

ABEONA

ANIMATION TOOLS

[Austria, Belgium, France, Germany, Spain, Poland]

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Table of content:

NR 1. JOBTivity. (AUSTRIA).....	2
NR 2. Blanco, or you can find your own name. (BELGIUM).....	4
NR 3. How to (not!) miss your job interview. (FRANCE).....	6
NR 4. (Ego-centered) network maps/social relationship maps. (GERMANY).....	9
NR 5. Vocational coaching for care leaver – first steps of the process analysis. (GERMANY)	12
NR 6. Building individuals itineraries. (SPAIN).....	14
NR 7. River and collage. Assets important to my career and how to use them in future. (POLAND).....	15

NR 1. JOBTivity. (AUSTRIA)

Objectives of the tool / competences you worked on:

The tool promotes the expressive capability and the social skills. It also gives an rough overview 'bout the "teaching professions" possibilities. At the same time, it promotes the creativity.

Time to animate this exercise: 30 minutes

How many people: 4-20 persons in groups of at least 2 persons

Material you need: hourglass, pencil an paper, 10 sheets of red paper, 10 sheets of blue paper, 10 sheets of yellow paper, playingcards with different professions and points to get



How to animate:

The game is based on the idea from the famous board game "AKTIVITY". The biggest difference is, that there is no board and there are no tiny game figures. The players (teams) are the figures and will play on an oversize board on the ground.

Step one: The first team will pick up one of the playingcards, only one person is allowed to read the term. Now, the person has to describe the term to the other team members. There are three ways

to describe the term, depending on the colour of the sheet on which the team is placed at that moment:

Blue = mime: describe the term without using your voice or any tools

Red = drawing: draw the term. It is not allowed to use letters or numbers

Yellow = describe: describe the term without using the word or parts of it (eg. "hair stylist" – it is not allowed to use the words "hair" and "stylist")

If the team will find out the term before the time (hourglass) is running out, they are allowed to step forward as many steps (sheets) as the points on the playingcard.

Next team's turn.....

The first team, which will cross the finish line will win the game!!

Instructions for participants: JOBTivity in three steps

JOBTivity is a board game without a board!!

Before you can start, you have to form at least two teams with at least two players.

Now follow the three steps and you will know more details about the labor market :-)

1. One person will pick up a playingcard and will try to present the described job to the teammembers. But be careful, the way to present it depends on the color of field under your feet

Blue = mime

Red = drawing

Yellow = describe in words

2. If the team will find out the term, you can step forward as many steps as the number on the card is telling you, if not, you have to wait for your next turn.

3. The first team which will cross the finish line will win the game!!

NR 2. Blanco, or you can find your own name. (BELGIUM)

Objectives of the tool/competences you worked on:

The objective of this game is to allow teens to express their questions, fears, anxieties through a game they build themselves with the professionals that surround them.

Time to animate this exercise: It depends on your game

How many people:

Materiel you need: a game board of 4 puzzle pieces, 264 cards, 1 hourglass, 2 dices (numbers and letters) and 4 councils of pages explaining how to make a game.



How to animate:

The way the game is run, depends on its creators, this is to say, professionals, and teenagers accompanied you. The problem of loneliness, financial difficulties, training and employment network, knowledge of aid services, the issues that young people ask themselves, are just a series of points, among others, that may be addressed.

This way of working autonomy teenagers, lets do it in a friendly and creative spirit. What seem less like academic and policy approach.

It's been 18 months since we started to build our game taking into account the turnover of young people entrusted to us. We are well aware that we need time, but the goal is to be as complete as possible in order to have a reflexions game ended to offer other institutions that are also working autonomy of young adults. And this, from young adults. Meanwhile, each construction step for working with young people at the time.

What also seems important, is to enable adults who work with youth, also express their fears, questions and anxieties. This working method enables professionals to express their ideas without having a role, too, surly. This is, again, the advantage of the game which, by definition, should be fun.

