

## Model Session Outlines

In this section you will find example session outlines that can be used for longer training courses on any topic. Their aim is to create a positive learning environment for all involved. These session outlines were developed for the ATACC Training Course in 2011.

### Introduction: Welcome Space

#### Context

- Participants have just arrived and are slowly accustoming to being in the venue and in this group of people. They have gotten to know each other already a little bit at the welcome evening, but are still unfamiliar with each other and the team.

#### Objectives

- To introduce the participants to each other, the programme, the stakeholders
- To start a reflection process on concepts relevant to the course
- To share expectations
- To create a welcoming atmosphere and hand the ownership of the Training Course to participants

#### Materials

- Soft, silent music and music player
- Flipchart paper and markers
- Post-its
- Coloured paper

#### Preparation

- All spaces need to be prepared. There are chairs and tables in the room, but they are arranged either to suit the 'spaces' or chaotically distributed.
- Put up envelopes/ boxes for each participant and one for the team. This will be used at the end of the seminar.

#### Instructions

Participants enter the room. The team members are all at their 'space' ready to help and/or explain or facilitate. Soft, silent music is playing.

In the middle of the room is an 'Info-Point' with two flip charts hanging back to back explaining what happens and where participants can go. It says:

*"This is the Welcome Space! You can find out what will happen in the next week in many different spaces: The Programme Flow space can give you more information about the objectives of this Training Course and of the whole project, and how we plan to achieve them. Visit the Portrait Space with a person you never met before in your life! Find out more and comment on the Stakeholders and Concepts of this Training Course. Share your Expectations and tell us more about your fields of expertise, so we can start learning from each other! The team is here to help you. But it's all up to you and your initiative! Enjoy!"*



## **Space I: Programme Flow (facilitator needed)**

The programme of the week and of the overall project is displayed in a 'non-table' way on a part of the wall. It could be a River. The display should also include the TC's and project's objectives and indicate how different programme elements are designed to support achieving those objectives. A team member is at this 'space' to explain to participants who come there the programme flow and answer possible questions.

## **Space II: Biographical Portrait (facilitator needed)**

Participants are asked to come here in pairs. They find material to paint each other's portraits. While they paint, they should find out more about each other and symbolise that on the painting. If possible, there should be no words on the final paintings.

## **Space III: Stakeholder and Concept Space (facilitator needed)**

This space is primarily informational. On the wall the key stakeholders in this project are displayed on A3 Paper: IFM-SEI, European Commission, Participants and their different member organisations. Around each of the stakeholders are smaller pieces of paper, indicating that stakeholders' interest in this project.

The pieces of paper for the participants are empty, and participants who come there should add what they think is the interest of the group of participants and their organisations to take part in this TC.

Then there are also concepts: Campaigning, Climate Change, nonformal education. Around these words are smaller pieces of paper, explaining this concept a bit more. For example for NFE they could say: voluntary and self-organised learning, participative processes, learner-centred and flexible, openness and transparency, collective and shared evaluation, the right to make mistakes, individual responsibility for learning, group support of learning, sharing of results. Participants are asked to write comments and questions on post-its and attach it to it, discuss with the other participants that are at that time at the space and see if they agree, what they think is difficult, what has inherent conflicts, etc. There is a team member to facilitate this process.

## **Space IV: Expertise sharing (no facilitation)**

In another space in the room are several continuums symbolised on the wall, each on different topics to allow the participants to communicate to the rest of the group and the team for which topic they might be a resource. There are post-its available for the participants to write their name on and place themselves on the continuum to show how they feel they stand on this. The two extremes on the continuums are: 'I hardly know anything about this' to 'I actually know quite a bit and am happy to share it'. The topics can be: 'Climate change', 'Campaigning', 'Video', 'Street action', 'Visual communication', 'Writing', 'Interviews', 'Group work...'

## **Space V: Expectations Space (No facilitation)**

On another part of the wall is a big table with two columns and two rows. One column is titled 'Give' and another is titled 'Get'. The upper row is titled 'Done'; the lower row is titled 'Not yet done'. There are post-its available. Participants are asked to write on post-its what they expect to get and to give in this Training Course. If they want they can add their name. Then they should place the post-its on the lower row of the table. Throughout the week they should come back to the tables every once in a while and check if something that they wanted to get or to give has been achieved for them and then move their post-it up to 'Done'. The higher the degree to which it has been achieved, the higher should the post-it come. At the end of the week we can look at the table and review how many expectations we have been able to achieve, and which we haven't been able to reach.

## **Space VI: Video Message Space (no facilitation)**

A video camera is operated in one corner of the room, where participants can record little messages, say who they are, what their message to the world is etc.

## **Space VI: Quiz Space (facilitator needed)**

A first quick introduction to climate change/ the topic of the seminar. Questions and pictures are displayed on the wall. Participants are expected to come to this space in small groups to do together a short quiz on climate change.



## Mission Impossible: Building a Positive Working Environment

### Objectives

- To build a positive and effective working environment and a sense of the group as a team
- To develop ground rules for working
- To interact directly with all the other participants
- To touch on all topics related to the Training Course
- To get to know the space and interact with the people working here

### Preparation

- Think about tasks for the Mission Impossible according to the space and the topic of your seminar and prepare a Power Point presentation to present one task after the other, with Mission Impossible Music in the background.

