

TOOLS practical GUIDE

Welcome to this Practical Guide to Tools for Learning in the context of non-formal learning and the European Youth in Action Programme and Euromed Youth IV Programme. The aims of this publication are...

- > To give an overview of the Tools for Learning Strategy
- > To clarify what is meant by Tools for Learning
- > And in particular to provide ideas and resources for the creation and development of Tools for Learning



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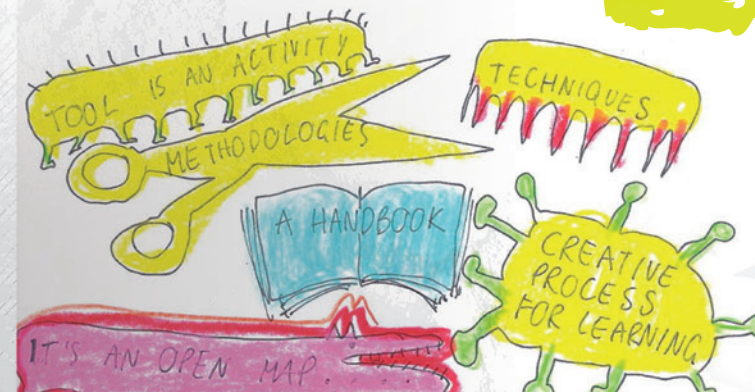


Tools for Learning:
How to create and develop

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❁ WELCOME

Welcome to this Practical Guide to Tools for Learning in the context of non-formal learning and the European Youth in Action Programme and Euromed Youth IV Programme. The aims of this publication are...

- To give an overview of the Tools for Learning Strategy
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The tools used for learning provide a point of focus - a meeting point for people from many different backgrounds and situations. The tools themselves are dynamic, changing things which can transcend cultural settings and educational sectors. They grow and evolve and adapt to the needs of many different learner groups. It is the intention of this publication, to encourage the accessibility, adaptability and transferability of Tools for Learning so that they can benefit even more groups and individuals.

❁ THE TOOLS FOR LEARNING STRATEGY

The Tools For Learning Strategy has three pillars: The Tools Newsletter; The online Tool Box and the Tool Fair annual event. Together these three enable Tools for Learning to be presented, promoted, reviewed and developed. The intention

is to make Tools for Learning accessible and to engage users in discussion about quality and development.

Details of the strategy can be found at <http://www.salto-youth.net/rc/euromed/educmat/toolsforlearning/>

❁ THE TOOLS NEWSLETTER;

is used as an appetiser for different tools and promoting related events. It is also a stimulus for discussion of different Tools for Learning.

The latest edition of the newsletter can be found at <http://www.salto-youth.net/about/newsletters/nl-tools/>

❁ THE TOOL BOX;

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❁ THE TOOL FAIR:

is an annual event held in different European countries to showcase Tools for Learning and bring different stakeholders together to experience and discuss them. The Tool Fair also promotes the process of peer review and offers the insights of 'critical friends' for those who present.

For more details about Tool Fairs, please go to <http://www.salto-youth.net/about/events/saltotoolfair/> or <http://toolfair.eu>

A 'Tools for Learning Working Group' has been set up to guide the progress of this strategy. The WG is made up of representatives of National Agencies

of the Youth in Action Programme plus experienced trainers, coaches and facilitators. In addition to providing opportunities for the presentation and development of Tools for Learning, the Working Group also contributes to the wider dissemination of Tools for Learning beyond the youth programmes and into other areas such as Formal and Life Long Learning.

The Tools for Learning strategy is the responsibility of the SALTO-YOUTH Euromed Resource Centre as a horizontal task on behalf of the Network of SALTO Resource Centres.

A Tool for Learning might be a role-play, a simulation game, an outdoor adventure exercise, an awareness-raising questionnaire. It might also be a presentation, a report or a publication. In developing the Tools for Learning Strategy, the working Group have begun to use this simple classification of Tools for Learning...

