



# GUIDELINES

# FOR CITY BOUND EUROPE YOUTH LEADERS



Youth  
in Action  
Programme

City Bound Europe 2.0 Training Course for Youth Leaders

04-10 May 2014

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This guide is a result of the CityBound 2.0 Training for youth leaders from Czech Republic, Germany, Greece, Italy, Poland, Romania, Spain and the United Kingdom. It was finalized by Barbara Mos and Laura Reiser.

## About City Bound Europe 2.0 activities

City Bound Europe 2.0 is already a second edition of international activities cycle (Partnership Building Activity, Training Course, a set of youth exchanges all over Europe and Evaluation Meeting) organized by a network of partners working in adventure-based learning methodology. All organizations are working together in order to improve the quality of activities, as well as project management and coordination of the City Bound Europe Network. We take a great care of the preparation of youth leaders, who are implementing City Bound youth exchanges with teenagers between 14 and 17. The proof you are holding in your hands ☺



City Bound youth exchanges gather youngsters from all over Europe in one chosen place to learn together about European Culture and Citizenship through experiencing adventure-based learning activities.

The aims of our exchanges are:

- **raising awareness on European Citizenship** (strengthen feeling of belonging to society of Europe as a whole);
- **raising awareness on common European Culture**, by breaking up national divisions and searching for universal values;
- **promoting active citizenship, voluntary work and involvement of young people**, by showing them tools to act;
- **consolidating solidarity, understanding, tolerance and cohesion** among European Society;
- **consolidating the non-formal education as a method of work with young people** in general, what in particular will manifest in reaching above mentioned aims with adventure-based learning methodology.

Intensive team- and trust-building activities, intercultural learning and learning through experience help not only to build a mutual understanding between young people, but also contribute to establishment of long-lasting friendship between European nations.

And that`s what we do! ☺

## About Adventure Based Learning methodology

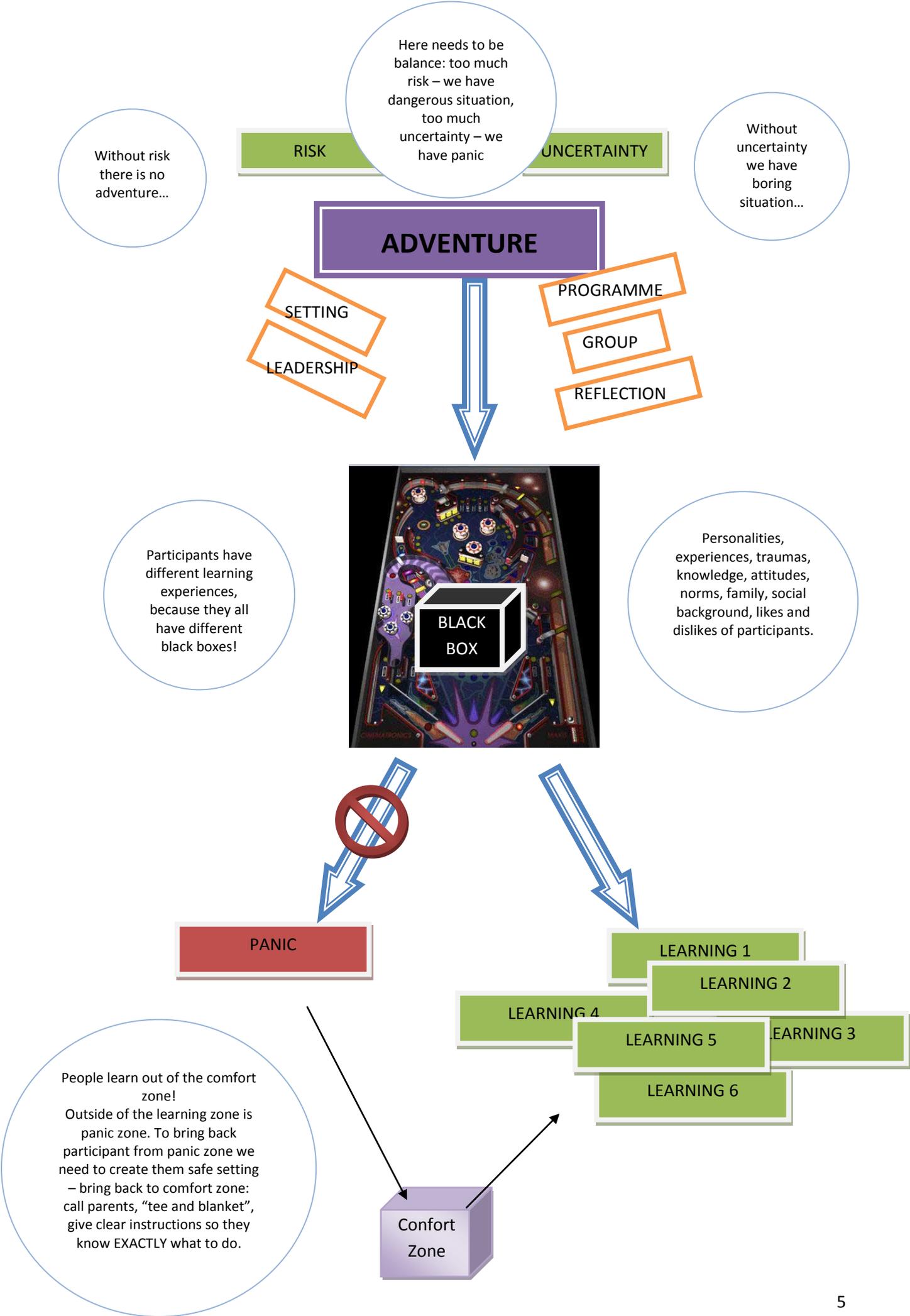
**Adventure Based Learning is a one of non-formal learning methodologies aimed at personal growth through challenging activities.**

