

All



Aboard



Inclusive



Train



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All Aboard Inclusive Train

All Aboard the Inclusive Train (AAIT) towards international workcamps for everyone!

Just like a train that thrives on the diversity of its passengers, our workcamps are all about embracing different people. As the tracks of understanding and cooperation converge, we're excited to embark on a route that leads us to enriching experiences, broadened horizons, and a shared destination of unity. So, grab your metaphorical ticket and join us as we navigate the landscapes of diversity, guided by the compass of inclusivity.

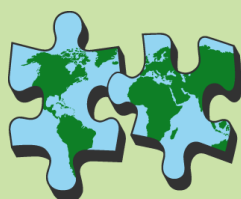
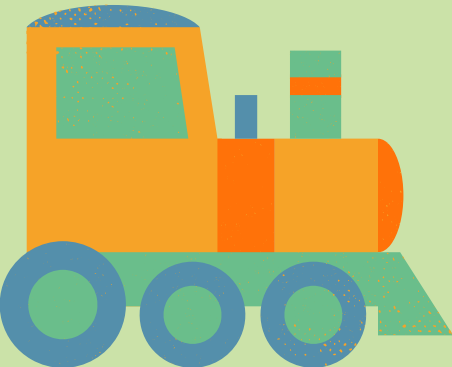


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Hello, I'm the Inclusive Train. I will give you tips and tricks on the way. Nice to meet you!

Introduction

Through this resource, camp leaders and individuals are not only inspired to comprehend the challenges presented by diversity but also to recognize the unique value each individual brings. Empowerment is the cornerstone, as concrete tools are provided to foster inclusive environments within projects and to offer personalized support to volunteers, as and when required. This brochure stands as a tribute to the collaborative spirit of organizations united by a shared commitment to fostering inclusivity within the fabric of international workcamps.

Workcamps believe that everyone, no matter where they come from, should have the chance to take part and contribute. When people with different backgrounds come together, it's like adding rich colors to a painting. It also sends a strong message to the local community that diversity is important.

However, this great idea comes with challenges. Making sure everyone can take part requires special skills, especially from the people who lead these workcamps. In the past, experienced leaders were the ones who helped people who needed extra support. But as more and more people want to join in, new leaders need to learn how to do this too.

Three organizations – INEX-SDA, z. s. (Czech Republic), Allianssi Youth Exchanges (Finland), and IBG – Internationale Begegnung in Gemeinschaftsdiensten e.V. (Germany) – saw this challenge and decided to work together. Thanks to support from the European Commission (ERASMUS+), it was possible to work on this together for a longer and intense period of time, to involve experts – the organization Rytmus – Od klienta k občanovi, z. ú. (Czech Republic) which is working with people with special needs and their clients – and share all to together challenges and conflicts which occurred in the past. This team looked at the problems and solutions that came up before. The result is this brochure that you have now.

This brochure is intended to support workcamp organizations in this regard. It offers detailed session plans that trainers can easily integrate into existing seminar concepts for new campleaders or that can be implemented as a separate training for campleaders.

This brochure:

- Presents four different workshops which can be used by trainers in various leaders training.
- Is dedicated to different topics: e.g. inclusive communication and language, diversity and identity.
- Intends to inspire campleaders to understand the challenges as well as the added value of diverse groups.
- Intends to provide them with concrete tools to create an inclusive setting in their project and to support volunteers individually where needed.

Games to overcome differences

Purpose	How to use inclusive games and activities to overcome the differences in the communication and to set up group.
Objective	Campleaders know: <ul style="list-style-type: none">• 3 inclusive know each other games• 3 activities to overcome the language barriers• Accessible group building activities and language animation tools to support the getting to know each other process• Visual and kinetic tools that help learning and participation
Target group	Experienced and/or new campleaders
No. of participants	10-20
Duration	95 minutes
Materials	Flip chart with instruction for each activity, marker, timer, papers, pens, music and speaker, and topics for the task (7 topics) for each group and cards of 10 words they can use for each group (see attachments)

TIME

40 min

ACTIVITY 1: INTRODUCTION AND ICE-BREAKERS

Facilitator: *We are going to discuss and experience how to use games and activities to support inclusion in the group. To experience it more, we would like to ask you from now on to use your mother tongue (or the language you think most of the people do not understand, in case of a national group). Imagine a situation where you understand the common language but you are not brave enough to talk in it. You can only use the common language when you communicate with trainers or you do not understand something. (This language instruction is just optional and can be added value).*

ICE BREAKER GAME – drawing portraits

Each participant gets a paper and writes their name on the top of the paper. Our goal will be to get our own portrait but in cooperation with the others. Do not be afraid if you think you can not draw – in this game even Leonardo Da Vinci would draw like a child.

