinds of solution modes are possible, which we discussed in the conversation round.

Role description of the Maltese Group:

You are the defence minister of the Government of Malta; a serious, purposeful, rigorous man. Unfortunately you became aware of that, for various political reasons and crisis a terrorist attack can be expected across the country. A group calling itself XXX has seriously threatened the government that they will make terror attacks in several areas of the country, especially against such institutions and places where masses occur. If they redeem their threats, hundreds of dead and wounded can be expected. Seriousness of their threat has been repeatedly demonstrated in several places by bomb attacks.

You also got to know that this group has in the possession of a very rare but extremely powerful and dangerous nerve poison which is capable of simultaneously poisoning many people. Those who survive it, can get lifelong injuries. Thus, the attack must be taken very seriously.

However, you have also detected by the country's scientists that a special serum can be made against the poison which neutralizes it. The raw material of this serum (the juice of an extremely rare species of orange) can only be found in the island of Malta, unfortunately only in small quantities.

The fruit therefore had to be purchased by the State. However, you also got to know that a US delegation is heading to the country to obtain the orange. However, you need the orange for producing the antidote.

Therefore, it is necessary to negotiate with the US delegation. You decide, in which way, style and using what tactics. One goal is to float before your eyes: to get all fruits, because due to the small quantity, the whole is needed for the serum.

Role description of the American Group:

You are the Deputy Director of a fictional American company. This well-known and reputable company produces and distributes medicines all over the country and even in South America. They are working with mainly neutral materials; most of their products are homeopathic, therefore their medicines are popular and reliable among their patients. Unfortunately, there is a spreading, serious illness- especially dangerous to children-, a virus the side effect of which is often pleurisy, high fever and dehydration; ultimately it can result in death. Not only in America, but worldwide as well! Because of the frequency of the disease, there is a risk that an epidemic develops; so much pressure is on scientists, researchers.

In combating this disease, research has been going on for months in your company's laboratory but there is groundbreaking result only recently. The scientists finally found the antidote that proved to be effective. They have also tested the serum and it brought healing in any case. However, this serum is very difficult to reach, and only available in small quantities. This serum can be obtained only from a special orange peel, which fruit can only be found in the island of Malta, unfortunately, only in small quantities.

The drug company needs all the fruit that can be found in the island because its need for them to produce the antidote. You and your small group (colleagues) travel to the island to negotiate with the representatives of the Maltese Government and obtain all the fruit. The life of hundreds of thousands of people, mostly children's, is in your hands; the stakes are huge! You decide what tactics you use, which negotiating style you represent. One goal is to float before your eyes: to obtain all the available fruit. This is all the more important, because in the meantime you have become aware of the fact that due to the peculiarity of the orange, someone else is bidding on it, too.

d) Recommended group size:

10-16 people.

e) Ideal location:

A closed space where there are two distinct spaces.

f) Time required:

30-60 minutes.

g) Tool requirements:

Role descriptions, tables, chairs.

h) Evaluation and criteria:

We recommend asking the following questions for evaluation:

- What strategy did you start with in the first trial?
- On what basis did you decide who goes to negotiate?
- How did you live the trial? What feelings evolved in you meanwhile?
- Was there a conflict during the trial?
- How did the different participants react to conflict situations?

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Skills of negotiation;
- Logical thinking;
- Assertiveness;
- Presentation skills;
- Persuasiveness;
- Advocacy skills;
- Strategy building capability;
- Space recognition capability;
- Problem-solving skills;
- Information gathering and filtering capabilities.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Care must be taken during exercise to stay assertive. The ability of empathy is important in someone's role, but we have to pay attention if too much attention is given to it.

95. Hot chair

a) The situation:

The method of “Hot chair” is recommended for the exploration of conflict situations within the group but only if the group members have long been active together and know each other for a long time.

b) The aim:

The aim of the method is that conflicts within the group come to the surface and latent problems as well and that these problems have to be discussed by the group.

c) Description, process:

The participants are sitting in a semi-circle and one chair is positioned opposite the semi-circle. On the basis of an arbitrary principle, we select who should sit on the solo chair. The player sitting in the middle asks a question assuming general education.

Anyone from those sitting around him/her, who knows the answer, can ask. This question can be personal, something that s/he has not asked otherwise and wants to know about the one sitting in the middle.

Version: The game can also be played in a way that the literacy question part is omitted and we ask directly from the one sitting on the hot chair.

Even early in the game you should agree on the depth and modality of potential questions.

It is very important at the beginning of the practice to call the group’s attention to the fact that what is said in the room also stays there!

d) Recommended group size:

10-12 people.

e) Ideal location:

Closed space.

f) Time required:

It may take up to several hours depending on the number of members of the group.

g) Tool requirements:

None.

h) Evaluation and criteria:

The following questions are recommended for evaluation:

- How did you feel on the chair opposite the others?
- Did it cause difficulty to answer the questions?

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Assertiveness;
- Empathy;
- Confidence;
- Self-awareness, self-esteem;
- Self-confidence;
- Self-criticism.

j) Specialítások (korlátok, korosztályi határok, nem javasolt elemek/ esetleges extremitások, veszélyek, buktatók, tanácsok-tanulságok):

As the referee cannot know everyone from the group members, may not know who arrived at the group and from what environment, so high level of empathy is needed to this method. Devote enough time for the discussion of the conflicts arisen!



H.

Design methods

a) The situation:

The method of 'Future workshop' is recommended if we would like to reach the outline of the Community Action Plan within a short time (1 day or 3 evenings), when the active group of initiators is available.

b) The aim:

The aim of the method is to prepare the group's action plan within a short time.

c) Description, process:

The participants at the beginning of the process introduce themselves then the group leader(s) explain(s) the method will be used during the day.

The method contains several steps:

1. Preparation:

First, topics have to be chosen and a method can be presented through an example. The topics have to be positive examples with which the group agrees. It always has to be considered if the group agrees with the topic. If not, there is a need for searching for a suitable topic.

Examples for topics:

- A residential community centre - everyone's business;
- Appropriate assistance to children with disabilities;
- Meaningful work for the community's unemployed youth;
- Meaningful leisure opportunities - without drugs.

2. Criticism:

- Ask everyone to write down keywords (preferably 1-1 words), which describe the obstacles that hinder the attainment of the goal. Perform this in silence (10 minutes).
- Then everyone writes the words written down by him/her in columns to the large sheets of paper set on the wall.
- The leaders read aloud the words and interpret their contents, and if necessary, supplement them with explanatory words. Discussion on the words' suitability or validity is not allowed.
- Vote. Each participant has 10 points which can be distributed between the keywords: they can give all the 10 points to one word or 1-1 points to 10 different words, etc. Voting is done in silence - not any influence is allowed. Then the leaders summarize the votes, and group the words referring to the same subject. In this way, attention will be directed on topics/words

who receive the most votes: we have a list on topics that the participants found to be the most important.

- Writing down negative-phrases (negative statements): form groups of approximately 5 people. Each group receives a large piece of paper and a felt pen. In a single sentence, they have to formulate the words/topics received the most points as a negative, denying sentence. They put the completed sheets on the wall. They read out the sentences and interpret them if necessary. No debate!

3. Rewrite:

- Positive sentence building (“ideal-state”-type phrases): we work in small groups again and convert the negative statements into positive statements, that is, we assume that the most important things operate in their ideal states.
- The presentation of “ideal-state” statements: we hang the statements on the wall, read them out and interpret them. Among the sentences of each group, there are major or minor differences.
- Vote on the statements containing the “ideal-state”: each participant can get 5 points now and can manage with that.

The leaders count the votes, cut the groups’ sentence lists and group them again (e.g. using glue) based on the topics. This counting of votes, cutting and sticking is worth doing in parallel with step 4: while the group is working on a fantasy plan, the referee can group quietly.

4. Fantasy Project / creative task:

New group schedule (e.g. women-men, short and long-haired, etc.): Each group have to create a fantasy plan, to which unlimited resources (human and material) are available. This project must relate in some way to the daily theme. If possible, the groups have to illustrate their ideas with figures, graphs, etc. and do not make lengthy written works.

Fantasy examples:

- Amusement park
- Development of hospital waiting room for children
- Midsummer Night celebration with the participation of all members of the community

Presentation of the fantasy projects: From each group, a group member presents the group’s project to the jury (it should not be the leader but e.g. a host or any other person). The selection of the “winner” is followed by the distribution of awards (e.g. sweets); a consolation prize (e.g. sweets) to the others.

5. The phase of the detailed vision:

- We direct the energy and enthusiasm generated during the fantasy project from the ideal state to a more detailed picture: how would the task, business would look in its best form? Participants' imagination is free to rise again: there are no bureaucratic or financial constraints. We emphasize that the groups only have to draw the ideal final image, rather than the path leading to it, that is, not a strategy has to be produced.
- Presentation of the "detailed vision": The group members representing the groups explain their own, developed "ideas". Not a kind of comment or discussion is allowed such as "But that's impossible!".
- The thematic classification of visions: The leaders then cut the pictures into pieces and stick them together according to topics. If there are a lot of pictures, first you need to limit their number with a five-point vote. Then, the topics can be hung on the wall. Each theme must be clearly outlined so that people can judge correctly if we categorized the images properly.
- Selection of a topic: Participants then lined up under the sheet of the topic of which they want to deal with the most. The goal is to have reality from vision.

6. Implementation:

- Each group will receive an "idea card" to get started. The idea card is an instruction list, worded in the form of questions. It is non-binding nature; those can call it on who feel its need.
 - Values. Can we start immediately? What obstacles lie ahead? What are the views of colleagues, politicians, powerful people, etc.?
 - Strategies. What political and economic support do we need? With whom we can cooperate? How can we introduce, get acquainted and make the idea to be marketable?
 - Take action. Who wants and can work on this idea? How much work is required? How can we sell the idea? What is the risk? What is the benefit?
- Development report prepared on the feasibility of the topics: Each group processes instructions, questions or something similar and writes their thoughts and plans on a large sheet of paper. In a pre-arranged time the teams meet again, and each group outlines the others plans and ideas.