Adventure-Based Learning is designed to build group cohesion, explore conflict, and examine leadership roles in a fun, experiential way. It is based on assumption that self-development and group-development requires physical, social, mental and emotional challenges, taking risks, solving problems and conflicts in a safe and secure setting. Usually it contains outdoor activity experiences and uses these activities as a tool to develop different aspects of the individual and the group. The “group challenges” help people explore issues of leadership, cooperation, and conflict.

### Key elements of ABL:

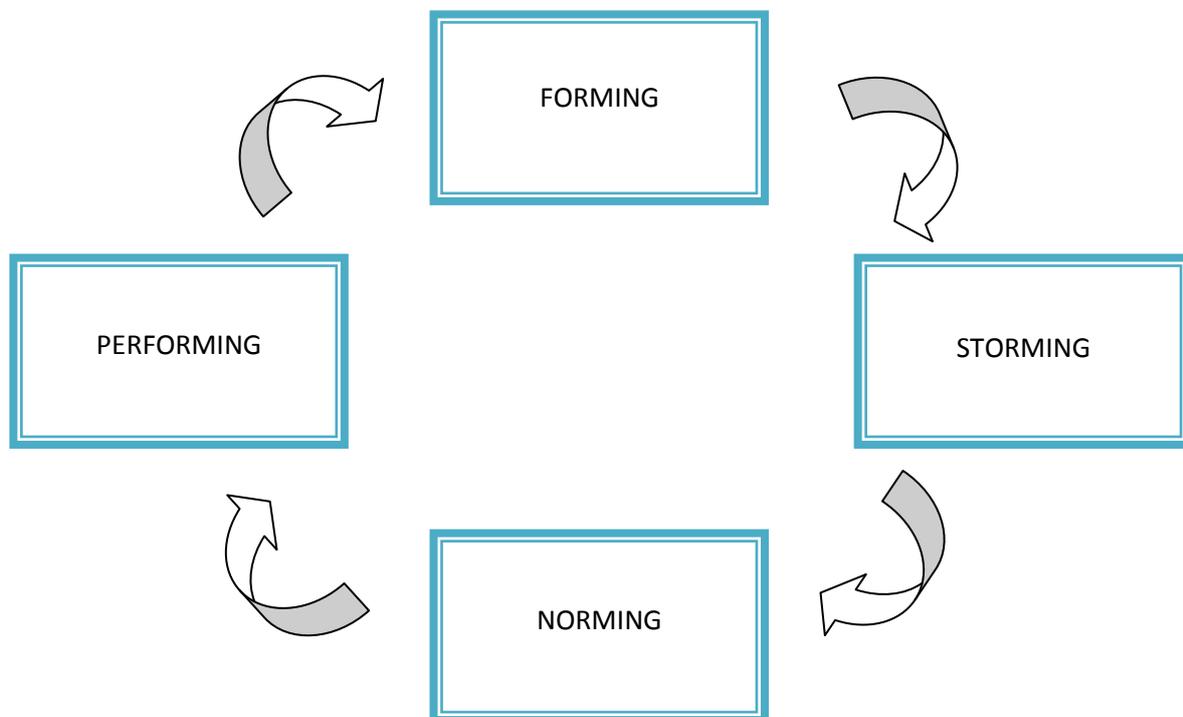


**City Bound** youth exchanges are a type of adventure-based learning methodology, in which activities take place in the city (not in Nature's bosom). Participants explore thereby interesting parts of the city which refer to European dimension or European history of the city, learning about intercultural relations and finding common European features in a city landscapes, using the specific resources of an urban environment.



## About group development

All groups are going through the same stages of development throughout the duration of any youth exchange. Of course, team formation takes time, as they change from being collections of strangers to united groups with common goals. Tuckman's Forming, Storming, Norming, and Performing model describes these stages. When you understand it, you can help your new team, your participants and youth groups to become effective more quickly. You can make performing stage as long as possible.



### Forming

In this stage, most team members are positive and polite. Some are anxious, as they are in unknown environment, put into unusual situation of a youth exchange. Others are simply excited about the tasks ahead. They communicate with random members, chit-chat about bull-shit, hide their real opinions being afraid of rejection by the group. They care about making a good impression.

As leader, you play a dominant role at this stage, because team members' roles and responsibilities aren't clear. You let them find their own place in a group and facilitate the process of getting to know each other better in order to start actual work. You are the first person to start things☺

## Storming

Next, the team moves into the storming phase, where people start to push against the boundaries established in the forming stage. This is the stage where many teams fail.

Storming often starts where people are not afraid of showing their real emotions, say what they really think not caring that much about the atmosphere. First conflicts of different kind are appearing. Causes of conflicts are: conflict of styles of working/behaving/acting, unclear roles, questioning established previously roles, lack of norms of behaviors, no common understanding of an aim of the group.

