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# Supporting Migrant Inclusion in Lifelong Learning and Education

IO4: Peer Mentoring for supporting migrant communities

All I Want: Exercises



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### Exercise 1: People Bingo

**Topic:** Introduction

**Size:** Entire group

**Time:** 5 minutes

**Activity:**

If you already know a few things about the participants, create a list of interesting facts about them, like “plays guitar” or “always does the morning crossword”. If you don’t know the participants very well, use more general descriptions that probably apply to multiple people, like “is fanatical about coffee”, “has been on holiday to Europe”.

Now create bingo cards where each number square has one of these descriptions written in it. These sheets are handed to participants who will then talk to each other in an effort to find someone who matches one of the squares. When they do find someone who “is fanatical about coffee”, that person signs their bingo square (with their name or signature). The first person to reach 10 signed squares wins. They will need to write the name of the person on the appropriate square.

Example bingo card:

|                             |                            |   |                |
|-----------------------------|----------------------------|---|----------------|
| Is the oldest in the family | Has political ambitions    | Moved houses less than 2 months ago     | Has a pet      |
| Is not a morning person     | Is a good cook             | Would like to start his/her own company | Enjoys dancing |
| Loves music                 | Speaks 3 or more languages | Who is an introvert                     | Likes to read  |
| Is religious                | Likes soccer               | Is scared of spiders                    | Has a child    |

### Exercise 2: Expectations

**Topic:** Expectation management

**Size:** Entire class

**Time:** 10 minutes

**Activity:**

1. This is a simple and fun icebreaker for adults that encourages them to be creative. Each participant is asked three simple questions:
  - What is your name?
  - What do you hope to get out of the class?
  - What could be the craziest thing that could happen if their expectations of the class are met? Encourage participants to think of a crazy and interesting outcome after completing the class!
  - For example, a student attending a computer class might say “My name is Ted, I expect to learn how to program computers and understand computer hardware. If I can learn those skills I will use them to become the next Steve Jobs, marry Charlize Theron and buy the island of Hawaii”.



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### Exercise 3: Snowball

**Topic:** Expectation: When is this course a success?

**Size:** Entire class

**Time:** 30-40 minutes, or longer depending on discussion

**Activity:**

1. Present an idea, question, or issue to participants. Each student first thinks about the idea/question/issue for one minute, with the goal of generating at least three reactions, comments, answers, etc.
2. Two participants then come together with their lists and try to come up with three things they agree on.
3. The pairs of participants then join with another pair, and try to come up with three things they agree on. Repeat for as many iterations as desired.
4. Eventually, bring the class together as a group to hear what the participants have decided are the three most important issues, questions, ideas relevant to the topic discussed.
5. Trainer (called these expectations because you will use them during the last session, exercise .. )

## Session 1: Democracy

### Exercise 4: Real-time reactions

**Topic:** Democracy

**Size:** Entire group

**Time:** Depends on the length of the video

**Activity:**

1. While watching a video on democracy participants are asked to share their real-time reactions.
2. You can either ask participants to comment directly and pause the video or you can use cloud-based collaboration software displayed at the front of the room to get the same effect with none of the distractions.

Pointers:

This helps participants spot trends and consider new points of view.

### Exercise 5: Think-pair-share

**Topic:** Civil society

**Size:** Individual and pairs

**Time:** 1 class

**Activity:**

1. Participants individually think about different kind of organisations who are part of the civil society. Serving the public interest but not part of the government. (3 min)
2. Next, have each student pair up to discuss their ideas or answers. (5 min)
3. Then bring participants together as a large class for discussion. (10 min)

### Exercise 6: Pro-con grid

**Topic:** Democracy

**Size:** Groups of 2-6

**Time:** 30 min in total

**Activity:**

1. Pick a topic that lends itself to the idea of making lists of pros and cons / advantages and disadvantages for some issues (see pointers for suggestions). Break participants up into small groups. (5 min)



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2. Have the groups come up with at least three points for each side. Additionally, let participants know whether they should be putting their lists together in point form or full sentences. (10 min)
3. Once participants have had time to complete the activity, bring the class back together to share and discuss points on each side. (15 min)

Suggestions:

A democracy cannot be established without a strong civil society movement.

Should all countries be obliged to have a democratic political system in place?