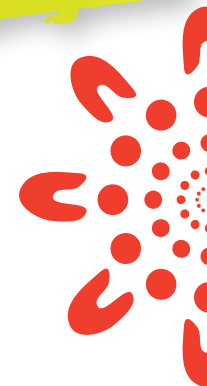
- Icebreakers and Energisers
- Games and Exercises
- Publications and multi-media resources

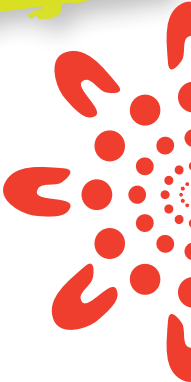
It is quite possible that in the space of one session in a seminar you will use several Tools for Learning or just one.

❁ WHAT ARE WE TALKING ABOUT?

For the purposes of this document, a Tool for Learning is...

- An instrument to realise an educational or learning objective
- Something that engages participants in a learning process
- An element of a learning process or a complete stand-alone learning process
- Something which can be adapted to different situations and learning objectives





The image above describes the ideal journey that any Tool for Learning might take: Having been originated and hopefully tested, the originator will review it's usefulness - was it fit for purpose? Did it do what we wanted it to? But the Strategy takes this further and enables originators and other users review and reflect on the Tool for Learning with a

view to further development. The Tool Box makes it public and invites use and comment: Likewise the Toolfair provides a showcase for many Tools for Learning and result, we hope, is even more development and continuously changing Tools for use in different situations with different participant groups.

❁ NON-FORMAL LEARNING

In the context of the Youth in Action and Euromed IV Programmes, our emphasis is on tools for non-formal learning. The definitions of non-formal learning are many and varied, but the following ideas start to sum it up...

- Purposeful and intentional learning but most often a voluntary commitment by the learner
- Reliant on a set of values/beliefs about learning rather than an organizational setting
- Learner-centred
- Requiring a flexibility in learning styles, tending towards experiential and reflective

- Provides for accreditation of learning if required by the learner
- Takes place in a wide range of environments and settings covering a broad range of subjects and activities
- Delivers an integral aspect of Life Long Learning

[Thanks to Andreas Kartsen at <http://www.nonformality.org/2009/11/defining-nonformal-learning/> for this list]

The Youthpass publication "Unlocking Doors to Recognition" describes the differences between formal, non-formal and informal learning in the table below. (see <http://www.youthpass.eu/en/youthpass/downloads/>)

	Programme	Participation	Learning objectives	Documentation of achievements
Formal education/learning	Structured	Often obligatory	Set by the programme designer	Diploma confirming the qualification acquired
Non formal education/learning	Structured	Voluntary	Set in cooperation between the learner and the programme designer	If any certificate of participation at times together with an assessment of competences (self-assessment)
Informal learning	Mostly not structured	That's life	Set personally. it set set at all	Structured

With all this in mind, when we start to design Tools for Learning, we need to think carefully about the methodology and about the people - the participants who will be doing the learning.

It might be an interesting exercise to think about your participants along these lines... How do we describe them? Try to place them on each of the following spectra...



Maybe you can think of more...

From there you might ask...

- What does that description mean for the tool or activity I will design for them? Do any of these features make any difference?
- How homogenous is the group?
- How do I deal with the diversity in the group?



HOW TO CREATE A TOOL FOR LEARNING

KEY QUESTIONS

As we start to create a Tool for Learning, we need to answer two key questions...

What is for? and Who is it for?

Later we might also consider further questions...

- **When will it happen? (Season or time of year, point in a programme)**
- **What materials, resources and other support will we need?**
- **How can we make sure the learning sticks?**

It is rare that a Tool for Learning is used in isolation. Normally it will be used in the context of an event, seminar or training course; and in the context of the Youth in Action and Euromed Youth IV Programmes, these often be several days long.

I. WHAT IS FOR?

Focus on Learning Outcomes

There is a common debate about the place of objectives in designing Tools for Learning: On the one side we can say that if you, as leader or trainer, don't know what you are try to achieve for your learners, then how will you know if you have been successful or not? On the other side, there is the argument that we cannot always predict what participants will get from an activity and if we get them to engage in something they will find their own outcomes. One way to resolve the discussion is to think about different ways of expressing

Planning a whole programme is covered in detail in the T-Kit, Training Essentials. Here we will consider individual Tools which contribute to a full programme of activity but there are many parameters in the programme which influence how we design them...