Role of a leader is to get the group through the conflict! Facilitate it. Manage it. Propose procedures of solving it, such as discussing difficult issues together, or making common decisions, asking everybody for opinions, involving everybody in decision making process. You are a key person here! But remember not to underestimate someone's problems, impose solutions, or give ready answers. If your methods won't work you lose your position. Be flexible. Ask questions and give the space to participants to find answers on their own, giving tips, hints, suggestions.

## Norming

Gradually, the team moves into the norming stage. This is when people start to resolve their differences, appreciate colleagues' strengths, and be aware of weaknesses. They start to take roles more cautious, taking also others into consideration - orientation is more on the group, than individuals.

Now that your team members know one-another better, they may socialize together, and they are able to ask each other for help and provide constructive feedback. People develop a stronger commitment to the team goal, and you start to see good progress towards it.

There is often a prolonged overlap between storming and norming, because, as new tasks come up, the team may lapse back into behavior from the storming stage.

## Performing

The team reaches the performing stage when hard work leads, without friction, to the achievement of the team's goal. Everybody knows their roles, knows their colleagues, their strengths and weaknesses, they know how to work with each other, so they do. The structures and processes that you have set up support this well.

As leader, you can take a step back, observe the process or join their team as an equal. You cannot behave like a expert here!

## Activities for each phase

Because during each phase participants have different approaches, different feelings and different readiness to take up serious activities, there must be different types of activities to chose for each phase. It is therefore essential to recognize the stage of development correctly!

### Activities for FORMING stage:

- Name-games
- Getting to know each other
- Ice-breakers
- Starting communication on general level
- First small challenges – learning to cooperate

Role of the leader: breaking the ice, instructing, motivating, being the first to DO staff instead of talking, facilitating the process of getting to know each other, starting first communication on the topic, engaging everybody, making sure nobody stays behind.

Examples:

MISSION IMPOSSIBLE	
Type: getting to know each other	
Number of participants: 8-40	Duration: 20-30 minutes
Materials needed:  Depends on given tasks. Mostly some paper, markers, but also all the things they can find in the room (chairs, tables etc.)	
AIM:  getting to know each other, setting first group roles, cooperation	
Instructions:  Give to participants about 10 tasks. For example: collect sock of as many colors as possible, build as highest tower from whatever you can find in a room, write a poem...  Participants have to work all together. They share tasks, divide a work, cooperate and communicate. First ices are broken.	