Participants make pairs, and exchange the papers in pairs – so now each person has a paper with the name of their pair.

The facilitator gives them instruction on what to draw and starts the timer. For each part there is only 10 seconds time to draw it.

When people finish a given part of the drawing, they give the paper back to the owner. Now make new pairs, and repeat until the drawings are ready.

Stages for the drawings (for each part new pair is needed):

- Contour of the face (nothing inside, no eyes, hairs, etc.)
- Eyes
- Nose
- Mouth
- Hair
- Accessories: glasses, piercing, some specific things, etc.

After the game, there should be a short explanation: it is good in the beginning to have some icebreaker, that people are more comfortable - some funny activities are good for it. Also, this game provides participants with the possibilities to observe others' faces and thus remember each other better.

GET TO KNOW EACH OTHER GAME - Similarities

The goal of the game is to show common things among people in the group. The game is based on a method of moving debate. The facilitator should decide what the people who agree with the statements have to do (e.g. go to the corner, jump, lie down).

It is necessary to have prepared drawn cards with the statement illustrated.

Facilitator: *I will say a statement and show the pictures connected with that and whoever agrees goes to the other part of the room. E.g.: Who likes strawberries (show the picture of strawberries). After all the people who agree are done, they are going back and there is a new question.*

List with the questions and pictures are needed, for examples:

- Food or drink
- Free time activities
- Colours

After the game: in the beginning it is good to provide participants with the possibility to find out what they have in common with other people because it is supporting their getting-to-know-each-other process. But also it is important to not assume that all the people can speak English very well. Therefore we recommend the facilitator to support the statements with the picture.

15 min

ACTIVITY 2: GROUP BUILDING ACTIVITIES

Facilitator: Now our group knows each other better and common bounds are coming. Therefore, it is good to support them with a group building activity. You can divide the group into smaller groups.

VERSION 1: RIVER GAME

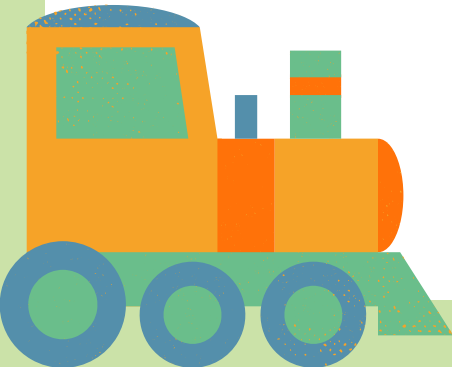
The facilitator will mark a line where the river ends and starts. Participants will get a certain number of papers they can use to cross the river as a whole team but no one is allowed to touch the water. The amount of papers is the same as the number of participants plus 1.

VERSION 2: BEDSHEET GAME

Participants will get one blanket they are all standing on. Their task is to turn the blanket upside down, while no one is allowed to touch the floor.

VERSION 3: PASSING THE APPLE / TENNIS BALL

Participants are in one group and they will get a tennis ball. Their task is to pass the ball around the circle as fast as they can. Only one rule is that all the people have to touch the ball with (part of) their one hand and it always goes in the same order. They have limited time for it but non-limited attempts (e.g. 10 minutes). The facilitators are measuring their time.



You can divide the group into smaller groups and make it a competition!

20 min

ACTIVITY 3: BE IN THE SHOES...

Facilitator: *Now we try communication by using keywords.*

- Use the same group from previous game
- One by one you will be the facilitator
- Take one paper from tasks and explain it to the others
- You can talk only in your mother tongue
- You can use these 10 pictures to enable the others to understand
- After that switch

Each group will get 10 pictures (e. g. sun, t-shirt, eye, bicycle, etc.) and 7 tasks.

The tasks can be for example:

- How to wash the clothes
- How to cook the pasta
- How to relax in the beach
- How to make a tea

Facilitator: *How did it go? What was helping you?*

CONCLUSION

Repeat the objectives of the session and connect them with each activity.

Brainstorm together main parts of successful communication with people with lower levels of English.