1. What is for? - Are we clear about the purpose, aims and objectives of the learning process? What do we want to learners to get from this?
2. Who is for? - Target group/audience/ Group size
3. Stage in the programme and expected energy levels - do we need to raise it or lower it?

We will now look at these three in some more detail...

objectives: we could say we have the objective of learners learning some already established techniques in youth work. We know what we want them to learn and present it in an experiential, non-formal way. Alternatively, we could say our objective for the learners is to engage them in thinking about techniques in youth work, give them an equally experiential activity and see what happens. The philosophy of the programme will dictate which objectives are most appropriate.

When we use any Tool for Learning, there will be intended outcomes and unintended outcomes (both positive

and negative). So we need to take care to anticipate as many of the unintended outcomes as possible.

Quality Objectives

If we choose (or are required) to have a statement about what we want to achieve we need to be careful about how we write it. The level at which we express objectives will dictate how much freedom we have to design the activity or Tool for Learning.

ensure everyone is engaged in the process'. These objectives are no different to any of a thousand other events or tools; they might be referred to as quality criteria. The specific objectives are those that make this event or activity unique (or at least part of a particular group)

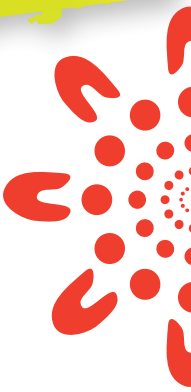
It can be helpful to recognise what are the generic objectives and what are the specific objectives. Generic objectives might be things like, 'to have fun', 'to

One common - perhaps overused - tool for checking the quality of an objective is the SMART model; see the checklist below.

S - SPECIFIC	What exactly do you want to achieve? What learning do you want to see?
M - MEASURABLE	How will you know it has been achieved? What can you measure or observe?
A - ACHIEVABLE	Given what you know about the people involved, how likely is that they can achieve this in the time available and with the resources available?
R - REALISTIC	How realistic is this objective? What other influences and circumstances might affect the likelihood of success?
T - TIMED	What are the timescales? When do you want to start? When do you want to finish? What other factors will affect the timing?

The SMART model has its limitations as it can encourage people to think more about activity (in fact it is often used as an action planning tool also) rather than the desired outcome of an activity.

A lot of thinking and writing about objective setting, links to individual motivation and performance. In his book, Coaching for Performance, John Whitmore adds two other checklists CLEAR (Challenging, Legal, Environmen-



tally sound, Appropriate and Recorded) and PURE (Positively stated, Understood, Relevant and Ethical). Clearly these are not all relevant to setting objectives for Tools for Learning, but they do offer some food for thought. Another added

Lock and Latham in their book 'A Theory of Goal Setting and Task Performance' (1990) suggest five principles to take into account when setting objectives. Again there were intended for a different context, but still provide food for thought

1. **Clarity** - is it easily understood by all stakeholders?
2. **Challenge** - participants won't fully engage with an activity that does not

Objectives or activities?

Too often people talk about objectives when they mean activities - for example you might hear someone say, 'our objective is to have a good game of football'. Actually, at a superficial level, that can be correct: If you have a good game of football, then the objective has been met - end of story. However, in the context of the Programmes, a more likely objective might be 'to learn about team work' or 'to develop our physical stamina'. There are several different ways to achieve these two but only one way of satisfying the objective of having a good game of football.

A simple exercise to try when thinking about objectives and Tools for Learning in the broadest sense, is to list activities or types of activity that are available to you - for example sports, simulation games, theatre/drama, structured discussion. Then separately make one list of all the objectives you have for your pro-

gramme or event and for this specific activity. Then cross reference by asking which activities can be used to meet which objectives; and which objectives can be met using which activities. Usually there is a lot of overlap but the process of considering different types of activity or Tools will help you to narrow down what will be appropriate.