7. Final evaluation:

Finally, we give everyone an opportunity to evaluate the daily activities.

d) Recommended group size:

15-25 people.

e) Ideal location:

An enclosed space where small groups can be easily separated.

f) Time required:

1 day.

g) Tool requirements:

Paper, pen, marker, scissors, glue, (flipchart) table.

h) Evaluation and criteria:

The method is finished with a final assessment, to which we recommend the following questions:

- Sharing positive and negative experiences related to the whole day.
- What do you take home with you from the day?
- How did you feel between the tasks?
- How do you feel, did you find a solution to these problems?

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Social and civic skills;
- Cooperation;
- Collective thinking;
- Concentration skills;
- Presentation skills;
- Development of logical thinking;
- Patience;
- The ability of expression;
- Perseverance;
- Debate culture;
- Active listening;
- Space recognition capability;
- Problem-solving skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

It is important not to classify each other's opinions and ideas during the process. The referee / facilitator should pay attention to it!

97. Letter to myself

a) The situation:

The method is an alternative, supporting element in relation to future planning.

b) The aim:

The aim of the method is to see the processes and the goals to be achieved more clearly.

c) Description, process:

1. Establish a goal, a theme around which the letter is written.
2. Establish a time span compared to the target: 1-5-10-15 years later - it depends on the time line of the plan as well.
3. Start to write a letter to our future self. First, address ourselves: e.g. Dear 43-year-old Myself,
4. Write down how we see ourselves in the future (formulate sentences in the present tense!).

What surrounds us, what we feel, what we do, where we are, etc.

5. Write down (formulate sentences in the past tense!) how our set goal succeeded; what the difficulties were; what pitfalls we jumped over, what obstacles we fought off; what we felt during implementation; when it was the hardest and when the lightest.

6. Always say goodbye positively to ourselves, be proud to have successfully achieved our goals set and formulate this as well!

If we carry out this task in group, the participants can read out their letters but do not make it to be mandatory!

d) Recommended group size:

1-15 people.

e) Ideal location:

Closed, quiet and calm environment.

f) Time required:

20-60 minutes.

g) Tool requirements:

Paper, pens to all participants.

h) Evaluation and criteria:

This practice is not necessary to be evaluated. Say thank you for the activity, participation.

i) Improved skills and key competences:

- Creativity and imagination;
- Native communication;
- Initiative and entrepreneurship;
- Ability to adapt;
- The ability of self-reflection;
- Assertiveness;
- Design capability;
- Self-knowledge;
- Self-confidence;
- Self-criticism.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

There are no generational constraints. If we work in group, call the participants' attention not to qualify the other party; be accepting and patient with each other.

a) The situation:

The flowchart design is recommended when we plan a longer-term project or we determine long-term goals.

b) The aim:

The aim of the method is to make the tasks to be more transparent and easy to follow; to see what comes after which activity and what is connected to what.

c) Description, process:

Several manifestations of the flowchart design can be used. The point is to demonstrate the chronologically consecutive steps, and to make the consequential processes to be visible and transparent. It is worth preparing this flowchart design at the beginning of our project and it can be used as a crutch or monitoring device during the implementation of the project.

It is good if our flowchart contains not just the given step but also the accompanying resources (human, financial, physical) and time.

Some forms:

1. Egyszerű téglalapok nyilakkal. A téglalapok az adott lépést tartalmazzák.
2. Kördiagramok.
3. Fa elágazó ágakkal.
4. Virág szirmokkal.
5. Felhők.
6. Gantt-diagram.

d) Recommended group size:

1-12 people.

e) Ideal location:

Closed space providing a peaceful environment.

f) Time required:

The time of preparing the flowchart can range from an hour to a multi-day design process.

g) Tool requirements:

Paper, coloured pencil, pen, marker, flip chart paper.

h) Evaluation and criteria:

After the implementation of the project, our figure can be evaluated:

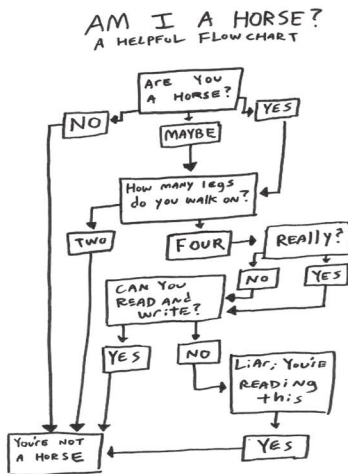
- How accurate was it?
- How extensive was it?
- When and how was it to our help?
- Did you have to change it, and if so, when and how much?

i) Improved skills and key competences:

- Planning and strategy-makingability;
- Critical thinking;
- Creativity;
- Logical thinking;
- Project approach;
- Foresight and long-term approach;
- Native communication;
- Initiative and entrepreneurial skills;
- Thinking together;
- Assertiveness.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

Do not be afraid to change the flowchart, if necessary!



a) The situation:

The Word cloud method is recommended for the expansion and the deeper exploration of a proposal or a topic mostly at the beginning of the design phase.

b) The aim:

The aim of the method is to go around a specific theme, idea or proposal and to examine it from as many aspects as possible to be able to select the best possible result and solution.

c) Description, process:

We write the keyword connected to our topic in the middle of a large sheet of paper and with free associations, without selection, we are searching for topic-related words, phrases and concepts that we write to the word written in the middle connected with a line (in a sun-shape).

The point is that in the shortest possible time, we find as many related terms as possible: a quick association!

d) Recommended group size:

2-20 people.

e) Ideal location:

Closed space but it can be implemented outdoors as well.

f) Time required:

5-10 minutes.

g) Tool requirements:

Paper, marker, pen.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Assertiveness;
- Thinking together;
- Associative skills;
- Rapid problem solving skills;
- Rapid response capability;
- Divided attention;
- Creativity.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

It is important not qualify what was said during the exercise!

a) The situation:

The Min map method is recommended for the expansion and the deeper exploration of a proposal or a topic and to find the associated points mostly at the beginning of the design phase.

b) The aim:

The aim of the method is to go around a specific theme, idea or proposal; to examine it from as many aspects as possible and to find the related items: ideas, procedures and methods so that our planning process to be more comprehensive and widespread.

c) Description, process:

We write the keyword connected to our topic in the middle of a large sheet of paper (e.g. youth case) and with free associations, without selection, we are searching for topic-related words, phrases and concepts that we further break down and so we are moving towards a more detailed discussion, and finally we get a large, diverse concept field (mind map).

The point is that in the shortest possible time, we find as many related terms as possible: a quick association!

The exercise can be done in split group as well.

d) Recommended group size:

2-20 people.

e) Ideal location:

Closed space but it can be implemented outdoors as well.

f) Time required:

15-20 minutes.

g) Tool requirements:

Flipchart paper, marker, pen.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Native communication;
- Initiative and entrepreneurship;
- Assertiveness;
- Thinking together;
- Associative skills;
- Rapid problem solving skills;
- Rapid response capability;
- Divided attention;
- Creativity.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

It is important not qualify what was said during the exercise!

101. Stairs or step by step

a) The situation:

It can be used during the planning process but it can also be used when the process has already been started. It can also be used to achieve projects and individual goals. The method of Stairs can mostly be used at more simple and linear design processes.

b) The aim:

The aim of the method is to make the consecutive tasks to be more transparent and easy to follow; to see what comes after which activity.

c) Description, process:

We simply draw a staircase, digitally or manually. We write the specific step at the top of the steps. Below the steps, write what is required for that step to achieve (human, physical and financial resources).

d) Recommended group size:

1-20 people.

e) Ideal location:

Closed space providing a peaceful environment.

f) Time required:

The time of preparing the Stairs can range from an hour to a multi-day design process.

g) Tool requirements:

Paper, pen, marker, pencil or computer / digital devices.

h) Evaluation and criteria:

None.

i) Improved skills and key competences:

- Planning and strategy-makingability;
- Critical thinking;
- Creativity;
- Logical thinking;
- Project approach;
- Foresight and long-term approach;
- Native communication;
- Initiative and entrepreneurial skills;
- Thinking together;
- Assertiveness.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

None.

102. Imagination practice

a) The situation:

The Imagination practice is recommended at the end of the planning process which can be performed alone as well.

b) The aim:

The aim of the method is that the participants can imagine the plan desired to implement and the goal to be achieved: to visualize and imagine in themselves the realization and its processes, thereby helping its creation.

c) Description, process:

To prepare the group we recommend the following steps:

1. The team members close their eyes.
2. Relax. (this can be aided by various breathing techniques: abdominal breathing, deep breathing, etc.)
3. Then they have to imagine themselves in the process of achieving their goal.
4. The leader, as s/he would comment on a match, has to tell in a slow, relaxed pace the processes to be implemented (e.g. finding partners, making contracts, receiving participants, evening campfire, etc.).
5. After the expiry of the practice, team members open their eyes and discuss what they have seen and experienced.

If the practice is carried out individually, it is important to guide the event-sconsciously, do not digress, and if necessary, write a script in advance. E.g. if our aim is to pass an exam successfully, imagine the exam situation that we pull out our favourite theme and that we firmly start to speak about the theme. Imagine in detail the environment; which objects are around; how we dress; how we sit; how we hold our hands, etc. The more we use this method, the more detailed we can see the target.

d) Recommended group size:

1-20 people.

e) Ideal location:

Closed, calm, quiet place.

f) Time required:

20-60 minutes.

g) Tool requirements:

Chairs, but also feasible lying on the ground.

h) Evaluation and criteria:

At the end of the practice, provide enough time for the discussion of what has been experienced. To this, the following questions are recommended:

- What was it like to see the process?
- What have you seen?
- Could you imagine the events as the leader told you?
- Could you act as you imagined?
- What would you do differently?

i) Improved skills and key competences:

- Creativity and fantasy, imagination;
- Visualization capability;
- Empathic skills;
- Relaxation skills;
- Initiative and entrepreneurship;
- Development of sensory organs;
- Self-knowledge;
- Future planning skills.

j) Specialties (limits, age limits, not-recommended elements/potential extremities, hazards-traps, lessons learned):

There are no age constraints; the method can already be used in kindergarten. However, be informed; read about the method before we would apply it in our group. Always be sure that only positive thoughts are formulated and project only successful events in life to ourselves. If used properly, the method can promote the dissolution of anxiety, helps in achieving our goals.