Here are examples:

- Using basic English words
- Use visual aid
- Use Google translate
- Establishing common vocabulary (dictionary on the wall with pictures!)
- Use someone with the common language to support with translate
- Play games without words and with simple words to encourage people talk in English
- Use gestures

15 min

DEBRIEFING

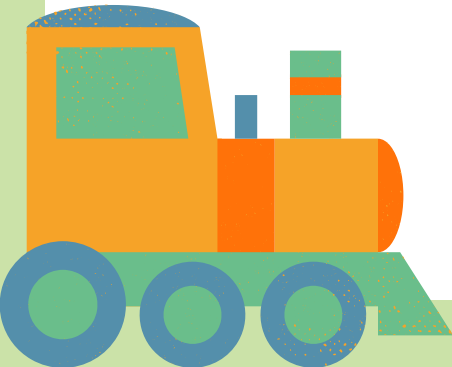
Facilitator: *You have now had a chance to experience how it is to deal with different levels of the language than others from various roles. Let's sum it up and make a list of good practices.*

- How did you feel in different situations?
- What was the strongest feeling and in which role you were in at that time?
- What helped you to understand more in each activity?
- What helped you to feel more included into the group? (if it is needed)
- What did you experience?

- Raise hand who can connect these activities with some situation you experienced in real life? *Yes – we all know it sometimes but it is good to remember it when we work with someone who is not that familiar with the language we speak.*
- What can we take from this activity? Which exact things, methods, etc. can help us when we will face this situation in the role of a facilitator.

Facilitator is writing down the good practice.

Write the tips and tricks and findings of the participants on the paper and after that re-write it on flip as good practice.



You do not have to go through all the debriefing questions. They are there to support you to guide the conversation.

Speak4All: Inclusive Language for Campleaders

Purpose	Campleaders are more aware about the topic of communication and importance of (inclusive) language in the field of inclusion.
Objective	Campleader... <ul style="list-style-type: none">• Can give clear instructions• Knows about different forms of communication and has practiced to communicate in a simple, direct, clear and non-verbal way• Has practiced empathy by experiencing how it is when they do not understand / are not understood• Recognises the importance of open communication and understanding for inclusion processes
Target group	Campleaders with no or little previous experience
No. of participants	6 or more
Duration	110 minutes
Materials	Peanut Butter, jelly, bread, knives, plates, paper and pens, flipchart, markers, projector, internet connection, speakers to

computer, music, pictures from camp,
dictionaries and schedules for examples

Link for the E. T. game for instructors:

<https://www.youtube.com/watch?v=Ct-I0OUqmyY>

Link for the Finnish Wood Work:

<https://www.youtube.com/watch?v=WMCeVhpcCUw>

TIME

ACTIVITY 1: PEANUT BUTTER & JELLY GAME

30 min

The aim of this activity is to learn concrete, simple, direct and clear communication. It is based on an internet challenge. The activity might feel frustrating for participants, which also demonstrates frustrations that might arise when camp leaders face difficult communication situations in the workcamps.

In this game, the facilitator(s) is playing E.T. and the task of E.T. is to follow the written instructions on how to make a Peanut Butter & jelly sandwich (PB&J) very literally. Instructions will be written by a few chosen participants. Other participants observe. The instruction is that the E. T. can only read and doesn't understand the spoken words, only the written ones.

If you don't have the option or don't want to do PB&J, you can change the subject of the activity - it can be how to make a tea, etc. The important thing is that it is something which is very easy, somehow from our daily life and all the people know how to do it.

Choose 2-4 instructors from the participants. The facilitator should play the role of the E.T. Ideally, the second facilitator is observing. Prepare a table with peanut butter, jelly, bread, butter knives and a plate. This activity will be messy so cover the table accordingly.

The E.T. should act very strictly according to the instructions. For example, put the butter on the bread – just put the glass with the butter on the package of the bread.

To understand the concept you can show to the E.T. this video: <https://www.youtube.com/watch?v=Ct-IOOUqmyY>

Give the instructors 3 minutes to write down clear PB&J instructions for the E.T. and the others can be advisers. Be strict with the time. Then each instructor, one at a time, gives the written instructions to the E.T. whose task is to follow them as literally as possible. The second facilitator will step in when it is going nowhere and send the instructors back to take another attempt with the written instructions. Give the instructors 2 to 3 attempts or until the E.T. has prepared a good PB&J or the attempts are done.