3. **Commitment** - your participants committed to attend the programme - so does this objective match their expectations, or does it require something new from them?
4. **Feedback** - if we take the time to look and listen, our participants will let us know what they think and feel about the objective (and the tool itself)
5. **Task complexity** - don't "bite off more than you can chew"

To summarise our thinking about objectives, we need to keep the following in mind...

1. What difference or impact do we want this Tool for Learning to make?

2. How can that difference or impact be measured or observed?

3. How does it fit with broader policy or organisational objectives and the overall purpose of the programme?

4. What are the possible unintended outcomes?

2. WHO IS IT FOR?

When we think about a target group, it is easy to think just about things like

- o Age
- o Gender
- o Physical ability
- o Language ability

But this information may not have a huge impact on the way we design a Tool for Learning. We need to take care that the information we gather about our participants does not bring unfounded assumptions with it. Just because working language ability in the group is lower than some other group, does not mean that the participants will learn less, or that you need to always run it in a simplistic way. There may be opportunities lurking there for language learning or for working in own language groups.

This message of not making assumptions applies for all the factors considered below.

Some other things we might try to take into account, that could have a great effect on design, are

Learning and communicating styles

There are several ways of describing how people learn and communicate and each gives us more information to help us think through the best design for a Tool for Learning. The world of Neuro Linguistic Programming gives us some insights about how people communicate and therefore how we can best communicate with them. Representational systems, at their most simple level can be summarised into three words... **Visual, Auditory and**

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o How well do they know each other?

Do we need to invest some time so that conversations will flow more freely, or people will feel more comfortable about expressing personal views?

o Their previous knowledge and experience of the subject.

Do we know what the base line is? Will some people be bored whilst others are playing catch-up?

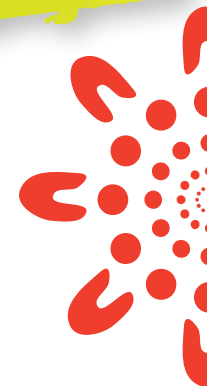
o The previous experience of learning - formal or non-formal.

Is this approach going to new for them? Will they take the opportunity to challenge or to contribute as you would like? Do they need to be given expressed permission to participate?

o The culture and policies of their organisations.

Are there any sensitivities around the subject matter? Does everyone feel they have the freedom to take the lead or say what they feel? How might you design things so that they are confident to join in?

Kinesthetic (or tactile). It seems that most of us have a preference or dominant way of experiencing the world and that affects our learning. And as trainers or educators we can notice these preferences through the language people use. So for example Visual learners might say things like 'I see what you mean' and Auditory learners might say 'I need to tune in to that', and Kinesthetic learners might say 'I feel that was a nice touch'. We can use these clues to in-



fluence our design of Tools for Learning although we should remember two things...one that we are only picking up on possible preferences and two, that in any group we will probably have a mixture of preferences

Honey and Mumford's descriptions of four learning styles also depends on the idea of preference and does not imply that people can only learn in one way. The four styles; Activist, Reflector, Theorist and Pragmatist are fairly self explanatory and fit well with David Kolb's cyclical model of experiential learning

- Having an experience
- Reviewing or reflecting on the experience
- Concluding and making recognizing general lessons
- Planning for the next or future experiences.

Kolb (who also developed his own learning styles inventory) also suggested that for

✿ 3.PROGRAMME STAGE AND ENERGY LEVELS

Your choice or design of a Tool for Learning will also be influenced by where it fits in the wider programme. Some of the points above will also be influenced by this as well - for example, how well people know each other. Conversely, the flow of the programme will be influenced by the choice of Tools. We can use different Tools to change the pace or energy in the room according to the need. We may need at different times, for the participants to be

experiential learning to be effective the learner needs to...

- Be willing to be actively engaged in the experience;
- Take time to review and reflect on the experience
- Use skills to analyse and draw out concepts and conclusions from experience; and
- Choose to use the learning in the future

All of this may or may not help us to design Tools for Learning, depending on how much prior knowledge we have of the learners. In many cases we will have read application forms or worked with people from the same organisations or cultures previously, so that might give us some clues. Perhaps most significantly, we may not know what the mixture of preferences will be in the group and so we need to plan to appeal to all preferences.

more reflective or more creative. There may be times when the group is likely to need some extra energy – for example after meals or towards the end of the day. The flow of the programme may require a build up of skills or knowledge or awareness which are brought together in a final activity. The different Tools used for learning during these stages will often need to add variety in order to keep participants engaged. On the other hand, repetition

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of an activity but with different content, can be helpful as it might allow more concentration on the learning than on the tool or process itself.