II. SITUATIONS

A.

Individual cases

1. I am gay and I have problem with this

Possible ways out:

- I share this with a friend, in whom I trust.
- I turn to a professional (adviser, psychologist).
- I accept myself.

Certainly wrong approach:

- I do not deal with the subject, I suppress it in myself.
- I hurt myself with acts or words.
- I hate myself

2. I am a drug addict and I have problem with this

Possible ways out:

Steps of the possible process:

1. I recognize the problem: I admit to myself (too) that I'm an addict.

2. I ask for help: I turn to friends, family, professional.

3. I want to change: I set goals to myself; I break contact off with my dealer.

4. I make steps towards change: I go to rehab.

5. I do not give up!: I hold on and do not run away from difficulties.

6. I make a change: coming out from rehab, I do not make contact with my drug addict friends/dudes; I am looking for a job and rebuild myself.

7 I accept the clean myself and do against downturn: I do not seek the company of drug addicts; I refuse if it is offered to me; I hold prevention lectures based on my own experience.

Certainly wrong approach:

- I do not deal with the problem.
- I shuffle off.
- I do not ask for help.
- I proclaim consumption.

3. Reserved client

Possible ways out:

- I respect the current situation and do not commit violence/browbeat.
- I approach gently, with open questions and uncover the reasons.
- I am patient and wait until s/he self-opens.
- I allow time to unfold; I do not hasten, e.g. with the response
- I talk with him/her about easy topics and I am gradually approaching the exploration of causes.
- I relieve tension his/her tension (e.g. with a change of atmosphere, with objects, stories).
- I dislodge him/her from his/her comfort zone.
- I am provoking him/her. (Only if the person is an active participant in other situations, only in the context of a given situations/he turns inward. In this case the provocation can have a positive effect: the client opens.)
- We cooperate.
- I redirect him/her to another counsellor (only in the case when none of the items was successful from the above-mentioned ones).

Certainly wrong approach:

- I browbeat to make him/her open and to reply.
- I leave him/her alone for a longer period of time.
- I turn away from him/her; I don't deal with him/her.
- I also get reserved.
- I am impatient

4. Unbelieving, false client

Possible ways out:

- Strive to persuade him/her but never be violent. For persuasion, several methods can be used: ask open-ended questions, be patient, get to know the client's position and be emphatic. Try to get the positions closer to each other. Do not be pushy!
- Try to get as much information as we can to get to know why s/he is unbelieving; what his /her problem with us is.

Certainly wrong approach:

- Accusations and aggressive communication towards the incredulous person.
- Defiance and contradiction.
- Submissive behaviour.
- Manipulative communication.

5. Client delving in the helper

Possible ways out:

- Asking for confirmation accompanied by an assertive action.
- Definite but nice rejection.
- Reflection: we ask why the given information is important to him/her. We interpret and reflect, during which we use the following terms and phrases for example:
 - I think that...
 - I see that...
 - What do you mean by...?
 - So it is important to you that... (summary foundation)

Certainly wrong approach:

- Megmondó magatartás.
- Túlzott nyitottság: átlépjük a felek közötti határokat és énfeltárásba fordulunk, ventilálunk és megosztjuk az ügyféllel a saját problémáinkat.
- Agresszív fellépés.
- Menekülés és kilépés a helyzetből.

6. Resistant behaviour

Possible ways out:

- The detection and exploration of the cause of resistance.
- Asking open questions: How can I help; How can we solve the situation, What is your goal with this behaviour?

Certainly wrong approach:

- Escape from the client.
- Aggressive action and intrusion.

7. Aggressive communication

Possible ways out:

- During individual counselling, when we meet aggressive communication, try to stay calm. Aggressive behaviour, communication is a response to a given displeasing thing. Strive to find out the cause of aggression and try to manage it. Try to reassure the client: communicate calmly and assertively, deepen our voice, speak slowly, calmly and quietly.

Certainly wrong approach:

- It is not a good solution if we respond to aggression with aggression: avoid loud hassle and retaliation.
- Quail and accepting attitude. (It will lead to the client's feeling of being in power position.)
- Exit from the situation, leaving the situation unlocked.
- Application of closed questions where the client cannot express his/her views, and the reasons.
-

8. Passzív magatartás

Possible ways out:

- Try to find out the reason for passivity: ask open-ended questions, try to talk about more relaxed subjects; try to bring up topics which are popular to the client; about which s/he is willing to speak; with which s/he can be involved. Strive to open the client, make him/her speak. Strive to find how s/he can be motivated, in which situation s/he feels good.

Certainly wrong approach:

- It certainly cannot be a good solution if we act aggressively and we try to impose our will on him/her and force him/her to activity.
- Abandonment, excessive goading on, too many question, violence, commanding and manipulation do not lead to solution either.

9. I am chubby, skinny or short and it's embarrassing; they laugh at me (inferiority complex)

Possible ways out:

- The right way is to increase self-confidence: positive feedback, compliments, strengthening self-acceptance. For a longer counselling process, self-knowledge tasks: detection of positive and negative qualities, strengthening self-protective mechanism, testing specific situations, acquiring assertive communication.
- Definite but nice action in case of offense.

Certainly wrong approach:

- To lie, to set unreal.
- Manipulate.
- To confirm the assumptions.

10. I do not succeed in anything (pessimistic type)

Possible ways out:

- Encourage and help him/her to achieve success.
- A lot of positive feedback towards him/her.
- Find the reasons and realize whether this is really true or just a negative feeling.
- Use of Personality Type Test (MBTI).⁵

Certainly wrong approach:

- Aggressive action: commanding and coercion
- Allowance and approval.

11. I have no money to party with my friends together

Possible ways out:

- Helping accepting the situation; application of deduction techniques: re-framing, saying no.
- Help to assess the options (e.g. asking for pocket money, student work, etc.) and to develop an action plan: What do you need to do for the goal?, How can you achieve it? (etc.)
- Mapping the obstacles, exploration of possible solutions.

Certainly wrong approach:

- Pessimistic attitude, resignation: there is no chance for me to go with you.
- Encouragement for infringement: take out from your parents' wallet, steal, etc.

⁵ source: <http://lelektanitipusok.net/node/1> (2015. 02.04.)

B.

Group cases

For all types of group work, it is recommended before the start of the session to form group rules together or the trainer has to describe the main rules (e.g. what is said in the group will remain there; anyone who is affected unpleasantly by a topic or task can indicate it and can pass it; we should not hurt or qualify the others, we should not act in a way with which we would disturb the other members; mobile phones have to be switched off, muted, etc.).

12. Calling someone “gypsy” in the group

Possible ways out:

- Immediate intervention: draw the attention to the fact that this behaviour is not allowed, and play reverse situation and bring role plays.
- Application of tolerance, acceptance and sensitizing-training.
- Mediation: conflict resolution between the parties assertively.
- Re-creation of group rules, sanctioning their violation; in case of multiple occurrences, exclusion from the group.
- Strengthening empathy.

Certainly wrong approach:

- Maintaining permissive behaviour, and disregarding the case (not hearing/ ignoring it).
- Overreaction.
- Approval and surpassing; appending the comment along own grievances.
- Provocation.

13. A participant disoriented in space and time

Possible ways out:

- If we notice that the participant is not able to orientate; does not know exactly where s/he is; apparently confused; not able to perform the tasks; it is worth calling him/her from the group aside and have a word with him/her and if needed, call for help (doctor).
- The problem can be solved without the recourse of external help if we can identify the cause of the condition developed: e.g. drunkenness, and if we have the capacity of professional care.

Certainly wrong approach:

- Neither to the disoriented participant, nor to the group is good if we let him/her to remain in the group in this state. Based on experience, this time members of the group are prone to excommunication, humiliation (they ridicule/laugh at the situation, the person).
- Ignorance of the incident.
- Mockery.
- Immediate punishment.

14. Aggressive participant in the group

Possible ways out:

- Quick situation awareness and immediate intervention: pulling out the individual of the group. Then identifying the causes during an individual conversation, if necessary, the involvement of a specialist in addressing the situation.
- Definite, assertive action.

Certainly wrong approach:

- Aggressive action against aggression, shouting.
- Permissive attitude, allowance.

15. Aversive participant in the group

Possible ways out:

- Asking open questions, in order to involve him/her in the group gradually through responding
- Acceptance of the situation and respect the decision of the participant.
- Initiating personal discussion to explore the causes of isolation.

Certainly wrong approach:

- Aggressive action: forcing, questioning in front of the group, prodding.
- Allowance, ignorance.

16. Using drugs in the group

Possible ways out:

- Immediate intervention and request for proper professional assistance (e.g. psychologist, doctor, etc.) in addition to notifying the proper authorities (if necessary).
- Non-directive facilitating discussion on the reason of drug use, on its history and its consequences. Preparing a possible future plan for quitting and for the prevention of further use (in case of the consumption of soft drugs).

Certainly wrong approach:

- Application of immediate sanctions: exclusion, stigmatization (junkie dude/goose).
- Advertising substance/drug use in front of the group and others.
- Humiliation in front of the group.

17. 1. In the group, a gay participant is approaching to someone: a scandal develops

Possible ways out:

- Try to stop the scandal as quickly as possible, then immediately start a facilitating discussion between the group members to reveal the cause and discuss what happened. It is important to lay down that what happens in the group, remains there.
- Sensitization, tolerance, empathy.
- Discretion.

Certainly wrong approach:

- Exclusion of the group member.
- Humiliation, either with words or with action.
- Stigmatization: concerning with an attribute.
- Firing or exclusion from the group.
- Ignoring the case and non-discussion can have serious consequences for the individual and for the group as well.