### Exercise 7: Case study

**Topic:** Case study on different countries with a democracy in Europe: e.g. Hungary and Ukraine

**Size:** Small Groups (2-4)

**Time:** Work on it at home (1 hour), all groups present 5 min in class, then discuss and compare.

**Materials:** Annex 4 and 5

**Activity:**

1. Provide the participants with a real-world case to study (e.g. a news article, account of a decision or procedure, video, etc.). Alternatively, have participants find their own cases to examine.
2. Individually, or in small groups, have participants analyse the case using guidelines and a framework provided by you (the instructor).
3. Use the guidelines of Annex 4 (focus on the four pillars). (Annex 5 has more info, especially page 26 might be helpful for participants during their research).
4. Have participants present their analysis to the class, or require groups to turn in written answers. If presenting in class, try to facilitate discussion such that participants connect the case with material in class.
5. After student analysis has been completed, ensure that the group has concretely discussed how the case study illustrates application of theoretical or background concepts from course material.

### Exercise 8: Surprise

**Topic:** Democracy

**Size:** Entire class

**Time:** 5 min

**Activity:**

1. You ask the participants to write a paragraph that begins with (one of the following):  
“I was surprised that...,”  
“I learned that...,”  
“I wonder about...”
2. Let them share with their neighbour what they wrote down.

**Pointers:**

This allows the participants to reflect on what they actually got out of the teacher’s presentation.

## Opening activity session 2:

### Exercise 9: Two Truths and a Lie

This icebreaker is usually quite popular with adults and can lead to some funny responses. Each participant in the group says three things about themselves — two truths and one lie. The other participants can guess which one is the lie and give a reason why they think so. You can elicit some very funny, creative and interesting responses from the group!



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## Session 2: Human rights and conflict

### Exercise 10: Starting point

**Topic:** Human rights

**Size:** Entire class

**Time:** 3 min

**Activity:**

1. Before sharing any of the content on this topic you start off with asking the question: “What do you think about the universal human rights?”.

**Pointers:**

By having several views “on the table” before theory is presented, you can help participants to see the material in context and to explore their own beliefs.

### Exercise 11: Quescussion

**Topic:** Human rights

**Size:** Entire class

**Time:** 10-15 minutes

**Activity:**

1. Quescussion is discussion through questions only.
2. The facilitator starts the Quescussion by asking a question related to the discussion topic, and writing it on the board.

Starting questions could be:

- All humans are fully entitled to their human rights.
  - Should all countries around the world be obliged to sign the human rights declaration?
  - Human rights leave too little space for individual preference and culturally accepted traditions.
3. Participants may only respond or add to the discussion in the form of more questions. Each question is written on the board. This discussion model is very informal and participants should take turns shouting out questions as they think of them.
  4. There are three rules: (1) Only questions are allowed. (2) If someone makes a statement everyone yells “statement!” and (3) Two other people must speak before someone can participate again.
  5. Following Quescussion, the class can then focus on one or two of the key questions raised in greater depth.
  6. Alternatively, if the questions are recorded on the board, the class can vote on the question that they would like to explore further using dotmocracy (voting with dots).

### Exercise 12: Round table

**Topic:** Human rights

**Size:** Entire class or large / small groups

**Time:** 20 minutes (depending on number of participants and amount of questions addressed)

**Activity:**

1. Have the class move their desks into a circle so that everyone can see each other.
2. The discussion facilitator poses a question. Each person, in turn, provides a comment. If a student does not wish to comment, they may “pass”.
3. Repeat for a variety of questions.

**Pointers:**

This activity ensures that all participants have an opportunity to speak if they wish. However, the question posed cannot be a simple yes/no, and must have several points or issues that can be raised.



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### Sample questions:

- What do you think is the purpose of Human rights?
- If all countries around the world would obey the human rights, would there still be conflict?
- Is it really reasonable to try to give the same rights to everyone in the world? Why/why not?
- What does human rights mean in your country of origin compared to your country of residence?
- Should all countries around the world be obliged to sign the human rights declaration?
- Human rights leave too little space for individual preference and culturally accepted traditions.
- Should the right to free speech be unconditional? What about people who say things which aim at reducing the human rights of others? Racist propaganda? Fascist propaganda? Attempt to get one person to kill another?

### Exercise 13: Quiz

**Topic:** Position vs interest

**Size:** Entire class or large / small groups

**Time:** 5 minutes

#### Activity:

1. Provide the participants with the quiz
2. Give them 3 min to answer the quiz by themselves
3. Discuss their answers as a group

#### Quiz Activity:

This activity will help you learn the difference between a position (which is a stand that someone takes) and an interest (which is a deeper want or desire).