NR 3. How to (not!) miss your job interview. (FRANCE)

Objectives of the tool / competences you worked on:

One of the biggest obstacles to the integration of youth remains their difficulty in presenting to the employer. The advice we can give them are not sufficient to give them the confidence to put them into practice and it is clear that the staging, in which they often lend themselves readily, not enough either. But with teens, especially those today who live in a world where image constantly mediates relationships to people, video support appears to be a more than interesting tool.

When the staging of a job interview is filmed as part of a directed improvisation, and disseminated and commented, teens experimenting different perception they may have of themselves in a professional situation. And that's the whole point, to step aside and even destabilize the sole purpose of allowing them to invest otherwise the relationship to another by appropriating what they already knew.

Three aspects are emphasized in particular: physical presentation (clothing, gestures, general holding), motivation for the job and the skills that the young think he can bring to the company.

Time to animate this exercise : 30 minutes

How many people : 4 to 6 youngs / 2 educators

Materiel you need: video material (projector and screen)



How to animate :

The group effect, in that it brings positive energy, is to value in this exercise. It is therefore to bring together three or four young people affected by the issue, having prepared video equipment to shoot skits they will seek to play, in an office, in responding to the single command : "What would you do to be sure to miss your interview?". Teenagers have a few minutes to decide between them that on which they want to enhance their presentation.

An educator in turn acts as the employer. Then each teen is filmed without interruption. A debriefing takes place then where videos will show everyone to be guided together. It is also quite possible to envisage a greater number of viewer / speaker as group dynamics is preserved. It is from this debriefing together, it will be possible to identify the right techniques, good attitudes to have during a job interview.

Rule's game:

Objectives	<ul style="list-style-type: none"> - Integrate non verbal and verbal attitudes and behaviours in communication - Understand someone else 's point of view - Analyze a global situation and take some distance - Introduce some changes in their mind - Be aware of their attitudes in professional situations
Steps to follow and indications to provide	<p>There are two main steps:</p> <ul style="list-style-type: none"> - First, it's an artistic/creative project. You create a team with young volunteers in your institution. You explain them the objectives, the duration and their roles. You have to explain them the project which consists to play a role game. This role game is filmed by youngsters to show "how to miss your job interview". they have to prepare a storyboard in order to think about the content and the technical details. - Second, the time to show the video to the group. This is also the time to describe and debate about they played. The actors and the observers express one by one what they felt while playing and watching the video. The adult (animator) writes on a paperboard the key words extracted

	<p>from the exchanges. He is also the one who stimulates the group, animates and ensure the “terms” of the debate are respected (listening, respecting each other, kindness).</p> <p>As a conclusion, the animator gathers the key words by main topics (e.g : attitudes, non verbal, clothes...).</p> <p>To go further, you can organize a second round: “How to succeed in your job interview?”</p>
Lasting/Time scale	<p>Preparing the film: 3 hours</p> <p>Animation / debate / workshop : 45 min.</p> <p>Video should last about 2 to 3 minutes only.</p>
Tools requested	<p>Camera or Smartphone</p> <p>Office (for the video)</p> <p>Paperboard</p>
Strengths	<p>Youngsters are “actors” of the projects.</p> <p>They experiment and learn by themselves.</p> <p>Funny, adaptable and easy to implement tool.</p> <p>Build conscience thanks to the image.</p>
Threats/ Precautions	<p>Caution: you can make fun of the situation but not of the people involved in the video.</p> <p>The part of improvisation should be adapted to the team of youngsters (number, personalities...)</p> <p>Reminder: the aim of the animation (deal with vocational integration) should be told to youngsters as a starting point.</p>
Use context	<p>Small groups (up to 6)</p> <p>An adapted room: space and TV</p>

NR 4. (Ego-centered) network maps/social relationship maps. (GERMANY)

Objectives of the tool / competences you worked on:

This tool is useful to visualize one's social network and environment to identify resources of social support and in some cases to realize accesses/gate keeper to vocational education and employment

Time to animate this exercise : 30 – 45 minutes

How many people : 2 to 3; one person who draws its personal network and one or two interviewers