DISCUSSION

- How did you feel as E.T./instructor/observer OR drawer/instructor?
- How could this be easier?

OPTION: If the facilitator does not feel comfortable playing the E.T. or there are not at least two facilitators or there is no access to peanut butter, jelly and bread or anything similar you can use, this activity can be done as a simple drawing activity.

Participants are paired up: one draws and other instructs. Give the instructor a picture of a very simple drawing. The instructor's task is to give clear verbal instructions to the drawer (without explaining what the end-result should be). The drawer follows the instructions literally. The roles can be switched and the task repeated with a different drawing.

15 min

ACTIVITY 2: LANGUAGE AND INCLUSION IN WORKCAMP

The aim of this activity is to learn about the importance of open communication and understanding for inclusion processes. The participants learn some concrete tips and tricks for more inclusive communication.

Tell the participants why thinking about language and communication in workcamps is important. Facilitator can include own experiences and examples, but most importantly:

- Workcamps do not require a high level of language: focus usually on manual work
- Great chance to get international experience without strong language skills
- Often attract people with lower level of English
- Our organizations are motivated to offer workcamps for everyone regardless of their abilities.

TIPS AND TRICKS

Brainstorm different methods and tricks for utilizing inclusive ways of communication in the workcamps in a group. Write them on a flipchart paper.

Some tips and tricks to add if not mentioned by participants:

- Use visual aids (e.g. pictures in workcamp schedule and packing lists)
- Use visual and verbal aids together for most impact. Written language sometimes stronger (e.g. when collecting feedback, write most important information)
- Plain and simple language
- Ask for help with translation or simplification
- Be aware that you often should also support local/technical instructors with translating (esp. with health and safety). If two campleaders: one writing, other visualizing (e.g. safety instructions in airplane)
- Demonstrate using body language
- Repeat and check if you are understood, ask where more explanation needed
- Use online tools (e.g. translation tools)
- Nonverbal communication
- Workcamp dictionary: write the most important words on paper on a wall. Each participant can add a translation in their own language.

10 min

ACTIVITY 3: ENERGIZER – DANCE MAFIOSO

Ask one participant to volunteer as a detective. The detective goes to another room, while the rest of the group decides who of them is the Dance Mafioso. Put on some music. The Dance Mafioso's task is to dance, while the others imitate them. The detective comes back to the room, and tries to find out who the Dance Mafioso is.

40 min

ACTIVITY 4: EXPLAINING WORKCAMP TASKS

The campleaders learn how to communicate an unfamiliar task to participants by making use of the tips and tricks.

Scenario: this is the first day of the workcamp. Tomorrow morning, you will start working on some traditional (for example) Finnish wood work. The campleader has to explain the work to the volunteers beforehand to make the start of the workcamp smoother, as the local technical instructor does not speak any English. The techniques and the names of the tools used in workcamps tend to be unfamiliar to many volunteers and campleaders, but the campleaders should find ways to explain the activity nevertheless.

Divide participants into groups of 3-5 people. One participant from each group should be the campleader and others volunteers.

Ask the volunteers to go to another room and the camp leaders to stay. Explain to the camp leaders that they will have to explain the upcoming video to the volunteers so that they have a clear picture of the work ahead. Encourage the camp leaders to already think about some strategy for explaining while watching the video, and to think about the tips from the previous activity.

Show the camp leaders this video (or any other similar short video that is not in a language they understand):

<https://www.youtube.com/watch?v=WMCeVhpcCUw>

Use around 5 to 10 minutes to discuss the activity afterwards. Choose a comfortable environment for the discussion (on the floor with pillows etc.). The activity can be repeated with some other video and another camp leader if there is time and participants are eager to do so.

- Camp leader:
 - What was your strategy in explaining the video?
 - How did it feel to instruct?
- Volunteers:
 - Did you pick up any strategies used by the camp leader?
 - Did you understand what was said?