Designing or choosing a Tool for Learning for a particular stage in a programme, brings together the allied

skills of Programme design and Training or Facilitation. We usually can only predict how the group will be at different stages, and we are not always in control of influences on energy levels (for example how much sleep the participants had last night!)



GETTING CREATIVE

Some people have creative ideas flowing out of their heads all the time; they have six new ideas before breakfast and all of them, it seems, would work! But what about the rest of us? How do we generate ideas from scratch? Let's say we know our target group and we know what we want to achieve - we just don't have a realistic idea about what we should do.

We might begin by asking what kind of tool would be good to use here. Like the carpenter seeing the need to make a particular shape in the wood, chooses

the right tool from a selection in the box. When the carpenter was an apprentice he learned that that was the tool to use at that time. However, a more creative carpenter decided they wanted a different way to make the same shape – maybe she couldn't afford the special tool, or it didn't work so well with a particular kind of wood. Her experience told her what kind of tool it needed to be and what might work, and when she tried a couple of ideas out with some colleagues they agreed one of them might work.

So how do we generate new ideas?

Earlier in this booklet we refer to a few types of Tools for Learning - below is a longer list. Maybe these will help spar

an idea for you. Maybe it will remind you of something you did in a different part of life.

TOOLS FOR LEARNING

Ice breakers	Writing declarations
Energisers	Outdoor adventures
Simulations games	Theatre/drama games
One to one interviews	Awareness raising questionnaires
Structured group discussions	Practical problem solving tasks
Creating graphic representations	Mental puzzles
Preparing presentations	Theory presentation

There will always be restrictions on what we can actually do with the context of a Seminar or Training Course but it can be help to put these out of our minds when trying to generate ideas. A quick search of the web reveals a few common things that may or may not help you to generate ideas; some of them are listed below but first it might be helpful to have some principles in mind...

1. Most great ideas don't come out perfect to start with
2. For every good idea there will probably be a lot of very bad ones
3. Ideas encourage ideas

So, if you are stuck for ideas you might want to consider the following...

- Clear your working space - or go somewhere new to think

- Remove the usual distractions - try turning off the computer or the TV
- Keep a record of every idea you get - analyse them later
- Ask for help - maybe from someone who knows nothing about the subject
- Use tools like mind mapping
- Record ideas with images and colour instead of words in black and white (or vice versa)
- Collect (or imagine) different perspectives - a young child, a grandparent, Leonardo Da Vinci, someone you admire
- Be curious - ask questions to your self or to others
- Find your most creative time of the day

Edward De Bono has some thoughts about generating ideas

see the box on the next page >>



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DE BONO'S CREATIVE THINKING

Edward de Bono, in his book «The Mechanism of Mind.» (Simon and Schuster 1969) proposes the following techniques to enhance creative thinking. In his book he describes a model of how the mind works, which explains why these techniques are useful. Essentially, it has to do with breaking out of the way one has been looking at a problem, and looking at it in a new way.

RANDOM INPUT

This can take the form of opening a book at random, selecting a word at random (by pointing with one's eyes closed) and then thinking about how that word can relate to the problem one is working on. There are many other ways of bringing random input into one's thinking. One can go for a walk and let the objects one sees influence one's thinking. The input should be from outside the mind, since the mind will tend to choose something related to the ways one has already been viewing the problem.

QUOTA

When you've thought up a satisfactory solution to your problem, don't stop. You may be able to think of a still better solution. The quota method is to say something like, «I'm going to think up at least 5 tolerably good solutions to this problem.» You then of course choose the best one to actually implement.

