

## FORMAT FOR TRAINING ACTIVITIES

DEFINITION: Documents with the descriptions of the activities that can be offered to young people. There are different types of activities, including: introduction to the theme, interaction games, narrative exercises, case studies in groups, role plays, problem solving exercises, experiments in real life.

<i>Title of the activity</i>	<b>Win as much as you can</b>
<i>Competence(s) addressed</i>	Transversal: Cooperative, leadership, political Specific: Listening, observation, intercultural approach, social psychology (group dynamics), negotiation, conflict management, collaborative economy, democratic decision-making, anticipation, teamwork, objectivation, risk taking
<i>Type of activity</i>	Simulation game
<i>Duration</i>	2 hours
<i>Setting</i>	A room with 2 work stations (tables and chairs) enough separated from each other so that groups cannot hear each other (Possible adaptation: 4 working stations for 2 games parallel)
<i>Materials (including handouts)</i>	<ul style="list-style-type: none"> <li>• Work stations delimited in Group Blue, group Red (and possibly Group 1, Group 1 if you want to demultiply in 2 games parallel)</li> <li>• Little papers to write down answers to the questions (10 per group)</li> <li>• Instruction leaflet (1 or 2 per group)</li> <li>• Flipchart to score and for debriefing</li> </ul>
<i>Preparation</i>	<ul style="list-style-type: none"> <li>• Prepare a scoring table on the flipchart (the same as on the instructions to each group)</li> </ul>
<i>Implementation</i>	<ol style="list-style-type: none"> <li>1. <b>Divide the group into teams.</b> There should not be more than 6-8 people in each team. There should also be an even number of teams. Two teams will work together (blue and red team).</li> <li>2. <b>The instruction given to the group is:</b> "Your task is to win as many points as possible" and you hand out the sheet enclose to each participant. You can say every thing is on the paper. There will be 10 rounds, the red group should pick A or B and the blue group should pick X or Y. In round 4, 9 and 10, you will have the possibility of meeting the other group.</li> <li>3. You should have someone to take notes of what is happening in each group, if you want to have a better understanding of the group process.</li> <li>4. As a process facilitator you monitor the time. They hand in the letter to you after every three minutes and you give the result to the other group. They count the scores themselves (the points are on the sheet). You show the place where they should do the negotiation. They select one person from each group and meet.</li> <li>5. As a facilitator, you do not interfere in the process. Whatever happens is the only thing that could happen.</li> <li>6. You will see what strategy they choose. Is it to compete, to cooperate and try to get as many points as possible as the whole group, blue and red working together, or what?</li> </ol>

<p><i>Debriefing</i></p>	<p><b>1. Start with a round of feelings:</b> How do you feel, how was it for you? Don't allow participants to enter into game analysis, just feelings.</p> <p><b>2. Analysis</b> Ask each group if they are happy with the result and why Ask each group if they are happy with the process and why.</p> <p>Ask them what strategy they choose: Is it to compete, to cooperate and try to get as many points as possible as the whole group, blue and red working together?</p> <p>After a set period of time, ask participants (in groups) to reflect and to write down:</p> <ul style="list-style-type: none"> <li>· How do we see the other group?</li> <li>· How do we think the other group sees us?</li> <li>· How do we see ourselves?</li> </ul> <p>Exchange on mutual representations from one group to another</p> <p><b>3. Generalization</b> What was learnt from this? What does it tell you about SSE? What can be applied in real life? What does it tell you about specific and transversal competencies ? How do you make sure your values in SSE can be combined with economic sustainability ?</p>
<p><i>Notes and suggestions</i></p>	