

Workshop design: INEX SDA

IM-PROVE workshops at workcamps by INEX-SDA

Main target group: participants of workcamps (volunteers and campleaders)

TIME	TOPIC	AIM	METHOD	MATERIAL
5 min	<b>I Introduction</b>	Orientation	<b>Plenary Speech</b> <ul style="list-style-type: none"> <li>introduction of workshop leader and your organization</li> <li>explaining the reason and goal of the workshop</li> <li>if the group is bigger: distribute tape &amp; pen for name tags</li> </ul>	Tape, markers (for name tags)  Paper, pens
15min	<b>II Unique traits &amp; group dynamic</b>	* For workshop leader: <ul style="list-style-type: none"> <li>Get to know the group's dynamic</li> <li>Get to know the names a little</li> </ul> For participants: <ul style="list-style-type: none"> <li>Affective</li> <li>Strengthening of group feeling</li> <li>Get to know each other better</li> <li>Starting to reflect about themselves</li> </ul>	Divide group on two.  <b>Group work, game <i>WHO is it?</i></b> <ul style="list-style-type: none"> <li>After the participants split into two groups, one paper card/post-it and one pen are distributed to each volunteer</li> <li>Two small containers are placed in front of each group</li> <li>The participants receive the following instructions:               <ol style="list-style-type: none"> <li>Think about something that you think is very unique about you and no one in this group knows about you. It can be e.g. a characteristic, an anecdote, a story or an external feature. Write it</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Paper cards/post-its &amp; pens according to nr of participants</li> <li>Two small containers to place the cards/postit in</li> </ul>

<p>5 min</p>		<p>For workshop leader:</p> <ul style="list-style-type: none"> <li>• Find out how the game resonated</li> <li>• Can think about possible impulses to give for the next activity</li> </ul> <p>For participants:</p> <p>Affective</p> <ul style="list-style-type: none"> <li>• Participants reflect about themselves and their group feeling</li> <li>• Strengthen group feeling</li> </ul>	<p>down on your card/post-it, fold it and put it into the container of your group, so that no one else sees it.</p> <p>2.After all of your cards/post-it are in the containers, we will switch the containers. So group 1 has the container of group 2 and group 2 the container of group 1.</p> <p>3.Now each group takes turns in drawing one card/post-it from the container. Each group has to figure out as a team who from the other group it belongs to.</p> <p>4.The group who guessed the most correctly, wins.</p> <p><b>Reflection</b></p> <p>The workshop leader can be either joining the game or only facilitating it.</p> <p>The workshop leader asks the participants to quickly answer the two following questions:</p> <ol style="list-style-type: none"> <li>1. <i>How easy or hard was it for you to find a unique thing about everyone?</i></li> <li>2. <i>Which unique things surprised you the most?</i></li> </ol> <p>The participants answer randomly. The one with the speaking ball answers, then determines the next speaker and passes the ball to them.</p>	<p>Speaking ball: something to throw easily (a ball, a water bottle, a pine cone – whatever is available)</p>
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<p>3 min</p>	<p><b>III Learnings from Volunteering</b></p>		<p><b>Group division</b> The participants are formed into groups with 3-4 pax. Number of the groups to be adjusted according to total number of participants.</p>	
<p>15 min</p>		<p><i>Affective</i> Participants realize what they have learned during this and other volunteering experiences</p> <p><i>Cognitive</i> Participants start putting what they learned into words in a smaller (and safer) circle of people experience and personal development</p>	<p><b>Group work, discussion and collection</b> The workshop leader asks the groups to collect their answers for the following question on paper cards/posters:</p> <p><i>What have you learned during this workcamp experience so far?</i> It can be hard and soft skills, anything from practical things like using a special tool over improving English language to personal things or things you learned as a group – anything.</p> <p>The groups are invited to go to different spots/locations/rooms to be more focused</p>	<p>Paper cards/posters &amp; markers</p>
<p>15 min</p>		<p><i>Cognitive</i></p> <ul style="list-style-type: none"> <li>• Participants understand that there are terms and</li> </ul>	<p><b>Plenary presentation</b></p> <ul style="list-style-type: none"> <li>• All groups return to plenum, but members of each group sit together</li> </ul>	

		<p>special expressions for their learnings and get inspired to use them in future</p> <p><i>Affective</i></p> <ul style="list-style-type: none"> <li>• Participants feel that their learnings and voluntary experiences are validated and useful</li> <li>• Participants feel that volunteering can bring benefits for their self-development</li> </ul>	<p>Each group presents their paper card/poster with their learnings. They can decide among each other who and how will present.</p> <p><b>Summing up</b> Facilitator sums up the learnings of the participants using technical terms for their competences using a poster or paper cards with competences on it pinned on a flip chart or laid out on the ground or just orally (depending on the location and circumstances) Moreover, Facilitator lists more competences that can be gained during voluntary activities</p> <p><u>Exemplary list of competences:</u></p> <ul style="list-style-type: none"> <li>• Intercultural communication</li> <li>• Communication</li> </ul>	<p>Previously used paper cards/posters</p> <p>Depending on location and circumstances:</p> <ul style="list-style-type: none"> <li>• Poster /paper cards with prepared competences</li> <li>• Flip chart</li> <li>• Just oral speech</li> </ul>
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15 min	<p><b>IV IM-PROVE application</b></p>	<p><i>Cognitive</i> Participants receive knowledge about the IM-PROVE application tool: how to subscribe, login, how to use it further and for what it can be used</p> <p><i>Affective</i> Participants feel that volunteering can bring benefits for their self-development</p>	<p><b>Plenary presentation</b> Facilitator presents the IM-PROVE application showing the participants</p> <ol style="list-style-type: none"> <li>1. Basic information: show web-address or enable android application, show how to apply and login</li> <li>2. How to use it: how to create a profile, add new projects, how to look at the competences gained from their voluntary experiences and to set goals</li> </ol>	<ul style="list-style-type: none"> <li>• Technical device on how to present: e.g. laptop, projector...</li> <li>• Stable internet connection</li> <li>• Android application of IM-PROVE</li> </ul> <p>*In case there is no internet available use</p>

			<p>3. How it can be useful: learn how to express the learnings of voluntary activities ☑ useful for applications, job interviews, CV etc.</p> <p>Facilitator can give tips and examples for what they used or would use the tool themselves (more authenticity)</p>	<p>prepared presentation about IM-PROVE or screenshots</p>
5 min	<p><b>V Q&amp;A</b></p>	<p>For the workshop leader:</p> <ul style="list-style-type: none"> <li>• Receives small feedback what to include in the next IM-PROVE workshop</li> </ul> <p>For participants:</p> <ul style="list-style-type: none"> <li>• A chance to clarify uncertainties</li> </ul>	<p><b>Plenary question round</b></p> <p>Facilitator gives the participants the possibility to ask still unanswered questions or gives tips</p>	
2 min	<p>Goodbye</p>		<p>Facilitator closes the workshop and invites all to use the IM-PROVE app</p>	