Material you need : poster or flipchart paper, post-it's, markers in different colours

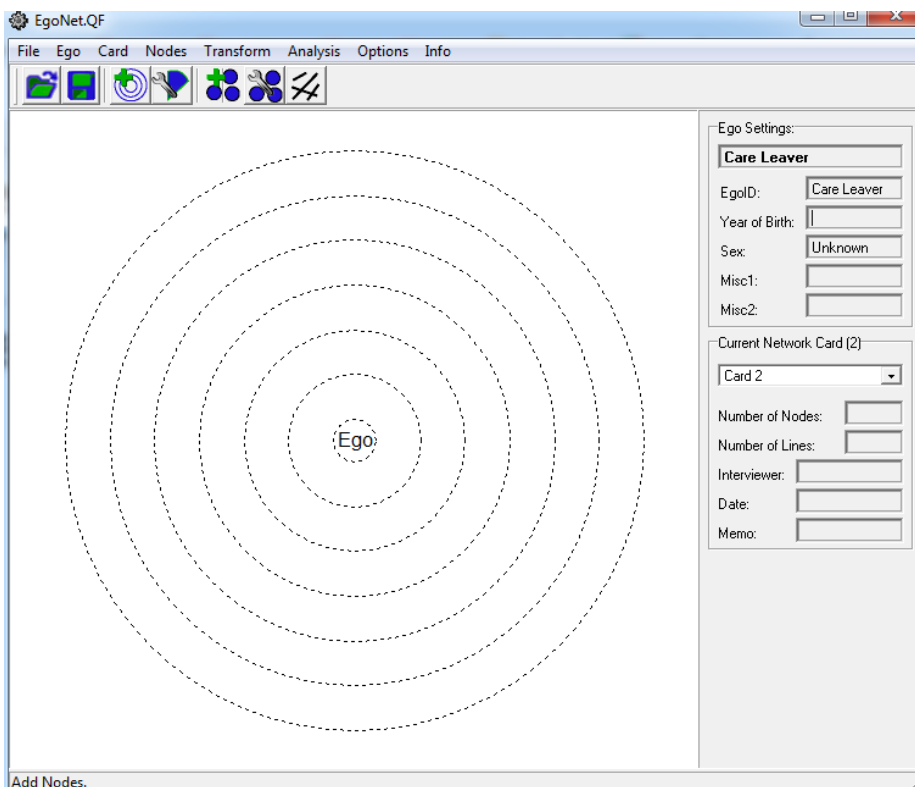


Fig. 1: An example for a computer-based network map (open, non-structured)

How to animate :

You let the person you are talking with draw him- or herself in the middle of the poster (ego) or let give them a symbol for oneself. You can use the network map in an open, non-structured way without any specifications (fig. 1) or you give the person a network map with some classifications like 'family', 'friend', 'professionals' etc. (fig 2.).

Start with a question like: If you think about your daily life: "Who plays an important role for you - social relationships, people supporting you, people you are in closer contact with (e. g. in school)?" Now ask the person to draw his or her personal network map with all the people supporting him or her (alteri) (especially during the transition to vocational training and employment) - people who are close to the person should be drawn near by 'ego' in the middle, others farer away. Furthermore, if it is helpful to identify networks between the 'alteri' you can ask the person to use the markers and to put (different coloured) lines and/or arrows between the people (green lines in fig. 2).