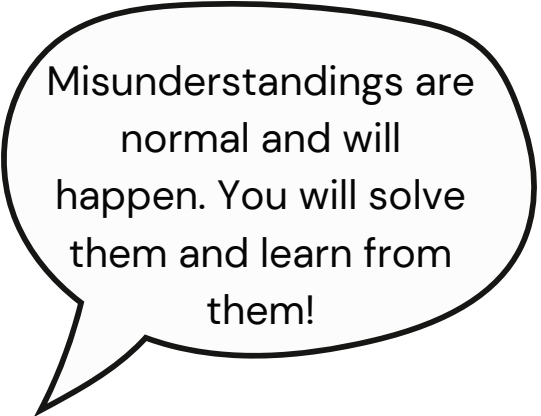
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DEBRIEFING

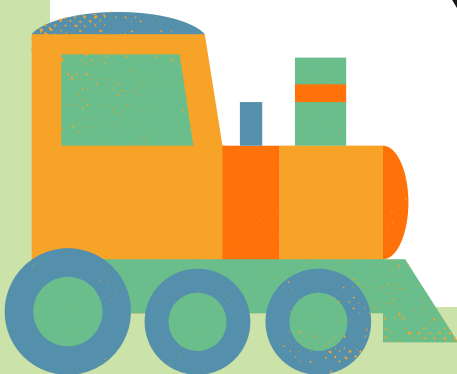
Give each participant sticky notes, and ask them to answer each of these questions. Put the sticky notes on flipchart. Give the participants at least 10 minutes to reflect the topics.

- Compare the E. T. game and Finish Wood Work game - how did you feel?
- Do you think language is a barrier for including everyone in workcamps?
- What ideas did you get to overcome the barrier?

Go through the ideas for overcoming the barriers together, to end the workshop on a positive note.



Misunderstandings are normal and will happen. You will solve them and learn from them!



Diversity is Strength

Purpose	To show the campleaders that if we have on the project some inclusive volunteers, it is bringing benefits not just to them but also the whole group of volunteers. And they know how to transform this approach to some practical steps to spread it among the group.
Objective	Campleaders... <ul style="list-style-type: none">• Know that a group as diverse as possible is the aim and why• Know 2 accessible games which make the diversity in this group visible for everybody• Know different options on how to share responsibilities with volunteers• Know how to organize grouplife in a participative, accepting and encouraging way (strength approach)
Target group	New or experienced campleaders
No. of participants	12+
Duration	105 minutes
Materials	Paper, pens, music for guided focus, flipcharts (see attachments), markers, projector/prepared chart with Marcia

TIME

ACTIVITY 1: GUIDED FOCUS

5 min


We create an atmosphere for bringing back memories from a workcamp (or other type of volunteering) experience.

We do the intro / guided focus (“hello, welcome, you can find a comfortable position and go back to your memories from the workcamps you have participated in”) and we put background music or noises etc.

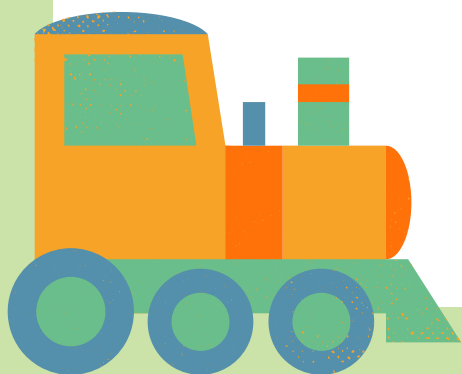
EXAMPLE OF GUIDED FOCUS:

Imagine yourself on your last volunteering group activity. In which country it is? How did you get there? What does the place look like? How big is the group? Do you remember all the names? What was your task? What was your favourite part of that experience? Can you remember what you were wearing that day? And what did you eat?

I will invite you to slowly come back to this place, to this time and once you are ready, open your eyes.



We recommend each trainer to write the guided focus in advance and practice it to be sure that it fits their own way of speaking.



5 min

ACTIVITY 2: SELF-REFLECTION

3 questions – we show to participants a flipchart (example attached) with three written questions and give them time to think for themselves:

1. What made your workcamp/volunteering special experience?
2. What did you learn from other volunteers or the locals?
3. How did you contribute to your group life during workcamp?

We give participants pen and paper and 5 minutes to think and write notes about their answers.

10 min

ACTIVITY 3: SMALLER GROUP DISCUSSION

Facilitator divides the groups depending on how many participants there are (groups of 3–5 people). Facilitator encourages them to share in small groups what they answered during self-reflection.

Each group discusses and chooses 3 key words for each question from above.

10 min

ACTIVITY 4: SHARING IN THE WHOLE GROUP

Facilitator asks the groups for the key words and writes them on the flipchart. After that facilitators sum up what is the same, what is different and can

ask the group for explanation or comments if it is needed.