EGGSTRONAUT	
Type: getting to know each other	
Number of participants: 8-100	Duration: 1 hour
Materials needed: Eggs, straws, tape, paper, scissors etc.	
AIM: getting to know each other, setting first group roles, cooperation	
Instructions:  Participants are divided into small groups, they receive an egg. They have to build in 20-30 minutes a spaceship for this egg → protection from tape, paper, and other found materials. They need to plan together the way, in which their egg will be secured while falling from very high. The next step is a test. Spaceships of each group are thrown from different heights - at first from the high of a man, then from the first floor, then from the second floor and so on. At the end you open spaceships and check which egg in not broken. Teams whose eggs survived - win.	

FACE DRAWING	
Type: getting to know each other	
Number of participants: 2-102	Duration: flexible 15-20 minutes
Materials needed: Paper and pen for everyone	
AIM: getting to know each other, getting to know each other names, connecting the name to the face, getting personal contact	
Instructions:  Participants sit in two rows, facing each other. They draw their faces for 30 seconds (only a part of the face). After 30 seconds one raw moves right, so each person has another one to	

draw. Papers remain in front of the person on the drawing.

### PERSONAL PROFILE

Type: ice breaking

Number of participants: 1-101

Duration: 20 minutes-1 hour

Materials needed:

Flipcharts, markers

AIM:

getting to know each other better, finding common interests, first contacts

Instructions:

Each participant has to create the template of his/hers "facebook profile". In the template need to be places to fill in with certain information (hobby, movies, music, quotation...). Then participants create a pairs and have 2 minutes to talk about one element of the profile, e.g. favorite movies and fill in the profile. After 2 minutes they change a partner and talk about another element of the profile. Game is on till all information is filled. The duration of the game depends on number of elements mentioned in the profile. After the profile is finished participants stick it on the wall.

### NAMESTURE

Type: name game

Number of participants: up to 40

Duration: 15-30 min

Materials needed: -

AIM:

Get to know each other names and remember them

Instructions:

The group stays in the circle. First person says a name and makes a gesture. The next person repeats previous name with gesture and add his/hers own. This round goes around the circle till the last person repeats all names and all gestures of up to 40 participants☺

## Activities for STORMING stage:

- Team building activities
- Actual activities with tasks and challenges
- Getting to know each other's strengths and weaknesses
- Activities on communication and problem solving

Role of the leader: the strongest – he/she has to bring the group throughout the conflict, manage it, and make sure good things will come after. He/she comments, suggests, gives hints, propose different solutions, when necessary – intervenes.

Examples:

BALL ON VENUS → <i>possible to do also in norming stage</i>	
Type: team building & creativity game	
Number of participants: 20	Duration: 90 minutes
Materials needed:  Paint for body painting, paper with different patterns, decorations, markers, second brand clothes, fake eyelashes, wigs in different colors etc.	
AIM:  To build a team, to develop creativity, to cooperate, understand and trust, to build inclusion, having fun TOGETHER, finding their own role, sharing tasks.	
Instructions:  Tell the story about 4 planets and galaxies. They are far away, but know each other and maintain diplomatic relations despite of different languages and habits. Once a year they can meet with each other on a party (a ball) on Venus.  Divide people in 4 groups and let them decide together on:  Name of their planet  Description of their planet in 7 sentences (funny facts)  Language: translation to alien language things like: "Hello", "I love you", "Good morning", "Let's party", "You are beautiful".  Then they make alien-like costumes out of everything what they can find in a room (or prepared before things)  They are invited to the ball. Facilitators welcome them as VIPs, they do them pictures on nice background as individuals and as a groups. Then they can eat,	

dance etc.

Diplomatic part: energizer in which all planets repeat words in created languages. Then they present their planets.

They are invited in a small corner, where they are close to each other and dance.

Evaluation.

## TREASURE HUNT

Type: team building & role defining game

Number of participants: 20/4 teams

Duration: 90 minutes

Materials needed:

Instructions for the whole group and rules for every team, tasks specific for the environment, some artifacts connected with the game (map), prizes, and identification items for the teams.

AIM:

To build a team, to develop cooperation, active participation, understanding, trust, inclusion, finding their own role in a group, having fun together.

Instructions:

Splitting participants into 4 teams of 5 people in small energizer. Teams chose a name, a logo, and motto.