### Instructions

1. Show the Mission Impossible PowerPoint Presentation. At the end of the presentation tell participants that they have one hour to accomplish all the tasks they have just read. The team then leaves the room and comes back after one hour. The tasks are:
  - Learn everybody's name by heart.
  - Decide on a 'song of the week' and sing it all together.
  - Count the steps in the venue.
  - Find out the lunch menu for the whole week.
  - Make a theatre play, explaining what education is, and involving the whole group.
  - Find out which other groups share the house with us.
  - Come up with 25 ideas on what to do in the evenings.
  - Make a list of what participants brought for the international snack evening.
  - Find out which participant is the oldest and which is the youngest, which participants have birthday on the same day, which have birthday in the same week and which in the same month.
  - Make a picture of all participants in front of the house.
  - Come up with a list of what you are willing to do to save energy in this week.
  - Make a poem, using the words: youth, yoga, face, climate and words.
  - Come up with 30 reasons why it is better to be here rather than back at home right now.
  - Make a list with your phone numbers, e-mail addresses and Skype names.
  - Paint a map of Europe, showing where all participants come from.
  - Make a twitter account for the group and decide on a first common 'tweet' to send out.
  - Film the group trying to get all these things done.
2. Go back the group and ask for some results.

### Debriefing

- How did it work? How did you manage to accomplish those tasks?
  - What lessons can we draw from this experience?
  - Did you experience something that you would like to see happen again in this week?
  - Did you experience something that you would like to avoid in this week?
3. After the debriefing, the participants are asked to agree on a team-contract, establishing some guiding principles for the upcoming week to ensure a pleasant and respectful working environment.



## Evaluation

### Objectives

- To commit to continue the project back home
- To consider what kind of support is needed for the future
- To say goodbye to each other
- To evaluate the seminar

### Materials

- Cards
- Washing line
- Pegs/Paper clips
- Flipchart paper
- Tape
- Glue
- Pens and papers

### Preparation

- Prepare the 'river of reflection'. Write the names of each session on a separate paper and lay them in the form of a river on the floor.
- Hang a washing line across the room.

### Instructions

#### River of reflection

1. Ask the participants to remember what happened throughout the seminar. Talk them through the journey that they have taken throughout the week.
2. Ask questions like the following to evaluate the seminar. They should always stand on the session that answers the question for them. After each question, ask some participants why they stand where they stand. Examples:
  - What was the part of the seminar that you liked the least?
  - What session was the funniest?
  - What session was the most boring?
  - What was the part of the seminar where you learnt the most?
  - Which part of the seminar will you re-use with other people?

#### Putting out the washing:

1. There is a washing line hanging across the room and little paper and paper clips or pegs lying next to it. Ask the participants to write down the things that they would like to leave at the seminar and hang them on one side of the line, and what they want to keep and would like to work on again on the other side of the line.
2. After they have pegged the cards on the washing line, ask them to look at what each other have put – if this reminded them of anything they can always add more cards.
3. Ask them to each choose one thing on the washing line (something they or others wrote) which they would like to do more work on. They should go up to the washing line and take that card off.



4. They should draw a cross on this paper so that there are four parts and stick the card in the middle of a piece of plain paper. In each section, they should answer the following question:
  - What support do they need from their home organisations to do this?
  - What support do they need from IFM-SEI to do this?
  - How can use what I learned back home?
  - Do they need any resources for this?
5. Everyone should stick their pieces of paper on the wall.

## Letter Writing

1. Give the group a moment with paper and pens. Ask them to write a letter to the team. Tell them that you will not open the letters until they have left. We would like an honest reflection about us as their teamers. The letters can be anonymous or signed with their name. Play some sad music whilst this is happening.
2. Then encourage them to write notes and letters to each other.

### Questions For Reflection on Peer Education

- How can peer education be used to promote social change?
- How can a peer train me?
- How do I learn?
- Why is it important to have a positive working environment?
- What do you consider to be the key elements of peer education?





## Climate Change

In this chapter you will find some important articles and information that will help you to understand climate change.

Climate change has become a popular term but there is a lot more we need to understand. How is it affecting us? Why should young people be involved in this topic? Why is it important what politicians do about it?

You will find easy and flexible activities that you can adapt depending on the context or people you are working with. They will help you to plan an educational activity to support a better understanding of and reflection about climate change.

### What is Climate Change?

Everyone's heard of it. Everyone's talking about it. But what is climate change?

Let's start with the basics by understanding the words. Even words can have different political meanings, but we have to understand the different uses of them, so that we can communicate.

Climate change: noun. A change in the regional or global climate; especially the change in global climate patterns being more apparent from the mid to late 20th century onwards, and largely caused by the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels (Oxford English Dictionary 2010).

### Quiz on the basic facts of climate change

1. Which statement is true?
  - a) The climate is warming
  - b) The climate is cooling
  - c) The climate is not changing
  - d) Nothing has been proved yet
2. What is climate change caused by?
  - a) Humans
  - b) Nature
  - c) Both
3. What is a greenhouse gas (GHG)?
  - a) Carbon dioxide (CO<sub>2</sub>)
  - b) The gas released by greenhouses that causes climate change
  - c) Gases that trap (capture) heat in the atmosphere
  - d) Methane (CH<sub>4</sub>)
4. What has caused the increase in Greenhouse gas emissions?
  - a) The use of fossil fuels
  - b) Change in land use
  - c) Agriculture
  - d) All of the above