ATTENTION

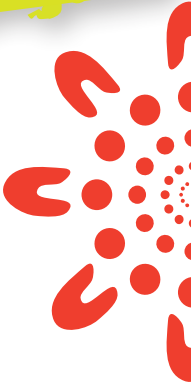
Attention to different parts of the problem: Selecting an aspect of a problem and bringing that aspect into the foreground of one's thoughts for a while allows a perspective to develop which can lead to a solution. One of de Bono's examples: Some employees were impatient waiting for slow elevators in a building. The solution was to install mirrors. The employees became busy looking at themselves in the mirrors and were no longer impatient. This solution came from switching attention from the problem of the slowness of the elevators to the problem of the impatience of the employees.

CROSS-FERTILIZATION

It allowing ideas to flow back and forth between more than one person. This method has similarities to random input, but is more than that. Two or more people working together can think up new ideas that no one of them would think up alone, because they have more than one way of looking at things, so each can continue the thought process when the other gets stuck.

REVERSAL

Thinking of the opposite of something in some way: opposite in size, time, direction, meaning, etc; switching the roles of two people or things. In the elevator example above, one might think, «What if we purposely try to make the elevators even slower?» This question might lead, in a roundabout way, to the solution of installing mirrors, via the thought of the employees wanting to spend more time standing in the hall. Or it might lead to some other solution which one might not have thought of if one hadn't asked the question.



Once we have generated a list of possible things to do, then is the time to get practical and decide which ones might actually work for us. At this stage we need to think about resources such as time and materials available, the skills required to use the Tool effectively, the needs and abilities of the group and so on. You will need to decide how

ambitious you want to be and if this is really the group to practice new Tools with.

The sections of the Toolbox upload page provide a useful list to check if you have thought about all of the components needed to use your Tool for Learning. Take a look at

<http://www.salto-youth.net/tools/toolbox/dashboard/add/>

USING, ADAPTING AND DEVELOPING EXISTING TOOLS

On page xx of this booklet we acknowledge that many, if not most, Tools for Learning that are used, are adaptations of earlier models. This is a good thing. If we only use Tools for Learning in one specific programme or event then we waste the creativity and hard work put in to designing the Tool in the first place. The crucial thing to remember is that any tool we pick up was intended for a specific purpose and our purpose may not be the same. We need to develop the skill - or is it wisdom? - to know if we are adapting too much or not enough. The considerations about 'what for?' and 'who for?' will help us decide.

It is of course possible that a particular Tool will be ideal for the job - it fits with the target group and the intended purpose - but somehow it isn't the best for this situation. It may be the practicalities of having enough time, or the location doesn't fit. It

might also be that the group have had enough of structured discussion and now need something which gets them on their feet or using their right (creative) brain. In this case we need to be careful not to force an inappropriate tool on to the group. It might work at a superficial level, but it would not be as good as it could have been.

So adapting wisely is a positive thing and most people who develop Tools for Learning will be happy that they have inspired you to take a next step. The 'abundance mentality' is very common in the youth and non formal education field. However, we need to acknowledge that some tools are covered by copyright rules. The people who originated them have made a claim to the intellectual property rights and have declared that they want to be acknowledged for their work - and that might include payment.

MATERIALS AND RESOURCES

Sometimes it is the materials and resources which dictate which Tools we can use. Sometimes the materials and resources are the Tools and we simply have to apply them to group. It is useful however for us to consider

what materials we need and how practical it might be to acquire everything. Obviously cost is an important consideration, along with environmental sustainability. Can we re-use the materials, do we need to transport them?

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PLANNING AND TIME-LINES

Careful planning for the use of any Tool for Learning will of course help things to run smoothly. Experience and learning from other Tools will help us to be accurate in predicting how long parts of an activity will take. A session plan including the following headings (columns) can be very helpful - especially if the Tool is new to you.

- Section title
- Description of what will happen

- Purpose of this part of the process
- Materials needed
- Who is responsible to lead?
- Other things to remember

If time is under pressure we need to be sure what our priorities are: Which parts of the process must be included? Which parts can be omitted or given less time?