Game:

There will be 10 checkpoints, in which you will find a questions (about EU, European cultures, other countries) or tasks to do. Teams will start in different places, so they don't disturb each other. Team are collecting answers and performing tasks together in 45 minutes. If they give an answer they get 1 point, if not - facilitators will give them one and they have to wait 30 seconds before they get to another task.

The role of the leader: follow the group, give correct answers, collect results, and take care of well-being of participants.

## Activities for NORMING stage:

Tasks for discussions, decision making process, cooperation

Activities on group management: task division, channels of communication, creating norms on their own.

Role of the leader: facilitating norms creation, making sure everybody is involved, motivating, making sure everybody agrees with the group – facilitating compromise.

Examples:

LISTGAME	
Type: compete & cooperate	
Number of participants: 10-25	Duration: 1 hour
Materials needed: Nothing specific	
AIM: To develop creativity, to work on cooperation, to evoke conflicts and resolve them, to learn observing and reacting flexible to certain situations.	
Instructions: Splitting participants into 4 teams. They will fulfill together 4 tasks:  <div style="margin-left: 40px;">They have to collect as many as possible things from the room or outside of blue color.</div> <div style="margin-left: 40px;">They have to collect as many as possible things starting from the letter "T"</div> <div style="margin-left: 40px;">Other categories invented.</div> Then evaluation:  <div style="margin-left: 40px;">How cooperation worked out</div> <div style="margin-left: 40px;">Who did what and why</div> <div style="margin-left: 40px;">How rules were created and how they wish to be created</div>	

TOWERBUILD → can be also for storming!	
Type: work together on a common goal	
Number of participants: 15-25	Duration: 1 hour

Materials needed:  Scissors, glue, tape, wooden sticks
AIM:  To develop peaceful cooperation, decision making process, efficient decisions, dividing roles, tasks, team work, challenge.
In two teams - build as tall as possible tower from given materials in limited time of 40 minutes.

ABIGAIL → <i>can be also for storming!</i>	
Type: group discussion, establishing common values	
Number of participants: 20+	Duration: 1,5 hour
Materials needed: Paper, pen.	
AIM:  To learn about cultural differences, the values conflict, to express opinions freely, to make a compromise, to discuss and hear others.	
Narrator is drawing the story of Abigail:  <p>Characters: Abigail, Greg, Slug, Abigail's mother, Sinbad the Sailor</p> <p><i>Once upon a time there was a river that was practically overflowing with alligators. As you may have guessed, it was called Alligator river. A girl named Abigail lived on the west bank of the river. Her boyfriend, Greg, lived on the opposite bank. Abigail and Greg were very much in love with each other and wanted very much to see each other. But there was one slight complication: no boat, and an alligator-filled river stood between them. Abigail decided to seek help so that she could see her boyfriend, Greg. She approached Sinbad the Sailor, who, as his name might indicate, owned a boat. She explained her situation to Sinbad and asked if she could borrow his boat. Sinbad thought for a moment and then replied: "Sure, you can borrow my boat, but only under one condition. The condition is that you sleep with me tonight." This startled Abigail because she didn't want to sleep with Sinbad; she just wanted to borrow his boat so that she could see Greg. So, she told Sinbad to forget it, and she wandered off seeking someone else who would help her.</i></p> <p><i>After a great deal of time, Abigail was unable to find anyone else who could aid her. Discouraged, she returned home, where she sought out her mother. Explaining her dilemma and Sinbad's proposition, Abigail asked her mother about what she should do. Mom responded with, "Look, Abigail, you're a big girl now; it's about time you started making these kinds of decisions for yourself." With that, Mom turned and walked away.</i></p>	

*Abigail thought and thought. Finally, she decided to take Sinbad up on his offer because she wanted to see Greg so very much; so that night, Abigail and Sinbad slept with each other. The next morning, Sinbad, true to his word, lent his boat to Abigail. Abigail sailed across the river and saw her beloved. After spending a few delightful hours together, Abigail felt compelled to tell Greg what had happened. After she had related her whole story, Greg blew up completely. "You what? I can't believe you did that!! I – I can't believe you slept with him! That's it! It's all over. Just forget the relationship. Get out of my life!"*

*Distraught, Abigail wandered off. She came upon a fellow named Slug. Borrowing his shoulder to shed her tears, Abigail related her tale to Slug. Slug then went looking for Greg (with Abigail close behind). Slug found Greg and proceeded to beat the stuffing out of him, with Abigail standing there, laughing.*

At the conclusion of the story have each participants write their relation to each of the characters. Judge each character from 1 to 5. Then make pairs and create a common rating. Then in groups of four – also create a common rating. Then as a whole group. Discuss. At the end compare the first ratings of every individual with "official" ones.