Read the following statements and decide whether you think the statement is a position or interest.

On the blank line beside each statement, place a "P" for position or an "I" for interest, then check the answers to see how you did.

1. \_\_\_ I want you to close the door when you come in.
2. \_\_\_ I am allergic to bee stings and I want to avoid having an allergic reaction.
3. \_\_\_ Depending on others makes me feel uncomfortable.
4. \_\_\_ I expect your input on the report by 5 pm.
5. \_\_\_ I won't give you the car unless you take responsibility for washing it.
6. \_\_\_ I believe in right and wrong, and this situation is just plain wrong.
7. \_\_\_ Trim your trees or I'm going to call the municipality.
8. \_\_\_ I don't feel safe when trees touch electrical wires.
9. \_\_\_ I like to keep a certain amount of money in the bank even if I've already paid all my bills.
10. \_\_\_ I've decided to hire a painter to paint the outside of our house this month.
11. \_\_\_ Move your car away from the front of my house.



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12. \_\_\_ I can never find parking close to home and it's difficult for grandma to walk very far.

### Answers to the quiz

1. Position—A specific request or demand to take action.
2. Interest— A deep want. For example, it could be the reason behind why someone would want the door shut in example 1.
3. Interest—A fear of losing control over a situation.
4. Position—A specific demand to contribute to the report on time.
5. Position—An ultimatum and specific demand to wash the car.
6. Position—Taking a stand on one's beliefs.
7. Position—A demand for action or else.
8. Interest—This could be the reason why someone might demand that their neighbour's trees need to be cut.
9. Interest—A general statement of someone's financial comfort level.
10. Position—A course of action.
11. Position—A specific request or demand for someone to move their car.
12. Interest—This could be the reason behind someone's demand for another person to move their car.

### Exercise 14: Conflict Close-up activity

**Topic:** Conflict style

**Size:** Entire group

**Time:** 10 min

**Activity:**

1. The teacher stands in the centre of the room and announce the following to the group:
  - *I am conflict. Consider how you typically react when you experience a personal conflict. Position yourself, in relation to me, somewhere in the room in a way that conveys your initial response to a conflict. Pay attention to your body language as well as your distance from the conflict.*
2. Discussion questions
  - Why are you standing there?
  - If where you are standing signifies your initial reaction, where might you stand after taking some time to think about the conflict?
  - What are some things that would cause you to move?
  - How might our reactions influence the course of the conflict?

### Exercise 15: Sketchnoting

**Topic:** Recap

**Size:** Entire group

**Time:** 5 min

**Activity:**

1. Instead of taking traditional lecture notes, try getting your participants to sketch a picture that represents what they've learned during class.
2. Share with participants that it's not about the quality of the art – it's about how drawing prompts them to visualize their understanding and look at their learning from a different perspective.
3. Encourage participants to continue using this approach to remember what they have learned if this approach suits them.



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## Homework:

### Exercise 16: Test your own conflict style

**Topic:** Conflict

**Size:** Entire group

**Time:** 10 minutes

**Material:** Appendix 1

**Activity:**

1. Provide the participants with the quiz, only the first page and the calculation formula.
2. Ask participants to do the quiz, calculate their conflict style and bring it to class next time.
3. Discuss their answers in the group next time.

## Opening activity session 3:

### Exercise 17: Solarium

**Topic:** Ice-breaker

**Size:** Entire group (if you have more than 10 participants, split the group)

**Time:** 7 min

**Material:** Annex 2 and 3

**Activity:**

1. Place all the pictures on a table.
2. Ask the participants to take a minute or so to look at the pictures and select two which represent the last week. (They take the pictures from the table, so one picture can only be used by one person).
3. If everyone has selected the pictures, they can start explaining to each other why they have selected that picture. (Each person gets one minute to explain his/her pictures).