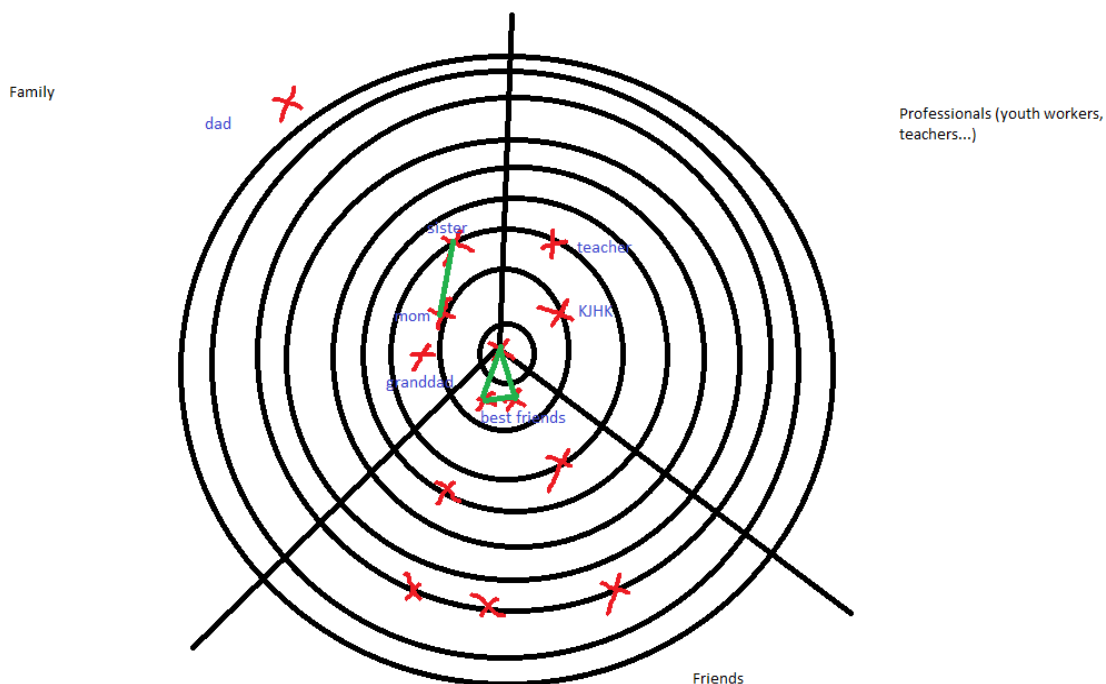


Fig. 2: An example from KJHK of a network map with some classifications

The interviewer(s) in this tool trie(s) to get more information about the drawn people by asking questions during the process of drawing:

Who is it?

How is your relationship?

Where does he/she live?

How long do you know him/her already?

How often do you meet?

Is this relationship a resource or a barrier?

When you got/get support how was/is it like?

In your current situation: Which people are most helpful for you?

Try to line out what kind of support the person got/get:

Emotional attention

Shared social activities

Talking about personal issues and problems

Financial support

Other material commodity support

Practical support (homecare, company by visiting the authorities, shuttle services by car ...)

Practical advise

Formal advise

Others

NR 5. Vocational coaching for care leaver – first steps of the process analysis. (GERMANY)

The vocational coaching is a service Gruenbau gGmbH Dortmund offers for care leavers during their transition from care to vocational education and/or employment. It was developed for young refugees, but could be transferred to all other supported care leavers. It contains 7 components:

- Profiling
- Qualification program/internship
- Acquisition of training workplaces
- Preparing job application
- Accompanying formal issues
- Application for additional financial support (if necessary)
- Support during training/vocational education

In this animating tool we would like to involve you in some steps of the process of vocational coaching for care leavers.

Material you need : poster or flipchart paper, post-it's, markers in different colours

Time to animate this exercise : 30 – 45 minutes

How many people : 2 to 3

Assuming one of the young people you take care for will take part in a job coaching. You will do an interview with him or her:

- a) How would you find out more about his/her strengths, interests, expectations and vocational choice?
- Collect questions in your group which could be helpful.

- Open space: What kind of other tools/methods could you use during the interview to reflect with the care leaver about his/her competencies and interests? Discuss different options and experiences in your group.

- b) Develop a “strategic network”: Find out who could be a resource in between your professional and maybe private networks for “your” care leaver’s career plan. Collect a list/network of potential professional partners and useful social relationships which could be

Objectives of the tool / competences you worked on :

Think about different ways of getting more information about the care leavers’ personality and vocational perspective.

Use different methods to reflect interests, wishes and options together with care leavers.