18. Stealing in the group- the perpetrator is known

Possible ways out:

- Confrontation with the help of mediation techniques to dissolve the conflict situation between the parties concerned. Explore the cause of stealing and discuss the consequences; make a decision jointly with the group on the possible sanctions.
- Revive and describe the group rules and the sanctions related to their violation and defined together.

Certainly wrong approach:

- Humiliation and stigmatization in front of the group.
- Exclusion and excommunication.
- Ignorance of the incident.
- Request for excessive intervention by the authorities.

19. Stealing in the group- the perpetrator is unknown

Possible ways out:

- Sharing the case with the group and starting a joint discussion on the possible consequences and sanctions.
- Through a methodological game, bringing the events up close and illustrating them.
- Fact-finding and mapping of reasons.
- Request for professional help: informing the police and investigators.

Certainly wrong approach:

- Ignorance of the incident.
- Concealment of the case and use of private actions.
- Aggressive action: threats and intimidation.

20. Multiple warnings have no use in the group

Possible ways out:

- Assignment of tasks on him/her to engage his/her attention.
- Application of situational practices in order to strengthen and develop attention and concentration.
- Reverse psychology: praise, positive reinforcement in his/her good properties; opportunities for evolving good capacities.
- Help of a specialist, if we do not get along with the situation.

Certainly wrong approach:

- Threatening action.
- Aggressive communication: shouting, excessive discipline.
- Exclusion of the undisciplined member.

21. Drunk in the group

Possible ways out:

- It is worth calling the drunken participant from the group aside and having a word with him/her personally. If it is necessary, where appropriate, call for help (doctor).
- The problem can be solved without the recourse of external help if we have the capacity of professional care.
- Neither to the drunken participant, nor to the group is good if we let him/her to remain in the group in this state. Based on experience, this time members of the group are prone to excommunication, humiliation. Therefore, we recommend sending/accompanying the participant home to relax, and if it has happened, rejoin the group.

Certainly wrong approach:

- Ignorance of the incident and not dealing with the participant.
- Derision, mockery.
- Exclusion.

22. The group doesn't have a group image: they do not know who they are, therefore they are not able to fulfil the tasks

Possible ways out:

- One of the best solution is that with the help of directional questions/tasks, the group members respond themselves to the questions: Who are we?, What is our goal? In the meantime, we use self-knowledge methods, as the group image will develop if their members know who they are. Definitions of group roles and identity.
- Provocation.

Certainly wrong approach:

- The "I'll tell you"-type attitude.
- Ignorance of the situation that can cause serious group identity problems.
- Giving concrete answers for the group, with which they won't be themselves, they will only play an added role in the future.

**23. They are looking for mistakes in others;
they are pointing fingers at each other**

Possible ways out:

- Reflection: using the tools of questions, situations, role plays, confirmation and repetition, introduce to the group the individual and group responsibility.
- Introduction of the one-finger rule to the group: if someone points at his/her mate, s/he really blames herself/himself, as in his/her hand gesture, one finger points at his/her partner and three is directed to himself/herself.
- Trust development and problem-solving exercises, during which they take responsibility for each other's physical and mental safety.
- Exploring the causes of parrying liability with the help of conflict management techniques.

Certainly wrong approach:

- Ignorance of the problem.
- Providing the possibilities of indulging in personalities and pointing at each other; state without control.
- Choosing someone and putting full blame on him/her.

24. Indiscipline, they do not listen to each other: they interrupt, howl down and do not let each other speak

Possible ways out:

- Application of concentration development practices.
- Group relaxation exercise or a common stress reduction, application of a practice requiring the explication of high activity.
- Application of group rules: defining common rules and sanctions.

Certainly wrong approach:

- Humiliation of the other person.
- Aggressive behaviour: shouting, exclusion from the group.

25. Hyperactive participant, group disruptive person

Possible ways out:

- With personal conversation, mapping the causes of disruptive behaviour (usually this behaviour is caused by a personal, unresolved problem: lack of attention, lack of love, family problems). In this case, if necessary, remove the participant from the group for a while but try to integrate him/her back.
- Set him/her beside ourselves: we give him/her additional tasks, opportunities for acting, be the facilitator of the leader of the group. Engage the participant and use the energy inherent in him/her to positive things: give him/her permanent tasks to continuously engage his/her attention.

Certainly wrong approach:

- The worst we can do if we do not deal with the behaviour and so to speak, we sweep it under the carpet.
- Exclusion of the individual from the group.
- Leaving a filed, opportunity for the individual for further disruption; not controlling him/her.
- Shaming and humiliation in front of the group, blaming.

26. (Hyper)passive participant, withdraws himself/herself from all interaction

Possible ways out:

- With personal conversation, mapping the causes of disruptive behaviour (usually this behaviour is caused by a personal, unresolved problem: lack of attention, lack of love, family problems). In this case, if necessary, remove the participant from the group for a while but try to integrate him/her back.
- Give him/her duty and responsibility to feel that s/he also belongs to the group.
- Make him/her feel that s/he belongs to the group; application of team-building games and practices facilitating the emergence of skills.
- Make him/her step out of his/her comfort zone.

Certainly wrong approach:

- The worst we can do if we do not deal with this high degree of passivity and so to speak, we sweep the situation under the carpet.
- Exclusion of the individual from the group.
- Shaming and humiliation in front of the group, blaming.
- Pressing on and constant nagging.

27. Dealing with somebody else

Possible ways out:

- Application of concentration practices for the participants to continuously focus on a specific task.
- Remove him/her from the group for a while, talk to him/her personally to find out the cause of attention deficit disorder: lack of concentration, lack of interest, fatigue, stress, emotional problem, etc.
- Give a task to the participant which engages his/her attention during the whole group session; make him/her to be the one responsible for time so s/he needs to monitor the events continuously and remains involved.
- Application of group rules: defining common rules and sanctions.

Certainly wrong approach:

- Allowance.
- Ignoring the situation.

28. „Szereplési vágy”

Possible ways out:

- Establish the rules of the group together and discuss the sanctions related to the infringement of rules; post it in the place where we are and point at our regulations if someone would act too much.
- Give him/her space to show his/her talent listen to him/her in a way that everyone is watching only him/her, focusing on him/her (do it only thinking in specified time frames: 2-3 minutes).

Certainly wrong approach:

- The exclusion of the participant from the group.
- Ignoring the situation.

29. "I'll tell the sure"- type participant

Possible ways out:

- We ask the participants to listen to everyone and do not interrupt anyone while speaking and to sum up at the end what has been said.
- Sensitizing, critical approach development practices.

Certainly wrong approach:

- Allowance.
- Ignoring the situation, stepping over.

30. Constantly asking participant

Possible ways out:

- Stay calm and assertive; answer patiently the questions and involve members of the group into the response, as s/he may accept the responses easier from his/her contemporaries.

Certainly wrong approach:

- Leaving the questions unanswered and not hearing them.
- Discipline, suppress.

31. Uncomprehending type

Possible ways out:

- Stay calm and assertive; explain again patiently the task/topic and involve members of the group into the explanation, as s/he may accept the responses easier from his/her contemporaries.

Certainly wrong approach:

- Do not provide the requested explanation.
- Do not hear the questions.

32. Humour Herold type

Possible ways out:

- If it does not disturb the group, we have no work to do.
- If it disturbs the group, discuss the limits and boundaries and the group has to ask the participant to pay attention to himself/herself, to his/her behaviour a little bit more because sometimes his/her comments intended to be funny can be insulting.
- Reflection.

Certainly wrong approach:

- Ignoring the incident.
- We do not listen to the comments, we skip them.

C.

In events

33. One of the leaders was irritated by a participant with trumped-up reasons. In rage, s/he hits the participant...

Possible ways out:

- The leader's immediate suspension and impeachment so that we listen to the views of both sides and make together the necessary decisions. But after the incident, we cannot return the leader to his/her post. It must be highlighted to prevent future similar cases, what other ways s/he can choose in this or in a similar situation (asks for help, remain calm, etc.).

Certainly wrong approach:

- "Smothering up" the case; making in not to be happened.
- The leader's exemption of liability.

34. Young person on the dance floor lying down writhing, spitting white foam

Possible ways out:

- The observance of the steps of first aid.
- We call the AMBULANCE and provide the space around the young person: we put soft material under his/her head to soften any injury; we put away the sharp objects and send bystanders away and we clear the dance floor.

Certainly wrong approach:

- We don't call the ambulance but we would like to solve the situation alone.
- We act like everything's ok and do not deal with the participant lying on the ground.

35. Event and locals- appearance of local cool dude(s)

Possible ways out:

- Involvement of the locals into the implementation of the event; giving responsibility circles to them as well.
- Inviting the locals to the event.
- Openness and determination, assertive communication.

Certainly wrong approach:

- We ignore the appearance of the locals and allow them to act without control (e.g. to be disruptive, to act aggressively, etc.)
- To prohibit their participation.

36. Event and locals - indication of silence nuisance

Possible ways out:

- Predict the expected completion of the event to the local residents; indicate how much noise the programme produces and ask for their patience and understanding.
- After the indication, we turn down the music and try to pay attention to the volume in the future.
- We buy earplugs and we give a few to those who complain. 😊

Certainly wrong approach:

- Ignoring other people's request and continue the event with the specific volume.

37. Drunk participant in a local event

Possible ways out:

- Take him/her out of the community if his/her behaviour is disturbingly exaggerated and send/accompany him/her back home from the event

Certainly wrong approach:

- Leaving him/her in the given event in spite of the fact that there are many complaints against him/her and his/her behaviour is scandalous.
- Acting aggressively against him/her.

38. It starts raining in an outdoor programme

Possible ways out:

- At organization, we indicate a rain day or rain location which we indicate in the ads so that the change does not touch anyone unexpectedly.
- If suddenly starts raining, the participants should be place in safety as quick as possible (under cover, under the tent, sports hall, school, etc.) and with a similar pace to cover the sound and lighting equipment to prevent injuries and possible damages.
- There are cases when the rain does not deter the participants (e.g. large outdoor festivals, concert series); in such cases, if the stage is covered and we made sure that all the participants are (roughly) in safety, then the concerts/performances could be held. But only with sufficient precaution, since water conducts electricity, so special attention should be paid to the electronics.