#### GROUP BUILDING

Type: thinking, cooperating, communicating

Number of participants: 5 <

Duration: 1 hour

Materials needed:

Kalka, or sheets of papers (for the fields), list where the bombs are.

AIM:

Find solution for small problem, thinking together about the riddle, get motivated to solve problems together.

Prepare the "playground". Blind one of participants. The group is helping him to pass the playground without touching "bombs". Every participant can try passing it.

#### STEALING GAME

Type: cooperating, competing, warming up

Number of participants: 15+

Duration: 30 minutes

Materials needed:

A cup

AIM:

Cooperating, warming up, tricking the “witch”

Leader is holding a cup and the group stays far from him in one row. When the leader is facing participants they cannot move, when he turns back, they can get closer. Their task is to take the cup from him. If the leader sees someone moving, he can send him/her back to the starting point. The team has to cooperate to get the cup from leader’s hands and hide it successfully so he doesn’t see who has it. The leader also has to guess who has stolen his cup. He guesses – he wins, otherwise the team wins.

#### Activities for PERFORMING stage:

Letting participants to perform on their own: creating tangible results

Team building activities focused on motivating people

Role of the leader: be a part of the group, don’t disturb the process with too much of interventions.

Examples:

#### GRAB MY HAND

Type: energizer

Number of participants: as much as possible      Duration: 10 minutes

Materials needed: -

AIM:

Cooperating, developing logical thinking

Form a circle, close your eyes and grab somebody’s hands randomly. It creates a chaos. Then dissolve the chaos and make back a circle holding hands you grabbed before.

#### TRAINS

Type: energizer

Number of participants: 2 teams or more      Duration: 20 minutes

Materials needed: -

AIM:

Trust
People build two trains (or more) and move in limited area. Their eyes are closed, besides the first person. They agree on signs to stop, move, turn and so on.

PHOTO PLEASE	
Type: CITY GAME	
Number of participants: 4-5 people per group	Duration: 3-4 hours
Materials needed: city maps, cameras, tickets, instructions	
AIM: Discover the city in an active way, develop group creativity	
Divide participants into groups Give the task to make several photos, in which they should include something or somebody in particular: <ul style="list-style-type: none"> <li>• People</li> <li>• Tourist attractions</li> <li>• Specific subjects</li> <li>• Other...</li> </ul> Set up a meeting point and finishing point Give the maps Evaluation	

TREASURE HUNT	
Type: CITY GAME	
Number of participants: 4-5 people per group	Duration: 3-4 hours
Materials needed: city maps, treasures, tickets, instructions	
AIM: Discover the topography of the place, get to know local history and culture, develop ability of logical thinking	
Hide in the city treasures and objects Divide participants into small group	

Set up different starting points and common finishing point Give the maps and instructions Time for accomplishing the task Evaluation
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TWO CARROTS	
Type: CITY GAME	
Number of participants: 4-5 people per group	Duration: 3-4 hours
Materials needed: city maps, two carrots per group, tickets, instructions	
AIM:  To communicate with people in the city, discover the city, overcome social anxieties and fears	
Divide participants into small groups Give them two carrots and the map of the city The task for teams is to exchange two carrots into as many objects as possible Meeting point Evaluation	

## Practical tips for youth leaders of City Bound Europe 2.0

### Selection of participants of the youth exchange

- 1) **Interview with candidates according to following questions:**
  - How do you imagine a youth exchange?
  - What is your motivation to take part in one?
  - Why did you decide to apply?
  - What would you like to learn during a youth exchange?
  - How do you feel in an international group of young people?
  - What is your English level?
- 2) **Interview with parents:** special needs, rules, security measures.
- 3) **Application form:** in which participants describe their motivations and expectations.
- 4) **Security measures:** presenting qualifications of youth leaders, insurance, professionals for each specific activity, and agreements with parents on such things like giving medicines to kids, laws, rules and obligations.