## Session 3: Identity/Leadership

### Exercise 18: Complete turn taking

**Topic:** Culture

**Size:** Entire class, or small groups (max 8 persons per group)

**Time:** depending on the number of questions you want to take (eight questions can be addressed in a 50-minute class).

**Activity:**

1. Each student should be asked to bring a couple of questions to class. These can either be issues for clarification, issues that are still unresolved, or ideas / positions not yet considered.
2. Have the entire class arrange themselves in a circle. Alternatively, participants can be in small-medium size groups.
3. One student reads a question aloud. The student to their left then has one minute of uninterrupted time to speak and present their thoughts. When he/she is done he/she says, "OK, I'm done".
4. The next person to the left goes, has one minute of uninterrupted time to speak, and then says, "OK I'm done". Finally, the third student to the left goes, following the same pattern.
5. After three people have had the chance to speak, start a discussion with the whole group for two minutes.
6. The next student gets to ask a question, and this cycle continues.

**Example of questions:**

- What shapes your identity?
- To what extent is culture ingrained in you?



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- How cultures resist to changes?

## All I Want: Exercises

### Exercise 19: Fishbowl

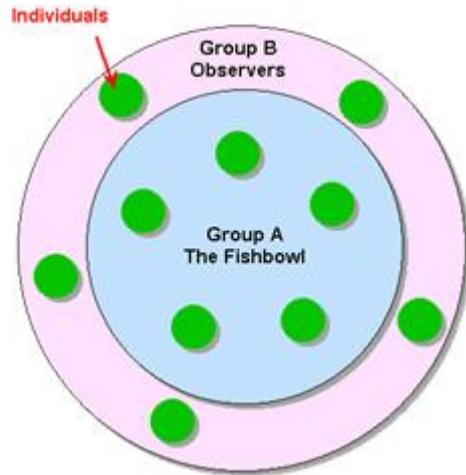
**Topic:** Gender roles

**Size:** Entire class

**Time:** 20 minutes

**Activity:**

1. For this activity, you will need a small group of volunteers to be "in" the "fishbowl" to participate in the activity. The rest of the class is "outside" of the "fishbowl" and observe the activity will is taking place.
2. Fishbowls are used for dynamic group involvement. The most common configuration is an "inner ring" (Group A), which is the discussion group, surrounded by an "outer ring" (Group B), which is the observation group. Just as people observe the fish in a fishbowl, the "outer ring" observes the "inner ring."
3. Group A is given an assignment, such as a discussion or exercise to perform, while Group B observes. After 10 to 30 minutes, the groups switch (Group A observes while Group B performs the activity). They can either perform the same activity, a modified version, or a new activity.
4. The group observing will either observe the process, the content, or both depending on the desired outcome. After the activity, you can have groups give feedback to each other, either on a group to group basis, individually, or in pairs. If you feel that the learners are not ready for public feedback, ask them to provide feedback to each other in pairs or in writing.



### Exercise 20: Prejudices

**Topic:** Prejudices and discrimination

**Size:** Entire class

**Time:** 10 min

**Activity:**

Ask participants if they consider themselves prejudiced? Let them think for half a minute, then invite three participants to share their viewpoints. (3 min)

1. Write a prejudice on a paper about the person seated left of you/ share it with the group/ give the other person the change to react. (8 min)

Teachers note:

- Talk about the fact that all humans have prejudices about each other

2. Divide the team in small groups of four people and ask the participants to discuss the following statements/questions/experiences: (2 min. per statement / question / experience)

Most of prejudices are correct.

- How are prejudices constructed/come into existence? (How do we, as individuals, contribute to that?)

- Invite participants to share experiences of discrimination (both from their country of origin and their country of residence) in their small group.

- Reflect on the difference between prejudice and discrimination (which one is stronger/ is the basis of discrimination the same or different/ do you deal with them the same way you would have as in your country of origin)?



### Exercise 21: Presenting

**Topic:** Prejudices and discrimination

**Size:** Entire class

**Time:** 10 min

**Activity:**

1. The small group will discuss and agree on key conclusions on the discussed topic or share their personal key inside of today's topic/class with each other.
2. One participant of each group will be asked to share their key conclusions on the discussed topic and related questions with the group. A student can also share the key inside of today's topic/class. (10 min)
3. One participant will be asked to record conclusions/thoughts on the board.

## Opening activity session 4:

### Excises 22: Question Ball

**Topic:** Icebreaker

**Size:** Entire class

**Time:** 10 min

**Activity:**

1. Buy a large beach ball and write some icebreaker questions on its surface. Things like "What is your favourite place to go on holiday?", "What is your perfect Sunday morning?".
2. Throw the ball to a random participant in the group and ask them to answer the question that their right-hand index finger falls on. You can elicit responses from the entire group and help them learn more about one another.