Certainly wrong approach:

- „We are not sugar“ and therefore nothing is done, we continue the program as if nothing has happened.
- We do not inform the participants about the possibilities.

39. The sound system or lightning break down during the event (etc.)

Possible ways out:

- Stay calm and creatively resolve the situation depending on the participants' age until the professionals/ the suddenly convened crisis crew resolve the situation arose. This could be a joint game, singing, the point is that the participants do not feel that there is an error in the system and do not allow to break out in panic. Be in control of the situation and spread peace of mind; be creative: for example, the sound system does not work in a school event, we can call on participants' volume/loudness and sing together; present a pantomime show. The point is to maintain attention!

Certainly wrong approach:

- Lose our composure and be upset because of the unexpectedly encountered problem, as we fall in doubt, it spreads to the participants as well and a huge chaos may occur.
- We do not deal with the problem; we act as nothing has happened.

40. An invited guest does not come and it turns out directly before the performance/program

Possible ways out:

- Already when organizing the event, we prepare a plan 'B' to be prepared in advance to unexpected events (from the organizing team we ask someone to also prepare from the specific topic; we are prepared from another topic, too, etc.) .
- We improvise with another subject with which we are familiar.
- We process the subject matter in a manner in which the focus is on collective problem solving (rotary stage, world café, etc.)

Certainly wrong approach:

- Sending the participants back home.
- Acting as if we didn't know about anything and waiting for the performer.



D.

In the club

41. Aggressive participant in the club

Possible ways out:

- Quick situational awareness and immediate intervention: removing the individual from the given situation, community and, if necessary, guiding him/her to a specialist and sanctioning the behaviour as defined by the club regulations.
- Definite, assertive action

Certainly wrong approach:

- Aggressive action against aggression, shouting.
- Inclusive attitude, allowance.

42. A participant in the club showing aloof behaviour

Possible ways out:

- Asking open-ended questions to involve him/her into the specific activities of the club gradually through responding.
- Initiating individual sessions with the given participant, to explore the causes of isolation, and then involving him/her gradually in the club's life.
- Acceptance of the situation; respect the decision of the participants.

Certainly wrong approach:

- Aggressive action: forcing, asking questions in front of others.
- Exclusion from the club's life due to his/her isolation.

43. Drug use (smoking joint) in the club

Possible ways out:

- Identify who the consumer is and, parallel to this, also try to map whether s/he is also distributing the substance/drug. After the exploration of this, the most important is gradualism and the establishment of trust. Ask for professional help!
- Providing information on the consequences of drug use. We can even invite for a discussion a consumer who has already quit.
- Discretion: Do not stigmatize the individual for his/her act but try to provide as much help as possible (e.g. professional, assisting conversations, exploring the causes of consumption, etc.) for him /her.
- To impose sanctions on the basis of policies for the club.

Certainly wrong approach:

- Aggressive action against drug use and immediate prohibition, because the more we prohibit it, the more they will use it (gradualism is necessary!).
- Exclusion, humiliation in front of others, stigmatization.
- Developing disease awareness in the drug using individual.

44. In the club, a gay participant is approaching to someone: scandal develops

Possible ways out:

- Try to stop/resolve the scandal as quickly as possible then initiate a conversation with those present to explore the causes and discuss what happened. It is good if, during the conversation, we try to introduce the participants the notion of tolerance and the acceptance of otherness, emphasizing personal space. In addition, we can discuss what standards of behaviour and rules we have to comply with in a community space. It is important to lay down that what has been said during the conversation, remains there.
- Sensitization, tolerance and empathy.

Certainly wrong approach:

- Exclusion of the participant from the group.
- Humiliation, either with word or act.
- Stigmatization: concerning with an attribute.
- Ignorance of the incident and non-discussion can lead to serious consequences for those affected.

45. Stealing in the club - the perpetrator is known

Possible ways out:

- Personal conversation with the perpetrator: exploring the causes of the theft; presentation and discussion of the consequences. In the case of multiple occurrence, exclusion of the individual/limitation of his/her presence.
- Launching a procedure appropriate to the rules of the club and notification of the appropriate authorities, if necessary.

Certainly wrong approach:

- Ignorance of the incident, sweeping it under the carpet.
- Aggressive action: threats and intimidation.
- Not proper weight management: no sanctions, we do not let the perpetrator know the severity of his/her act.

46. Stealing in the club - the perpetrator is unknown

Possible ways out:

- Launching a procedure appropriate to the rules of the club and notification of the appropriate authorities, if necessary.

Certainly wrong approach:

- Ignorance of the incident, sweeping it under the carpet.
- Aggressive action: threats and intimidation.
- Not proper weight management: no sanctions, we do not let the perpetrator know the severity of his/her act.

47. Multiple warnings have no use in the club

Possible ways out:

- Limitation of the given person's participation in the club's life. Limitation of the given people's participation in the club's life.
- Initiating a group discussion on what community norms look like, what an expected behaviour is in a community space (etc.)

Certainly wrong approach:

- Ignorance of the indiscipline, and leaving warnings behind.
- Leaving the participants without control.



E.

In the camp⁶

48. On a multi-day programme an accident happened: one of the participants fell and it seemed that his/her knee had turned off

Possible ways out:

- Call the doctor on duty.
- Call the ambulance and calm the injured down that help is on the way and ask him/her not to move the injured body part.

Certainly wrong approach:

- Despite the lack of expertise, try to recover the damaged limb.
- Move the injured limb, with which we can cause even greater damage.

49. In the camp, in an evening program, a 10-year-old boy suffers an accident. The camp leader is nervous, s/he would like to interrupt the program but the leaders would continue. The disagreement escalates more and more. (The camp leader: I am responsible for the child; the leaders: greater panic has to be prevented).

Possible ways out:

- The camp leader is a personal leader. Even if there is room for argument, his/her words are the final.

Certainly wrong approach:

- Discuss the situation for a long time and do not carry out the instruction (as long as it is not dangerous to anyone).
- Ignore the leader's instructions and contradicting him/her, continue the evening program.

50. Initiation ceremony in the club

Possible ways out:

- The leaders definitely need to know about the event: supervision, liability, maintaining human rights and dignity are important aspects in the course of "initiation".

Certainly wrong approach:

- Prohibiting the initiation ceremony.
- Application of aggressiveness and degrading tasks during the ceremony, excessive joshing.

51. One parent/youth wants to take his/her child every night/ leave the camp

Possible ways out:

- Presentation of the camp rules and make them understand with the parents: community building role, the importance of education to independence, etc.
- The camp leader in special cases can decide at his/her discretion bearing in mind the participant's interests. If appropriate, it is allowable: illness, family circumstances, but basically it is not allowed to exit from the camp area.
- The participant cannot leave, it is not a day care; the essence of the camp is sleepover!

Certainly wrong approach:

- The authorization without assessment and knowing the causes, since the continuous exit-enter is not good for the spirit of the camp and to the socialization process on the part of the individual.

52. Drunk participant in the youth camp

Possible ways out:

- Removing the drunken camp resident from the community and in the first step, trying to make him/her sober, then talking about the consequences of his/her act.
- Prevention: at the first day of the camp, the participants establish their own rules stating the amount of authorized alcohol consumption (no alcohol, or 1 glass of beer or 2dl wine, etc.).

Certainly wrong approach:

- Ignoring and the improper handling of the incident.
- Exclusion of the drunken camp resident.
- Aggressive action against the drunken camp resident.

53. Táborban drogezés

Possible ways out:

- Launching a procedure appropriate to the rules of the camp and notification of the relevant authorities, professionals. About the exclusion/sending home of the camp resident consuming drugs, the camp leader will decide but sanction cannot be left in any way, and the parents of the young person must be informed about the incident as well.
- The drug use is usually not a child's prank happening only once which can be solved with a *"Slap on the wrist, such a thing should not be done!"*-type conversation. In many cases, it occurs repeatedly, so it endangers the mental and physical integrity of the other residents of the camp, therefore it is recommended to send the camp resident home besides guiding him/her to the appropriate specialist.

Certainly wrong approach:

- Ignoring the case and not dealing with it.
- Allowing further drug use; leaving the given youth without control.

54. Aggressive participant in the camp

Possible ways out:

- Quick situational awareness and immediate intervention: removing the individual from the given situation. Then exploring the causes during an individual conversation, finally conflict resolution with the help of mediating and aggression management practices. The key is to stay calm and assertive so as not to increase the level of aggression.
- If the aggressive behaviour occurs repeatedly, the camp leader decides on sending home but it is certainly not good if the situation persists, since the other participants' physical and mental integrity can be threatened. It is worth informing the parents of the young person living in the camp as well as it is recommended to guide him/her to the appropriate specialist (psychologists, therapists etc.).

Certainly wrong approach:

- Acting with aggression against aggressive behaviour because we only increase unrest more.
- Inclusive attitude, allowance.

55. Táborban zárkózott magatartást mutató résztvevő

Possible ways out:

- After exploring the situation, initiate a private conversation with the camp resident trying to uncover the causes of being aloof. Ask open-ended questions to share the information by himself/herself. Facilitating, supporting attitude can also contribute to the exploration of personal reasons.
- Besides accepting the situation, we try to include him/her slowly and gradually into the camp life cycle to feel the atmosphere and be an active part of the community.

Certainly wrong approach:

- The violent involvement of the camp resident, constant pestering.
- Ignoring the situation, skipping over it. Let the events pass.

56. A gay participant is approaching to someone in the camp: scandal develops

Possible ways out:

- Try to stop/resolve the scandal as quickly as possible then initiate a conversation with those present to explore the causes and discuss what happened. It is good if, during the conversation, we try to introduce the participants the notion of tolerance and the acceptance of otherness, emphasizing personal space. In addition, we can discuss what standards of behaviour and rules we have to comply with in a community space. It is important to lay down that what has been said during the conversation, remains there.
- If the situation is serious, then notification of the parents of the camp resident and, where appropriate, sending him/her back home. The camp leader decides on it.