**5) Zero Tolerance Protocol – signing**

**6) Infopack for participants:**

- Conditions of participation
- hint about intercultural evening and little things to be prepared by the groups (little national snacks, games...)
- Description of the venue
- Organizer: key persons and a mobile number for case of questions during arrival
- Costs of participation (if any)
- Information on how to get to the venue from the airport/railway/bus station.
- Maps, pictures, drawings
- What to bring (warm clothes, comfortable shoes, swimming suits etc.)
- Deadlines – till when and to whom partners should send list of participants who will come and their travel information (when will they arrive).

### Important!

Always inform the hosting organization of a specific CityBound youth exchange about your selection process:

- Send list of participants before given by them deadline
- Notify them on chosen mean of transport
- Total travel costs must fit into given limits (set already in applications)
- Inform about time of arrival and departure
- Inform about special needs of participants (vegetarian, vegan...etc., medicines, allergies...)

### Reflection and self-evaluation

Participants of City Bound youth exchanges are eligible to receive youthpasses based on their self-evaluation. Because it is not an easy task for teenagers to reflect on their learning process, they need some guidelines. In chosen form explain them how 8 key competences are working and how to name things they learn.

Please do daily reflection groups in small groups. During reflection groups help them to thing about their experiences. What is useful?

- Reflection booklets for every reflection group (set of questions to pose to yourself)
- Mini-diary for every day, in which they describe activities and its results for their own

- Guideline for the youthpass available on:

<https://www.youthpass.eu/da/youthpass/for/youth-initiatives/learn/information/>

The reflection groups are not only helpful for the youthpass process, but also an important basis for the team of youthleaders to observe the group development as well as wellbeing of the single participants.

### **Respect the law and inner rules of City Bound Network!**

- Zero tolerance protocol – no drinking, smoking, drugs, sex, leaving the venue without the permission, or offensive behaviors
- Leaders also need to be sober and available 24/7!
- Written agreements with parents
- Rules concerning medicines, children rights, transport, insurance etc.

## **Common standards for participants selection and preparation**

According to decisions made by leaders of City Bound Network during Final Evaluation Meeting in December 2013, from now on we will try to keep common standards while choosing participants for City Bound youth exchanges.

Therefore we prepared a couple of questions indicating certain dimension, which we should particularly take care of while selecting participants. You can make a form out of it or conversation scenario. As we all agreed, the most important thing is, that participants understand the spirit of a youth exchange and will try to have an open mind. English level is not that important as long as participant is ready to be part of an international group.

- 1) How do you imagine a youth exchange?
- 2) What is your motivation to take part in one?
- 3) Why did you decide to apply?
- 4) What would you like to learn during a youth exchange?
- 5) How do you feel in an international group of young people?
- 6) What is your English level?

## Zero Tolerance Protocol

- 1) No drugs
- 2) No smoking
- 3) No alcohol
- 4) No offensive behaviours
- 5) No verbal abuse
- 6) No sex
- 7) No leaving the venue without permission

.....  
*Place, date*

.....  
*Name of participant*

Thereby I declare to follow and respect above-mentioned rules. I am aware that breaking them will have serious consequences, including sending me back home on my cost (or my parents cost).

.....  
*Signature of participant*

.....  
*Signature of parent(s)*

## Draft of a CityBound youth exchange programme

<u>Day I</u>	Day II	Day III	Day IV	Day V	Day VI	Day VII
Arrivals	Team- and Trustbuilding: Rope Centre	City Game	Citytour by bike in divided groups	City Game "Berlin Wall"	Graffiti	Final evaluation
Introduction to programme and venue	Expectations	"Catch Europe in Berlin"		Free time in the city		
Getting to know each other	Preparation to intercultural evening	Visit to Parliament /European Commission...	Picnic at common meeting point		Activity in big group	Bye, Bye!
Rules					World Cafe	
Teambuilding	Intercultural evening I	Barbecue	Intercultural evening II	Campfire and ghost stories	Goodbye party, Youthpass Ceremony	
Welcome party						

**additionally:**

**daily energizer in the mornings and daily reflection groups in the evening as well as leaders meetings in the evenings**

A photograph of two people participating in a high-altitude ropes course. The participants are silhouetted against a cloudy sky. One person is positioned higher on the ropes, reaching up towards a dark spherical object. The other person is lower down, also reaching towards a similar object. The ropes are supported by wooden poles and various pulleys. The overall scene conveys a sense of adventure and challenge.

Keep calm  
and  
make an adventure