## Session 4: Confidence building

### Exercise 23: Identify values

**Topic:** Determine key values in life

**Size:** Entire class

**Time:** 20 min

**Activity:**

Write the following questions and sub questions on a flipchart (or PowerPoint slide) and provide them with the list of values.

1. Identify the times when you were happiest  
Find examples of both your personal and career life. Questions which will help are:
  - What were you doing?
  - Were you with others? Who?
  - What other factors contributed to your happiness?
2. Identify the times when you were most proud  
Find examples of both your personal and career life. Questions which will help are:
  - Why were you proud?
  - Did other people share your pride? Who?
  - What other factors contributed to your feelings of pride?



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3. Identify the times when you were most fulfilled and satisfied

Find examples of both your personal and career life. Questions which will help are:

- What needs or desires were fulfilled?
- Why and how did the experience give you meaning?
- What other factors contributed to your feeling of fulfilment?

4. Determine your top values based on your experiences of happiness, proud and fulfilment.

Use the following list of common personal values to help you get started – and aim for about 10 top values. (As you work through, you may find that some of these naturally combine. For instance, if you value philanthropy, community, and generosity, you might say that service to others is one of your top values.)

5. Prioritize your top values:

This will be heart because during each decision you will have to choose between solutions that may satisfy different values.

- Reduce the list from 10 values to 5 values
- A questions which might help is: "If I could satisfy only one of these, which would I choose?" It might help to visualize a situation in which you would have to make that choice. For example, if you compare the values of service and stability, imagine that you must decide whether to sell your house and move to another country to do valuable foreign aid work, or keep your house and volunteer to do charity work closer to home.
- Place the values in the correct order (most important at the top).

|                        |                     |                     |
|------------------------|---------------------|---------------------|
| Accountability         | Excellence          | Perfection          |
| Accuracy               | Excitement          | Piety               |
| Achievement            | Expertise           | Positivity          |
| Adventurousness        | Exploration         | Practicality        |
| Altruism               | Expressiveness      | Preparedness        |
| Ambition               | Fairness            | Professionalism     |
| Assertiveness          | Faith               | Prudence            |
| Balance                | Family-orientedness | Quality-orientation |
| Being the best         | Fidelity            | Reliability         |
| Belonging              | Fitness             | Resourcefulness     |
| Boldness               | Fluency             | Restraint           |
| Calmness               | Focus               | Results-oriented    |
| Carefulness            | Freedom             | Rigor               |
| Challenge              | Fun                 | Security            |
| Cheerfulness           | Generosity          | Self-actualization  |
| Clear-mindedness       | Goodness            | Self-control        |
| Commitment             | Grace               | Selflessness        |
| Community              | Growth              | Self-reliance       |
| Compassion             | Happiness           | Sensitivity         |
| Competitiveness        | Hard Work           | Serenity            |
| Consistency            | Health              | Service             |
| Contentment            | Helping Society     | Shrewdness          |
| Continuous Improvement | Holiness            | Simplicity          |
| Contribution           | Honesty             | Soundness           |
| Control                | Honor               | Speed               |
| Cooperation            | Humility            | Spontaneity         |
| Correctness            | Independence        | Stability           |
| Courtesy               | Ingenuity           | Strategic           |
| Creativity             | Inner Harmony       | Strength            |
| Curiosity              | Inquisitiveness     | Structure           |
| Decisiveness           | Insightfulness      | Success             |
| Democraticness         | Intelligence        | Support             |
| Dependability          | Intellectual Status | Teamwork            |
| Determination          | Intuition           | Temperance          |
| Devoutness             | Joy                 | Thankfulness        |
| Diligence              | Justice             | Thoroughness        |
| Discipline             | Leadership          | Thoughtfulness      |
| Discretion             | Legacy              | Timeliness          |
| Diversity              | Love                | Tolerance           |
| Dynamism               | Loyalty             | Traditionalism      |
| Economy                | Making a difference | Trustworthiness     |
| Effectiveness          | Mastery             | Truth-seeking       |
| Efficiency             | Merit               | Understanding       |
| Elegance               | Obedience           | Uniqueness          |
| Empathy                | Openness            | Unity               |
| Enjoyment              | Order               | Usefulness          |
| Enthusiasm             | Originality         | Vision              |



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### 6. Reaffirm your values

Check your top-priority values and make sure that they fit with your life and your vision for yourself

- Do these values make you feel good about yourself?
- Are you proud of your top three values?
- Would you be comfortable and proud to tell your values to people you respect and admire?
- Do these values represent things you would support, even if your choice isn't popular, and it puts you in the minority?