REFLECTING, REVIEWING AND DISTANCE TRAVELLED

In the earlier description of non-formal learning, we mentioned the element of reflection; And Kolb's learning cycle endorses the benefits of reflecting on experiences. This is true both for the group at the end of using the Tool and for the trainer when the activity is over.

There are many creative ways to review, but at the most basic it is an opportunity to draw conclusions and articulate the learning. It also helps with transferring the learning to new situations.

Greening introduced the 4 Fs as an aide memoir for reviewing

Facts - what actually happened when using this tool? Who said what?

Feelings - how did we respond? What feelings and emotions did it cause?

Findings - what are our conclusions? What did we learn?

Futures - what will we do with the learning?

We can take this further by asking our

participants and ourselves questions like these...

- > What is the first reaction to the experience of this Tool for Learning?
- > What was my involvement? How did I contribute?
- > How did it make me feel?
- > What did I notice about the reactions of my fellow participants?
- > How did the experience relate to my personal values?
- > What assumptions did I make about the process or the content or my colleagues in this experience?
- > How did this experience relate to my previous knowledge/skills/attitudes?
- > What can I take away from the experience? (skills, knowledge, understanding, insights, awareness)

One question to think though when including a Tool for Learning into a programme, is whether

or not it should be reviewed alone or at the end of a day or section of the programme. Time will usually be the restricting factor here and so it perhaps more likely that you will only have time for full reviews after long activities

There are many Tools available for reviewing experiences - some are included under 'evaluation' in some of the tools in the Toolbox. You may like to develop your own for this part of the learning process (please upload them to the Toolbox if you do).

FOR FURTHER EXPLORATION

If you would like to learn more about designing and developing Tools for Learning, we invite you to do a number of things...

1. Make sure you upload your own ideas for tools onto the Toolbox
2. Make use of Tools already upload and make sure you comment on them after you have used them
3. Add comments or questions to tools that are already in the Toolbox

Or you can visit Roger Greenaway's www.reviewing.co.uk for a wide range of tools and insights into this area of non-formal learning. Also see the videos at http://www.activelearningmanual.com/index.php?page=vid_00 to see simple examples like 'Action Replay' (act out the main events of a learning experience and use a TV remote to stop, start or rewind the story) or 'involvement circles' (standing in a circle and moving in or out to indicate your perceived level of involvement or contribution)

4. Consider attending the Next ToolFair (Poland in 2012). Visit www.toolfaireu.com for more information
5. Consider what the competencies are that you and your fellow trainers/facilitators need to keep developing new or improved Tools for Learning - and let the Working Group know

Welcome to my Village



This exercise was submitted to the Toolbox by Henk Persyn from the TC 'Value the difference - Identity' (France, Strasbourg, November 2011). The whole group is divided into four and each subgroup is given the first task... Your collective task will be to make a village in clay... Each of you should make at least one house (your house) but you should also be involved in the creation of the common parts/buildings of the village! The different groups however, are given different information and rules about how to construct the village and the Cultural traditions to be observed there. After some building time, a second task is given to the groups... The government of your country, where all villages are located have decided that it is time to make some cultural exchanges... From each village one person each will go to the

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other villages. The honored persons will be chosen by destiny... everyone in each village will pick a stick, the longest and shortest leave the village and go to one of the other villages. He/she has to take his/her house with them to the other village (government pays for the moving...) Please take in consideration all the instructions you received before when building your first (original) village. The key task on arrival at the new village is for every village to construct a new national symbol and enter it into a competition. The government's department leading on this will choose a symbol for the whole country. This symbol needs to be made from clay of your houses (so you will need to adapt your houses after you gave your contribution)... It should be a representation of how you all feel in your village

See <http://www.salto-youth.net/tools/toolbox/tool/welcome-to-my-village.1309/> for more details.

EXAMPLES FROM THE TOOLBOX

Backpack of needs and expectations

Example of a Tool for Learning - from the Tool Box at <http://www.salto-youth.net/tools/toolbox/tool/backpack-of-needs-and-expectations.1340/>. The basic idea of this Tool for Learning is

to engage participants in a common problem solving activity which raising some discussion about values and leads participants into thinking about what they want, need and bring to an event.



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