15 min

ACTIVITY 5: AIMS OF THE WORKSHOP

The facilitator explains the aim of the workshop reflecting on what was mentioned by the participants in the previous group discussion.

Aim of the workshop: Diversity is the strength – when the group is different, people have different needs and even the special needs, it brings the benefits to the group and us as it brings to the project different aspects and possibility to learn in an informal way.

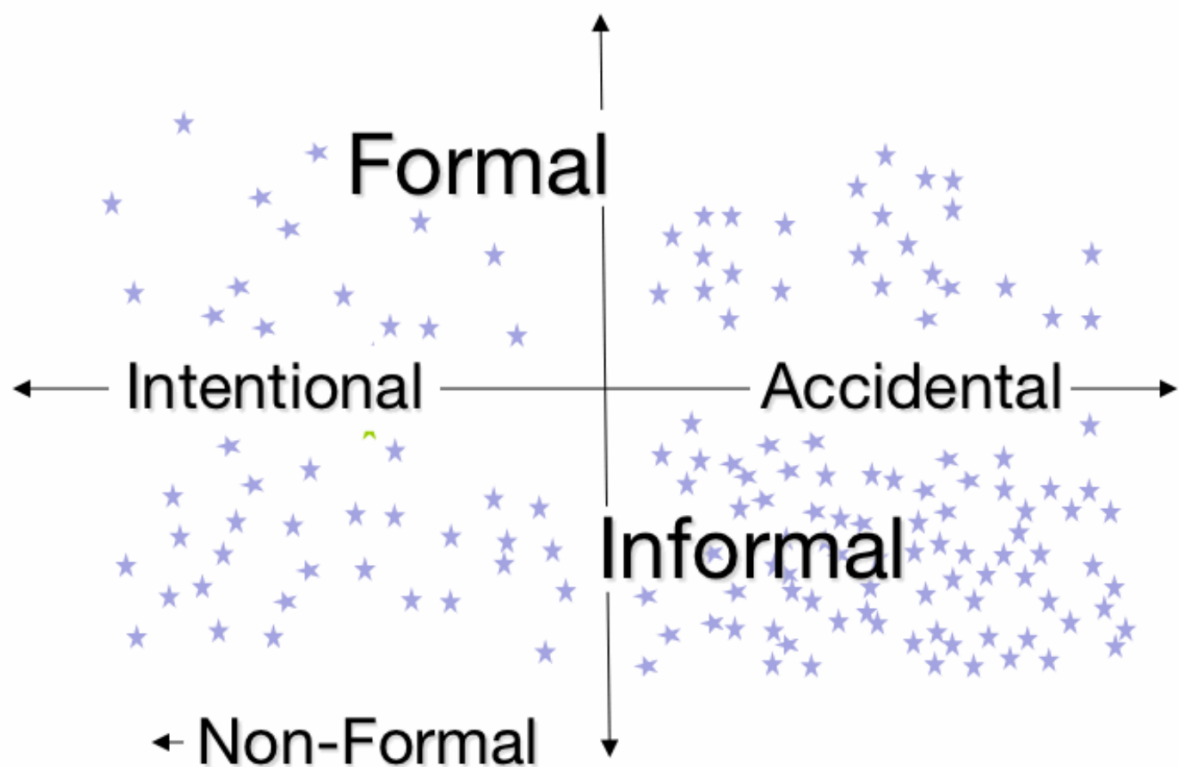
The facilitator mentions that a very important thing for supporting the diversity of the group is safe space and asks participants if they can name some basics for safe space. There should be mention this: space free of violence, discrimination, etc., space where people feel confident, space where people feel respected.

Further, it is discussed how to encourage everyone to be part of the group – why it is important and how to do so.

By using the strengths of everyone in the group, we can create better impact.

We will ask the participants what they have learned during

the workcamps / volunteering experiences - name it as specific things - like cooking for ten people, communicating in English, new words in Spanish, traveling alone, building a dry stone wall, etc. The facilitators are placing them in the structure of Marcia Conner and it is visible that most of the things we learn we learned in a non-formal and accidental way. If it is not visible, the facilitator will lead the participants with examples (to understand that we didn't learn only how to cut the grass, repair the wall, etc.).



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The facilitator gives an introduction on Marcia Conner's learning theory: that most of learning is informal and accidental in life and in workcamps (you can see the stars in the picture). Therefore, we can learn a lot from each other in informal ways and "accidentally".