Last comment: Making value-based choices will not always be easy. However, making a choice that you know is right, is a lot less difficult in the long run.

### Exercise 24: Confidence

**Topic:** Confidence

**Size:** Entire class

**Time:** 10 min

#### **Activity:**

1. Think of the past and recall two moments in which your confidence was built. (3 min)
2. Think of the past and recall two moments in which your confidence was built (3 min) Think of the past and recall two moments in which you built someone else's confidence (this can be either very intentional or less intentional). (3 min)
3. Reflecting on the above formulated memories, do you want to reset your intentions when it comes to your approach to build yourself up as well as building others up? If yes, can you specify? (4 min)

### Exercise 25: Role play

**Topic:** Recalling helpful/unhelpful attitudes and behaviours

**Size:** Entire class, divided in groups of three

**Time:** 10 min

#### **Activity:**

1. Ask all the participants to think of a scenario in which their attitude changed the outcome of the situation. So this could both have a positive or negative effect on the outcomes. (2 min)
2. Let the participants share in their groups. (5 min)
3. Invite two participants to share their scenario plenary. You are at least sure that your attitude contributed largely to the outcome. (3 min)

### Exercise 26: Line-up

**Topic:** Confidence

**Size:** Entire class, or a group of volunteers in larger class

**Time:** 10-20 minutes

#### **Activity:**

1. Ask the entire group to line up along one wall of the class and then present an issue.
2. Examples:
  - In my country of residence I can hold on to my personal values and behaviours in the same way as I did in my country of origin.
  - No one can tell me which attitude I should have.
  - It is vertically impossible to build my confidence right now in this new country.
  - People do not provide me with the possibilities in which my confidence could be built.
  - I can build my confidence when I remain in my comfort zone.



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- After a conflict (regardless of the outcome) I will make a conscious decision to ‘move on’, forgive and refocus.
3. Tape a circle in the centre of the room. Participants who agree completely to the statement should stand close to the circle and those who disagree completely should stand further away. Participants should mingle and discuss their opinion on the issue, eventually finding and taking their appropriate position within the continuum.
  4. Once participants are in place, take a few moments to discuss why they have chosen the position they have in the various locations in the line-up.
  5. Repeat for a variety of statements.

### Pointers:

This activity is a great tool for highlighting the “shades of gray” in issues. Line-ups allow for interactions and the opportunity to have one-on-one discussions (to figure out your place in line) and to get an idea of the wide range of opinions that may exist about a certain issue.

A disadvantage of this activity is that participants must make a public stand about their opinion.

### Exercise 27: Temperaments

**Topic:** Confidence

**Size:** Entire class

**Time:** 10 minutes

**Material:** <https://psychologia.co/four-temperaments-test/>

### Activity:

1. Ask the following questions before you start with ‘What are some other kinds of temperaments?’
2. Let the participants will out the quiz on their smartphones.
3. Explain the different temperament types.
4. Ask if they feel the quiz got it quite right or not.
5. Ask ‘How do each of the temperamental factors affect you on a leadership role level?’ and ‘Which of these factors do you want to change and why?’.

## Homework assignment:

### Exercise 28: Positionality

**Topic:** Positionality

**Size:** Entire class

**Time:** 20 min

### Activity:

1. Briefly share what positionality entails. Prepare your own positionality map and explain it in front of the class. Fundamental answering the following question: How do you position yourself in your current environment?
2. It might be helpful to take the following questions into consideration when mapping out your positionality:
  - What legacies (personal, communal, societal, national, transnational and/or global) influence and impact my positionality that is currently constructed?
  - In what ways, am I conscientiously, or not, reifying, resisting, disrupting, and/or changing the constructs of my positionality?
  - How has my own positionality changed, or not, over time (how did it look in your country of origin), and why? In what ways has it remained static, and why? In what ways has it been dynamic, fluid, emerging and/or generative, and why?
3. Ask the participants to draw their own positioning in relation to your current circumstances. They can either do it on a laptop or on a sheet of paper. Ask them to take it with them to the next class.