Certainly wrong approach:

- Exclusion of the participant from the group without the presentation of the causes and the reasons.
- Humiliation, either with word or act.
- Ignorance of the incident: non-discussion can lead to serious consequences for those affected.

57. Stealing in the camp - the perpetrator is known

Possible ways out:

- Launching a procedure appropriate to the rules of the club and notification of the appropriate authorities, if necessary, as well as notification of the parents of the young person. In addition, initiating a personal conversation with the perpetrator in order to explore the causes. If the incident occurs repeatedly or becomes permanent, the camp resident must be sent from the camp, as s/he is disruptive, instigates mistrust and destroys the community. The camp leader decides on it.

Certainly wrong approach:

- Ignorance of the incident, sweeping it under the carpet.
- Aggressive action: threats and intimidation.
- Not proper weight management: no sanctions, we do not let the perpetrator know the severity of his/her act.

58. Stealing in the camp – the perpetrator is unknown

Possible ways out:

- Initiating a procedure appropriate to the rules of the camp and – if necessary– notification of the appropriate authorities besides assessing the damages.
- In order to find the perpetrator, using collective punishment which affects all camp residents in the same way.

Certainly wrong approach:

- Ignorance of the incident, sweeping it under the carpet.
- Aggressive action: threats and intimidation.
- Not proper weight management: no sanctions.

59. Children's Camp. According to the residents of one of the rooms, their fellow stole their pocket money.

Possible ways out:

- The presumption must be sure, that is, listen to both the accuser and the accused about the given situation, and if the assumption is true, then starting a procedure appropriate to the rules of the camp (punishment or sanction), and at the same time, the notification of the parents of the young person living in the camp is also necessary. Besides, launch a personal conversation in order to identify the causes. If the incident occurs repeatedly or becomes permanent, the camp resident must be sent from the camp, as s/he is disruptive, instigates mistrust and destroys the community. The camp leader decides on it.

Certainly wrong approach:

- Ignoring the incident; sweeping it under the carpet.
- Aggressive action: threat and intimidation.
- Improper handling: no sanctions, we do not inform the perpetrator on the severity of his/her act.
- Searching the suspect or all participants; screening their bags.

60. Multiple warnings have no use in the camp

Possible ways out:

- Initiating a procedure appropriate to the rules of the camp: limitation of his/her participation in the camp's life. The camp leader decides on sending home but consideration is necessary in any case, since incongruous behaviour is disruptive and has community destructive effect. In parallel with the camp leader's decision, it is worth initiating a conversation with the participants on what the community norms look like; what the expected behaviour is in a community, camp, (etc.).
- Application of concentration practices and methods.

Certainly wrong approach:

- Ignorance of the indiscipline, and leaving warnings behind.
- Leaving the participants without control.

61. In the morning, you know accidentally from one of the participants that at night one of the eighth-grade boys said that he feels terribly bad and he should receive insulin. He asks the other residents of the chalet not to wake up the leaders, rather call one of the girls from the group whom he secretly likes. The others wake the girl up who is spending the whole night next to the diabetic boy's bed! In the morning, you become aware of it, call his parents from whom you will know that he has never received insulin, he doesn't have diabetes.

Possible ways out:

- When organizing the camp, we ask from each participant a document which includes the medicines taken by them and the special needs so we can prevent possible accidents and that someone is unexpectedly feeling sick or medicine shortages. That is, when taking note of the case, we already know that the given camp resident does not have diabetes so we can suspect that there is some other reason behind the incident. The most appropriate if we ask the parties why the case happened: we listen to the camp residents concerned separately, then we jointly discuss the case and draw attention to the fact that anywhere, anytime someone feels bad, they must tell it to the one responsible for the group/camp leader immediately. In addition, we can talk with the boy about what kind of courtship habits exist and with what gestures he can approach a girl. In the process of the procedure, try to stay as discreet as possible.

Certainly wrong approach:

- Advertising and proclaiming the case from the rooftop among the camp residents.
- The punishment and humiliation of the stakeholders.
- Ignorance of what has happened and carelessness, because seemingly nobody was hurt but mental injuries may occur if we do not resolve the situation.

62. Two children are left behind from the train but this only turns out after the departure

Possible ways out:

- As soon as we notice the lack of the young people, notify the conductor, who can call the station back and speak about the incident. Ask the one working at the station to tell the children to wait for us; we'll go back for them. If the children have mobile phones, call them and reassure them that we'll go back for them soon and inculcate that do not go anywhere with anyone from the station.
- It could also be a solution that after we have called the station back, and informed them about what happened, we can ask the workers there to put the children on the next train and tell the other competent conductor where the children have to get off the train and we are waiting for them at the destination.

Certainly wrong approach:

- After being aware of the case, not caring about the situation, saying that the children will come after us, as they are apt/smart enough to solve the situation.

63. You notice that a camp resident, who was previously mingled with suspicion of stealing, is putting away other person's stuff

Possible ways out:

- Discreetly handling the observation, stopping the situation and acting according to the camp rules. In this case, the perpetrator's parents and the appropriate authorities have to be notified in any case, as we are talking about setback/multiple perpetration. In addition, sending the camp resident home is also recommended, since multiple occurrences are seriously damaging the camp residents' confidence and the rules of camp life.

Certainly wrong approach:

- Allowing the identified situation to happen and doing nothing to prevent it.
- Stepping over the incident without sanctioning and punishment.

64. You notice that a camp resident, who was previously not mingled with suspicion of stealing, is putting away other person's stuff

Possible ways out:

- Discreetly handling the observation, stopping the situation and acting according to the camp rules; if necessary, notification of the appropriate authorities and the perpetrator's parents. In addition, initiating a personal discussion with the perpetrator in order to identify the causes.

Certainly wrong approach:

- Allowing the identified situation to happen and doing nothing to prevent it.
- Stepping over the incident without sanctioning and punishment.

65. Children daub the handle as well as the quilt with toothpaste. You send them to clean it but in the morning everything is still dirty.

Possible ways out:

- Fix in the camp law, what is allowed and what is not, what the possible sanctions are.
- With the camp residents we have to clarify that the camp has to be returned in a state in which we took it over: clean and tidy. To this end, we can send them back to clean one more time, which continues until everything will be clean again. We have to make them feel the responsibility of their act but we do not recommend the imposition of a separate penalty, since it is only a child prank, no one was injured.

Certainly wrong approach:

- Overreaction and shouting do not work; the more we prohibit it, the more they will do it.
- Turn a blind eye over the case and maintaining permissive attitude.
- Imposing severe penalties on the young people who committed the prank; even their exclusion from the camp.

66. A lost cell phone which is required on you by the parent.

Possible ways out:

- Already at the beginning of the camp, when the future camp residents arrive, we have to clarify with the parents that we cannot take responsibility for the valuables, so if it is lost, it is the responsibility of the young person not ours.
- Supportive attitude: tell what we can do and how far our responsibility goes; helping in the search, presentation of possible solutions to the parent.

Certainly wrong approach:

- Hostile tone against the parent and blaming others.

67. From someone's handbag (15-year-old) the contraceptive/condom falls out

Possible ways out:

- The case has to be handled discreetly. Give back the fallen pills/condom and strengthen the young person that protection is important and s/he is doing right that s/he has condom/pill with him/her.
- If the camp resident feels like, s/he can share with us the "why"-s but it is not needed to make informative speech to him/her.

Certainly wrong approach:

- Take away the pill/condom from him/her.
- Humiliate him/her in front of the other camp residents.
- Making informative/enlightening speeches to him/her, as s/he takes it, we can assume that s/he has the necessary knowledge of how to use it.

68. Minors really want to try cigarette. Would you make them try it so as the experience of feeling sick sours them for a lifetime?

Possible ways out:

- If we prohibit it, they more they want to try smoking; in spite of this fact, do not let trying it, as liability as camp leaders loads us and this educational form goes beyond our competence. Try to impress on young people and jointly discuss the effects and consequences of smoking.

Certainly wrong approach:

- Make young people try smoking so that as a result of the experience they do not want to smoke again. In this case, however, it raises the possibility of starting the process of habituation, so this drifts young people at risk. As a camp leader, we cannot assume this responsibility! (Aversive conditioning is not necessarily a good solution and this is not the most humane.)

69. A teenage participant asks if you have ever smoked weed (yes). Would you lie to prevent him/her from trying it also?

Possible ways out:

- No, as from others' examples and narrated experience we can learn just as we learn from our own. We can talk about our experience, negative experience and the effects caused by the drug. However, we must call their attention to the rules of the camp concerning possible drug use (if any) and the corresponding consequences as well. The decision is in his/her hands.

Certainly wrong approach:

- Lie, as they find it out anyway and prevention and information is better than escape and parry. It is a wrong approach as well if we do not provide information on the consequences of drug use.

70. In a trip (7-8-year-old age group) a child peeps

Possible ways out:

- Handle the incident as discreet as possible and to solve it under the circumstances: obtaining clean clothes (if possible) and providing grooming, if not otherwise, with potable water. Take the underwear off the child and if there is no other one, do not return the dirty one on him/her.

Certainly wrong approach:

- Rumouring the case and thereby humiliating the young person.
- Not dealing with the situation and pretending as if nothing has happened and not helping the young person "in trouble".

71. Children in the camp are smoking in the wooden house/chalet.

Possible ways out:

- In the first round, send them out to the designated smoking area and draw their attention to fire risk then discuss with them the relevant rules of the camp and the consequences of smoking. The case has to be sanctioned in any way in some form as they endangered each other's physical safety with the fire risk; they took advantage of an addiction not allowed at their age.
- We can also imagine a revealing conversation with the camp residents: why are we smoking? (e.g. it is cool, because I'm curious, because I want to belong somewhere?), what the health consequences of smoking are, etc.

Certainly wrong approach:

- Not dealing with the case, stepping over it, as if nothing has happened.

72. The leaders are late from the evening meeting - they are doing something

Possible ways out:

- The first task is to find out what the reason of the delay is, and then draw the leaders' attention to time management and to the principles and rules established together. Highlighting that exemplary behaviour is needed towards camp residents.
- When latecomers arrive, the others have to welcome them with huge applause so they get embarrassed because they do not know what is happening.