Examples to support facilitator to explain:

- Formal accidental: failed experiment in school laboratory, working in teams at school because teacher put you unintentionally to the groups
- Formal intentional: grammatics in English lessons
- Informal accidental: cooking for 10 people at workcamp (by chance because it is self-catering)
- Informal intentional (=non-formal): building a dry stone wall (the goal of the workcamp and why you came for)

10 min

ACTIVITY 6: GAME - WELCOME DIVERSITY

Aim of this game is to give a positive point of view on diversity and support the topic of inclusion. It is always nice to realize that things which we experienced, have, etc. even if they might seem not that common are something we should not to be shy but we should take them as our strength.

We all stand in a circle. Facilitators are welcoming people by saying "I want to give a special welcome to..."

Statements can be for example:

- Everyone who has relatives abroad
- Who had problem to come here to this venue
- Everyone who experienced work we are going to have here on workcamp (for example weeding)
- Everyone who is first time on event like this
- Everyone who is already afraid of the task to cook for everybody here on workcamp
- Everyone who wished they had born in a different country or era etc...

After each statement the people who for example have relatives abroad come to the center of the circle and everyone claps. This is to demonstrate the diversity and similarities in the groups. And encourage the people to be proud of that and use it as a strength.

5 min

REFLECTION ON THE GAME

Why did we play this game?

- To get ideas about why diversity of the group is important and why it brings value to the group
- It is also for the campleaders to know that they can include participants in the group life depending on the participants strengths and wishes. The participants need to be included during regular days to benefit the group and themselves as well

15 min

ACTIVITY 7: GROUP LIFE AND SHARED RESPONSIBILITIES - BRAINSTORMING

We are going back to the key words and collecting ideas on the tasks that could be shared with individuals in the group. It can be also that the tasks are changing every day. If the group doesn't have some tips in the beginning, facilitator can start to encourage them with these examples:

- Cooking
- Cleaning
- Time-keeper
- Shopping
- Alarm person (early bird)
- King or queen of day
- Action groups (prepare bigger tasks - prepare intercultural evening, etc.)
- Person responsible for the weekend activity
- Contact with the local youth club
- Daily diary - everyday a person collects memories from the day in their own way
- Going to the local farm for eggs every morning
- Organizing their own workshops in what they are good at or interested in trying
- The one who is taking pictures for day

And so on!

This can be done by drawing on paper simple pictures of responsibilities (clock for time keeper) and let people choose a picture and then we

explain what is the responsibility behind.

Facilitators write down what is said.

The importance of getting feedback from the workcamp participants is discussed briefly. It is important to ask the participants how they feel about the responsibilities they got during the workcamp.

5 min

ACTIVITY 8: CLOSING MOMENT

Connecting everything in the workshop and few words about Marcia Connor's picture and occasional learning.

You can come back to the picture of the matrix and remind the participants that most of the learning happens informally and accidentally. More diverse groups, more impacts for learning are present.

"You are confronted with something you don't know / is different - that is when you learn and why diversity of the group is enriching and challenging."

15 min

ACTIVITY 9: STRENGTH ACTIVITY

Intro for the game: sometimes it is difficult even for ourselves to realize what our strength is or can be considered strength. So now we will slowly close the workshop with one small activity focused on that.

Each participant will find a comfortable place and get paper and a pen. Some background music can be played. The task is that now participants have 3 minutes to write down 15 strengths which they think they have.

After 3 minutes ask the participant to stop writing and ask them how many they wrote.

After that, participants stand up and start to meet with others. Every time they meet another person in pairs they will say to the other person one strength about the person that they appreciate on them. The other person is collecting the strengths/compliments and writing them down as the addition to those which they wrote by themselves before.

15 min

DEBRIEFING

- Do you feel that after this workshop you are more prepared to organize the group life which includes everyone by using strengths of each member?
- What do you think has diversity in common with inclusion?
- How can you use the diversity in the group for leading the group?
- How can you work with the strengths of people?