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## Opening activity session 5:

### Exercise 29: Secret identity

**Topic:** Icebreaker

**Size:** Entire class, divided in groups of three

**Time:** 10 min

**Activity:**

1. Ask all participants to think of a famous person (real person, TV personality, animation)
2. Let them write the name of that person on a post-it
3. Stick it on the forehead of the person next to you
4. Go around the room and ask 'Yes/No' questions to your fellow participants in order to discover who 'you' are
5. The person who gets his/her secret identified first wins
6. You can repeat the game 2/3 times

## Session 5: What's next?

### Exercise 30: Collage

**Topic:** Future

**Size:** Entire group

**Time:** 25 minutes

**Material:** A3 sheets, pens, markers, shearers and glue.

**Activity:**

1. Ask participants to design their own future/vision board. Participants don't need to know at this stage why they have these ambitions and aspirations or how they want to reach them. Let them brainstorm (4 minutes).
2. Ask participants what their next step would be ideally in pressuring knowledge and skills? In which area, practical or academic, time commitment (hours/days), resources available? Which organisations/institutions offer further learning opportunities to the participants? (who, where, when, target group, costs, start new courses, how to apply, contact details of people working at these places).
3. Let them identify three future goals (both personal as well as professional), select ideas (2 minutes). In which area do they want to grow skills/knowledge, practical or academic, what is their time availability (hours/days), which resources are available, etc.
4. Let them select pictures from magazines to illustrate their goals (5 minutes).
5. Participants can now go around the classroom and ask other participants what their goals are. The questions they will get from others might help them to identify why they have these goals (4 minutes).
6. Ask participants who spoke to someone if they would like to share their ideas regarding how their goals could be realised. (4 minutes)
7. Give the participants some time to think about how they want to proceed with achieving their goals, 'Are there people in your network who can help you with that?' (examples, reconnect you to others, have the resources you need). Helpful questions might be, 'What are the first three steps you need to take in achieving your desired future?' and 'Which questions remain?'. (5 minutes)



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### Exercise 31: Presenting future

**Topic:** Future

**Size:** Entire class

**Time:** 10 min

**Activity:**

1. Students will present their collage to the trainer and the other participants.
2. Everyone is allowed and encouraged to ask questions and provide complements.
3. Trainers, please encourage your participants to take this opportunities. This are moments in which participants can step out of their comfort zone in a safe environment and have a positive experience, which will build their confidence. Share this also with the participants.

### Exercise 32: Solarium

**Topic:** Reflection course

**Size:** Entire group (if you have more than 10 participants, split the group)

**Time:** 20 minutes

**Material:** Annex 2 and 3

**Activity:**

1. Place all the pictures on a table.
2. Ask the participants to take a minute or so to look at the picture and to select two pictures which represent how they feel about this course. What did you lean, how has the course changed your life, what did you miss? (They take the pictures from the table, so only one picture can be used from each person).
3. When everyone selects their picture, they can start explaining to each other why they have selected that one. (Each person gets one minute to explain his/her picture).

### Exercise 33: Post-it

**Topic:** Reflection course

**Size:** Entire group (if you have more than 8 participants, split the group)

**Time:** 10 minutes

**Material:** Markers, post-its and A3 sheet

**Activity:**

1. How has this course influenced the way you look at the future?
2. All participants are asked to write down their ideas on a sticky note (one note per sticky note). Put them on a big sheet.
3. Ask one participant to read out loud all the notes and ask the participants to collectively group them (based on related/similar ideas).
4. Wrap up by asking for a conclusion per group.

### Exercise 34: One minute paper

**Topic:** Future

**Size:** Entire group (if you have more than 8 participants, split the group)

**Time:** 5 minutes

**Activity:**

1. Participants write a 1-2 min response to an open question. "What are the first three steps you need to take in achieving your desired future?"; "Which questions remain?".
2. Share their answers with the group (1 min presentation).



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Exercise 35: Evaluation

**Topic:** Course evaluation

**Size:** Entire group

**Time:** 5 minutes

**Activity:**

1. The trainer recapped all the expectations and things that would make this course a success as described by the participants in exercise 3.
2. The trainer selects the expectations that were shared by most participants and the most interesting ones, and selects a total of ten.
3. The trainer will write all of these down on a white board or an A3 paper so that all the participants will be able to read them.
4. The trainer will read the expectations out loud and all participants will be asked for their vote (achieved or not achieved).
5. The trainer will select between three and five expectations which they will discuss in more detail, and the participants will provide more feedback.
6. Then the participants will be able to discuss what they missed during the course or what they gained.