Certainly wrong approach:

- Aggressive action towards latecomers, questioning.
- Leaving the case without a word, because in this case they do not feel the responsibility of their act and they can do the same next time.

73. The leaders are late from the evening meeting - they are giggling with camp residents

Possible ways out:

- Going to the giggling company and ask the leaders to interrupt the conversation and join the pre-arranged leaders' meeting. During the leaders' conciliation, it is worth discussing what has happened. Make the leaders be aware of the boundaries, the rules and the consequences of their non-compliance. Be definite and consistent in this situation. Call their attention to the liability assumed!

Certainly wrong approach:

- The leader's humiliation in front of the camp residents.
- Leaving the case without a word, because in this case they do not feel the responsibility of their act and they can do the same next time.

74. In the Children's Camp, at head count at noon, two 13-year-old children disappear and they appear only after three o'clock in the afternoon - they went for hamburger

Possible ways out:

- As a first step, make sure that both of them are safe and sound. Then impeach them, because they have left the camp without permission in a way that nobody knew where they were going.
- Sanctioning on the basis of commonly agreed camp rules.

b) Certainly wrong approach:

- We notice that they returned safely and leave the case without a word.
- Humiliate them in front of their peers.

75. Vomited toilet (there is no ill person in the camp). It turns out, who it was but s/he doesn't want to clean it up.

Possible ways out:

- Explain the camp resident to assume the consequences of his/her actions; if s/he could not command a measure, no s/he has to cover its tracks.
- Sanctioning on the basis of commonly agreed camp rules.

Certainly wrong approach:

- Humiliate the camp resident in front of the others.
- We ignore the events; do not deal with them.
- The camp leader personally cleans the toilet.

76. The first menstruation in the camp. The girl in question does not know anything; she is frightened, cries

Possible ways out:

- Giving her a pad/sanitary napkin or tampon and reassure her that this is the way of life. Talking with her and providing her a sense of information about the functioning of the female sex to understand what is happening with her. Of course, all of this personally, in private, preferably with a female camp leader, with an adult helper.

Certainly wrong approach:

- Ignoring the incident, not dealing with it.
- Advertising the case and humiliating the young person in front of the other camp leaders.

77. Two young people in a camp would like to go to the city for a concert

Possible ways out:

- Make them familiar with the rules of the camp and, on this basis, do not let them go.
- Incorporate the concert as one of the evening elements of the camp if the camp residents' age composition makes this possible.

Certainly wrong approach:

- To let the young people go to the concert.
- Prohibition without giving a reason.

78. In the Children's Camp you find food outside the dining room (according to the agreement/ policy there should not be). According to the participating child, a leader allowed this him/her but it turns out not to be true.

Possible ways out:

- Asking the leaders about the case and revealing the facts (who tells the truth and who doesn't). Then discussing with the camp residents the rules of food consumption again and draw their attention to the "why"-s/ reasons of regulations and on the possible consequences (e.g. infections, indigestion, etc.). The extent of punishment (if we give at all) is decided by the camp leader.
- In addition, we suggest to explore the causes of lying, since in this case we can say that lying is a more severe act than food consumption in a place where it is permitted. It is recommended to highlight on taking responsibility following our actions and talk about the consequences of lie.

Certainly wrong approach:

- Ignoring the case and doing nothing is certainly a wrong direction because the camp residents do not feel the responsibility of their actions.

79. Sales of beverages in the camp to majors

Possible ways out:

- - It is the best if the one selling the drink asks for the young people's ID cards before serving them.
- - Until everyone knows the measure and observes it, there is no need for any other measures. They are in our scope/field of view, so we can intervene at any time if the situation requires.
- Prevention: at the first day of the camp, the participants establish their own rules stating the amount of authorized alcohol consumption (no alcohol, or 1 glass of beer or 2dl wine, etc.).

Certainly wrong approach:

- Prohibition, as youth will be drinking alcohol hiding and they get out of our field of view, from under our control.

80. In the Children's Camp, one parent comes and confronts the leaders why they do not like his/her child

Possible ways out:

- Assess, on what basis the parent assumes that they do not like his/her child. We must examine whether there is a basis for the accusation. It is also worth asking the camp resident concerned what problem s/he has which makes them believe this. In a personal conversation, make the parent understand that there is not only his/her child in the camp, we try to provide the same attention to everyone but do not expect that we will be mother/father of his/her child instead of them because this is not our task.

Certainly wrong approach:

- Acting aggressively against the accusatory behaviour.
- Approve the allegations because we cannot be a father or mother of the child in a camp.

-



F.

Possibilities of non-directive
assistance

81. My parents do not accept my boyfriend, girlfriend

Possible ways out:

- I ask my parents, what the cause of their behaviour is; what they know and what they assume about my friend? I ask them not to have prejudices and respect my feelings.
- I try to organize joint programmes (dinner, trip, lunch, walking, etc.), in order to better know and understand each other.

Certainly wrong approach:

- The worst thing I can do in this situation is to lock myself in and do not even listen to my parents, I defy with them. I push around, and act against prohibition because by doing so, I make my parents be angry with me.

82. Elhagyott a barátom, mihez kezdjek

Possible ways out:

- Allow ourselves to cry; relieve the pent-up tension.
- Engage ourselves in active tasks; deflect our attention to something else.
- Talk a lot with our friends and our parents about similar cases, experience.
- The use of coping strategies (mind stop, FILÉ, idea reframing).

Certainly wrong approach:

- Suicidal thoughts and self-pity.
- Continuous tantrums and self-neglect.
- Turning into and isolation from the outside world.

83. My boyfriend cheated on me

Possible ways out:

- We try to discuss the case and reveal the causes since something doesn't work properly in our relationship, if one of the parties wanted someone else.
- To tell and demonstrate how much pain and disappointment he has caused with this.

Certainly wrong approach:

- Leaving the case without consequences.
- Making tantrum without telling the reason.
- Sweeping the case under the carpet and not dealing with it; pretending as if everything would be fine.

84. My boyfriend hit me

Possible ways out:

- Regardless of the severity of the incident, leave immediately at least the space where we live together, so as not to be able to do it again.
- Later, when possible- try to discuss the situation, explore the causes by using a mediator, if necessary.

Certainly wrong approach:

- If I stay with him and pretend as if nothing has happened.
- Accept the situation and resign.

85. My boyfriend was drunk in a company and made me embarrassed

Possible ways out:

- The next day, or if he is sober, discuss the case with him and tell him, how wrong it was to you, how ashamed you were because of him. Ask him to pay attention to the measure next time and to be more careful.

Certainly wrong approach:

- A legrosszabb, amit tehetünk, ha az esettel kapcsolatban hallgatunk, és nem fogalmazzuk meg érzéseinket, nem mondjuk el, hogy mennyire megbántott/megsértett minket az eset.
- Nem mondjuk meg, hogy nekünk ez ciki volt.

86. We did not use protection; I became pregnant

Possible ways out:

- In any case, we have to tell our boyfriend/partner what happened, because we cannot take responsibility alone. It should be considered, in what life situation we are, what opportunities we have; do we feel ourselves to be prepared to raise a child or not? The point is to make a decision together, taking all eventualities into account.
- Consult a gynaecologist.

Certainly wrong approach:

- Leaving the partner out of the decision; disclosure of the incident.
- Hasty decision in the first state of despair.

87. My boyfriend is unemployed and he is not looking for a job

Possible ways out:

- He has to be moved out of his comfort zone and explore the reasons of his recklessness: talk with him about the loss of his previous job, how he experienced it; what feelings he has. We have to induce him that by losing a job, life doesn't stop, and there are other opportunities as well, he just has to seize them, he should make something for them.

Certainly wrong approach:

- Not dealing with his turning into and neglect, and at the same time, let our relationship be lost.

88. My boyfriend is game/net-addicted

Possible ways out:

- Try to organize several programmes to ourselves where there is no Internet access to move him out of his situation and introduce him the outside world again.
- Seek professional help to resolve the issue.

Certainly wrong approach:

- We do nothing and let him to stare at the monitor whole day.
- We join him in the virtual world.

89. My father/mother/brother/sister is an alcoholic

Possible ways out:

- In any case, we have to ask for immediate help from the proper specialists (doctors, psychologists, etc.) since with this task alone and without appropriate expertise we cannot cope with.

Certainly wrong approach:

- Play the saviour and resolve the situation alone.
- Not caring about the problems encountered and pretend as if everything would be fine.

90. My brother/sister is a drug addict

Possible ways out:

- Definitely tell him/her that this cannot go on any longer and make him/her understand that s/he needs help. We have to turn to a specialist (doctor, psychiatrist, etc.). Make him/her feel that s/he is not alone, support him/her, however, s/he also has to want the change.

Certainly wrong approach:

- Prohibit drug use.
- Ignoring the situation and not dealing with it.
- Act violently and aggressively against drug use. (We only achieve by this that s/he will move out and cut ties with us.)

91. My parents love my brother/sister more

Possible ways out:

- Let's try first objectively examine the situation in ourselves: Why do I feel this?, What makes me think this?; What kind of signs refer to this (etc.)? If we are done with these, then think about in what situations it is an obstacle; how we are affected by it; how we can change it (if necessary).
- Talk with our parents about our problems, tell our comments, feelings and jointly try to change the situation.

Certainly wrong approach:

- Envy the brother/sister and, in every possible way, put across to him/her.
- Approval of the situation/assumption and resignation

92. My parents do not care about me; I do not talk to them

Possible ways out:

- Let's try first objectively examine the situation in ourselves: Why do I feel this?, What makes me think this?; What kind of signs refer to this (etc.)?
- Change the situation: do not expect them to ask questions, we have to open to them, ask and initiate conversations in whatever subjects to be able to build a communication bridge.

Certainly wrong approach:

- We do not discuss the situation and lock ourselves up.
- We conceal our feelings and do not formulate our needs to our parents.