Thinking in networks: use different resources for your care leaver and create the transition to vocational training and employment as a multiperspective search of options and accesses.

NR 6. Building individuals itineraries. (SPAIN)

Objectives of the tool / competences you worked on :

Objectives by the user:

- Visualize objectives and concrete actions (by the user)
- Increase capacity of concentration during the tutorial sessions
- Assuming one's own responsibility in the own whole process
- Increase competence to face a situation
- Know the consequence of a concrete behavior

Objective by the social worker:

- Increase the efficacy of educational intervention during tutorial sessions
- Have a supervision tool, measurable and flexible

Time to animate this exercise: 30 minutes

How many people: the whole group

Material you need: post it, white papers, blackboard or whiteboard, markers

How to animate :

Building an itinerary by the whole group

1. After showing the meaning and the function of the methodology, is necessary to put different pictures on the ground, asking the participant to chose one (and just one) image
2. We will ask the participants to intervene in case they have an image that represent an objective to work/put in the itinerary. We will write that objective in the black/whiteboard
3. Then we will ask the participant to intervene in the case they have an image that represent a concrete action necessary to achieve the objective/goal. We will write it on the ground
4. the steps 2 and 3 will produce a conceptual map, that is the final group itinerary, which we used like an element of reflection, necessary to explain the methodology

NR 7. River and collage. Assets important to my career and how to use them in future. (POLAND)

Objectives of the tool / competences you worked on:

1. Learn how to identify your assets related to professional career
2. Set the goals of your future career (plans, roles)

After the workshop the participants:

1. Can name their key professional assets and identify the people and events which had helped to shape or reinforce them, also they know how to find and use those assets in the future
2. Have clearly and concisely (in 1-2 sentences) identified the goal for the next 3 to 5 years in their professional career
3. Have listed and thought through the next steps and key decisions which can lead to one of their goals

Time to animate this exercise: 115 mins.

How many people: a group of up to 12 people 2 team leaders

Material you need: flipchart paper, markers, newspapers, glue, other materials to create a collage

TIME TRIAL:

lp.		Description	Time (in mins)
1	Introduction: workshop goals and warm-up round	-	15
2	My RIVER story from some specific period birth up to now Search for triggers/assets (resources) and learnings	Individual work and presentation	30

3	COLLAGE - Defining dreams and plans	Individual work and presentation	30
4	My Professional goals (choose 1) WDG method (Well-Defined Goal)	Work in subgroups (one team leader in each group)	30
5	Recap	Round	10
	total:		115

DESCRIPTION:

1. River - My life story from up to now

The participants have to draw a linear representation of their life story – from specific period to the present moment (they draw a river divided into segments which represent turning points). It's important to keep the chronology of the turning points, events and decisions, which had a significant impact on their private life in the context of potential professional experience (we suggest that there should be between 1 and 4-5 key points)

2. Presentation the River - Search for assets/learnings/triggers

Each participant shows their poster and everybody looks for the 'assets' in the river – people or events, which supported the author in the context of potential professional roles

3. Making of the collage

The participants make a collage of their dreams, activities they like to do and careers they might be good at. Next, we create a gallery and talk about each collage. After that, in two sub-groups of 5 people (with 1 team leader in each) we choose 2 participants and set one goal which will bring them closer to their dream.

4. Pick up one motive from the Collage and use WDG

The WDG method (well defines goal)

1. What will bring you closer to fulfilling your dream? (name your dream in one sentence)
2. How will you achieve it? (what can help you, what is your course of action)

3. What obstacles do you anticipate in achieving your goal? (what can you do about them?)
4. What will be your first step on the way to achieving the goal? (date, time of day, other circumstances)
5. On a scale from 1 to 10 – how motivated are you to achieve your goal? (if it's less than 6 it's worth asking what a participant needs for it to be a 10 or suggest an adjustment of the goal)

5. Recap round

Each participant specifies what they have learned during the workshop.

PROCEDURE IN 5 STEPS:

Tool: River - 5 steps