93. I do not want to learn (sport, etc.) what our parents want

Possible ways out:

- It's a good solution if we sit down with our parents and tell our position, we set arguments committed to our intentions: *I would like to do this because.../ It will be good for me because...* Collecting pros and cons on a piece of paper can be useful to see what is reaction to what, to be able to discuss all of them and to take a decision by consensus. Persuasion and advocacy are important but offense and prohibition are no solutions.

Certainly wrong approach:

- We do not listen to our parents' arguments, reasons and locks ourselves up.
- Defiance, slamming doors and eliminating communication with each other.
- We go after our own heads and we do not listen to anyone.

94. My parents do not let me do what I want (e.g. hobbies, music, sport)

Possible ways out:

- It's a good solution if we sit down with our parents and tell our position, we set arguments committed to our intentions: *I would like to do this because.../ It will be good for me because...* Collecting pros and cons on a piece of paper can be useful to see what is reaction to what, to be able to discuss all of them and to take a decision by consensus. Persuasion and advocacy are important but offense and prohibition are no solutions.
- Explain how successful we could be; what our goal is with choosing that plus activity.

Certainly wrong approach:

- We do not listen to our parents' arguments, reasons and locks ourselves up.
- Defiance, slamming doors and eliminating communication with each other.
- We go after our own heads and we do not listen to anyone.

95. My father/mother/brother/sister died

Possible ways out:

- If we feel that we cannot exceed the emotional shock (the awareness of loss and recovery will not start on time), and that we cannot cope with the situation alone, we can turn to our friends, talk about our feelings, and perhaps look for specialist (doctors, psychologists, etc.).
- We must make it known to ourselves that we are not alone, we were not left alone.

Certainly wrong approach:

- The disclosure and repression of our feelings, isolation.
- Act as if nothing has happened.

96. My mother/father/brother/sister became seriously ill

Possible ways out:

- With the other members of our families, jointly discuss our feelings, comments and to what extent the situation hurts us. Discuss what we can do and what provides the most help to our sick relative.
- If we feel that we cannot exceed the emotional shock (the awareness of loss and recovery will not start on time), and that we cannot cope with the situation alone, we can turn to specialists.

Certainly wrong approach:

- The disclosure and repression of our feelings, isolation.
- Act as if nothing has happened.

97. We have no money even for food but I do not dare to request from anyone

Possible ways out:

- We must understand that request for help is not a shame. Try to explore our possibilities as soon as possible, from whom and what kind of help we can get, what assistance we have access to (e.g. child protection allowance, housing contribution, etc.) and claim the one to which we have the opportunity as soon as possible.
- Contact religious or civil supporting organizations; common orientation on the possibilities.

Certainly wrong approach:

- Conceal the situation and act as if nothing has happened.
- Not asking for help.

98. I failed and I do not dare to tell it to my mother / father

Possible ways out:

- We cannot sweep the case under the carpet because over time it will turn out. The best if we think about what we will say. Prepare an action plan to ourselves outlining our plans for the next period: how much time we devote to studying; we ask for help for preparation and for processing the material; we plan the progress in this rate. In this way, the parents can see that we have understood the severity of the fact of failure.

Certainly wrong approach:

- We conceal it and our parents only get to know it when we are going for the retake examination in the period before starting school

99. Nem vettek fel ōda, ahōva jelentkeztem (egyetem/főiskola)

Possible ways out:

- We should not despair, because so many opportunities are ahead of us: there will be a second admission period, we can try something else as well, we can search for courses, we can learn languages, and we can be prepared for the next admission period to succeed better then.
- We can get a job, we can be volunteers in a field that we want to study, thereby we gain experience, develop ourselves.

Certainly wrong approach:

- Falling into deep apathy and despair that we do not succeed in anything.
- Wait for “a miracle” that there will just be something and do nothing, be idle.

100. I do not have my degree because I cannot learn a foreign language

Possible ways out:

- I approach the problem objectively, and try to explore the reasons and causes of language learning difficulties: financial reasons or I do not have time for it or I just devote little energy to it? When I have found the answers, I ask for appropriate help: language course, private teacher; if there are financial causes, I am searching for free learning opportunities (e.g. foreign volunteers clubs, other applications, tandem type language learning, etc.)

Certainly wrong approach:

- I resign and accept the situation; I do not even try language learning.

101. I do not have a job; they do not hire me anywhere

Possible ways out:

- I try to look at the situation objectively. I explore the possible causes: I do not have experience; my CV is inadequate, etc. When I revealed the possible causes, I try to change them, e.g. I convert/rewrite my CV or I am looking for a place where I can gain experience (voluntary work).
- I study further.
- I go to labour market, employment counselling.

Certainly wrong approach:

- Aggravation and turning in, which can lead to very deep depressive state where self-control is left and we go down the slope (e.g. drug use, alcoholism).
- I reject my friends' help.
- I accept the situation and resign.

102. I was fired, I have no job

Possible ways out:

- I do not fall into despair and immediately start to look for a job.
- I ask for help from my friends and acquaintances in looking for a new job.
- I go to labour market, employment counselling.
- I strengthen my self-confidence not to blame myself for what has happened.

Certainly wrong approach:

- Aggravation and turning in, which can lead to very deep depressive state where self-control is left and we go down the slope (e.g. drug use, alcoholism).
- I reject my friends' help.
- I accept the situation and resign.

103. One teacher hates me and picks at me all the time

Possible ways out:

- I indicate my remarks at the competent teacher (e.g. class teacher, director, dean, etc.).
- I study hard and s/he will not be able to humiliate and pick at me in front of my classmates.

Certainly wrong approach:

- I accept the situation and do not do anything to prevent it.
- I lock myself up and do not ask for help.

104. I am a lame from PE (from Art, etc.) and the others laugh at me

Possible ways out:

- I explain to my classmates that everyone is talented in something else and not everyone can be equally good at everything because otherwise the world would be boring. There are those better at Music, others at Maths, PE or Art. It is important to identify our feelings and formulate them also and share them with our peers (I-statements).
- Indicate our problem to the class teacher and hope that the class teacher is familiar with the sensitizing and conflict resolution techniques and also applies them.

Certainly wrong approach:

- I do not talk anybody about it, I accept the situation.
- I do not talk about my feelings; I suppress them and lock myself up.
- I do not stand up for myself and I let my classmates hurt me.



Epilogue

What tools you may require for non-formal methods?

With the exception of the practices without tools, in almost every task we require something. If we are dealing with a youth group or community or if we go to camp, it is worth considering first of all what is needed - it is true for the physical endowments of the place, for the spatial needs of practices as well as for the material requirements related to the tasks-, what is worth preparing in the so-called "training package". Parts of the basic package:

- A4 sheets (usually a package containing 500 pieces of sheets);
- Simple ball-point pens;
- Coloured felt pens (a pack of 12-20 pieces)
- Thick coloured felt pens – if we do not want to write with them on the whiteboard, it is enough to buy just simple ones (at least 4-12 pieces. Special attention is given to the board marker and permanent marker; only buy them if they are really needed because they dry quickly and they are expensive.
- Rubber glue (also known as Blue Tech), 1 pack; it can be replaced with double-sided adhesive, paper adhesive tape (which is used during painting for taping switches), or wide adhesive tape, scotch tape. Pay attention to what kind of surface we stick up since we have to give the place back as we got it (in the original condition at reception);
- Flipchart paper (2-3 sheets)- it can be reduced with traditional, brown wrapping paper, which is perhaps sometimes better since it has more surface area, made of recycled paper and is much cheaper.
- Post-its of different colours and sizes (which can actually be replaced with smaller, traditional sheets, especially if we accumulated in the office papers used on one-side, which can be cut for note-taking or with similar objectives;
- Scissors (1 bigger minimum);
- Old magazines;
- A box of matches (for getting-to-know and warm-up exercises);
- Some stress balls or tennis ball (for movement exercises, it is excellent in the introduction round!);
- A ball of yarn (string);
- Some small garbage bags.

When purchasing, it is worth thinking about what tools are available on the particular site. The deficiencies may be incurred, if we are creative enough, can be replaced with objects found in our environment (e.g. ball pellet, water bottle, socks, scarf, apple, etc.).

Literature used

Nagy Ádám-Bodor Tamás-Domokos Tamás-Schád László: *Ifjúságügy*, ISZT Alapítvány, 2014, Budapest.

Recommended methodological literature

Játékok, kézirat, Instruktor Öntevékeny Csoport, 1998

Kurucz Katalin-Turós Éva (szerk.): *Jó példák a nem-formális és informális tanulás területéről*, HoppáDisszeminációs füzetek 4. Tempus Közalapítvány, Socrates Nemzeti iroda, 2006, Budapest.

Nagy Jenőné-Ranschburg Jenő-SzakácsMihályné-Tárnokiné Joó Ildikó *Óvónők kincsestára – módszertani kézikönyv óvodapedagógusoknak*, Raabe kiadó, Budapest, 2003-tól folyamatos.

Recommended literature

Brander-Gomes-Keen-Lemineur-Oliveira-Surian: *Kompasz kézikönyv a fiatalok emberi jogiképzéséhez*, UNESCO.

T-KIT sorozat, www.trainig-youth.net, Mobilitás (letöltve: 2012. március 20.).

Juhász Erika: *Az animáció, mint művelődési – művelési tevékenység*. In: Rubovszky Kálmán(szerk.): *Művelődéstudományi tanulmányok*, KLTE, 1997, Debrecen.

Juhász Erika: *A multiplikátorok tevékenysége, képzése*. In: Rubovszky Kálmán(szerk.): *Művelődéstudományi tanulmányok*, KLTE, 1998, Debrecen.

Poór Ferenc: *A tréner és a tréningvezető*. In: <http://www.hrportal.hu/index.phtml?page=article&id=60449> (letöltve: 2009. február 2.).

Rudas János: *Delfi örökösei*. Önismereti csoportok – elmélet, módszer, gyakorlat. Lélekben Otthon Kiadó, 2007, Budapest.

Rudas János: *Javne örökösei*. Fejlesztő tréningcsoportok – elvek, módszerek, gyakorlatcsomagok, Lélekben Otthon Kiadó, 2011, Budapest.