Empowerment Through Understanding

Purpose	To realise that everyone has different needs and accept that, and to find proper ways of communication to answer these needs.
Objective	<p>Campleaders...</p> <ul style="list-style-type: none">• Realise that people have different needs and acknowledge them• Know that each group/volunteer is unique and needs individual answers• Know how to recognise their own or the groups assumptions and have a tool to challenge these when needed• Were educated about some special needs and how a positive, constructive support could look like → aims at communication between participants and campleaders + examples of real situations
Target group	New or experienced campleaders, participants
No. of participants	8-20
Duration	140-165 minutes

Materials

- Printed out characteristics for Activity 1
- Blindfolds
- Printed Cases for Activity 3 (see attachments)
- Optional: Projector and internet access for videos

TIME

ACTIVITY 1: PLANE CRASH

20-40 min

This activity aims to discover special needs and support possibilities through a practical role play. The participants practise how to communicate and cooperate under difficult conditions and fulfil the given task as a team.

Plane Crash is a role play about communication and teamwork. The group has been on a plane which crashed. The task is that all players come to the person who has the black box, so they can be rescued. But not all players withstood the crash unharmed. Some of them have injuries or shocks.

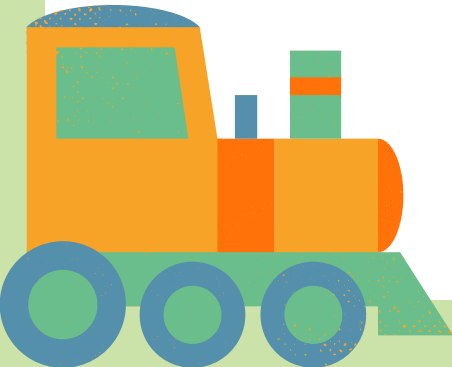
For this game you need to prepare some papers with characteristics (see below). The players have to stick to this role for the whole game. Of course, they are not allowed to tell their role to the others!

All participants are distributed on a large area, or just somewhere in the accommodation, if possible blind folded, so they don't exactly know where the others are (blind folds are taken off when they are at their location, given it is not part of their role). The black box is with one of the players, but this player does not know that.

This role has to be included: 'You are the only one who actually knows that the black box is with _____ but you can not tell the others directly, you have to try to lead them there somehow else.'

Possible characteristics (roles):

- You are in shock and can not talk
- Since the crash you are blind, wait until somebody comes to help you
- You are traumatized and talk nonsense the whole time
- You always say the opposite of what you actually want to say
- You are in shock and feel only confident moving when somebody touches you
- You are distrustful and do not understand/speak the language spoken by the others
- You are fine and you try to help the others
- You are traumatised and everything you want to say, you have to sing
- You got injured and can only jump on one leg
- You are injured and cannot walk
- You are traumatised and tell everybody that the black box is with ____ Important: every time somebody asks you, you tell them a different name.
- (You are fine but you don't care about the others, only that you can't get a signal on your mobile)
- (You are convinced that the black box is with _____)
- (You know that _____ only thinks (s)he knows where the black box is)



Actually, there is only one important role, what you make of the other players is up to you.

Facilitator says to the participants the game is ending when all people found the black box or when they are out of time (e. g. 20 minutes).

After the game you start a debate with questions like:

- How did you feel with your role?
- Was it easy to fulfil and stay in your role?
- How did you communicate with the rest of the team? What were the challenges?

15 min

ACTIVITY 2: MOVING DEBATE

The aim of the activity is to show that people might have different needs (or habits) in similar situations. Participants learn that each group/volunteer is unique and needs individual answers.

Imagine how your perfect morning looks like:

- Do you like to wake up early or later?
- Do you like to have breakfast in the morning or not?
- Would you rather be alone in the morning or with people?
- Are you rather active or not?
- Do you have any rituals that you would like to do in the morning?

... Any other questions by participants

SHORT DEBRIEF

- What did this activity show in your opinion?
- How can you relate that to life in the camp?
- What could that mean for you as a camp leader?

90 min

ACTIVITY 3: CASE WORK

The aim of the activity is to get to know different forms of special needs and possibly resulting challenges from these. With the help of different case examples, the participants learn to challenge their own and the group's assumptions and learn what constructive support could look like.

In this activity the participants are divided into four groups. Each of the groups will have one "case". Alternatively, there can be two groups both with two cases (first 2 are more difficult than the others). The steps are separated on different pages (1-2 pages per stage).

1. In the first step, the groups will receive the information about special needs and needed support given by the volunteer.
2. In the second step, the groups receive the information about special needs and needed support given by the SO/ Pre-Meeting.
3. In the third step, the groups will receive the information about how the situation really was.

They are asked to discuss what challenges and responsibilities these special needs could bring in:

- The daily life of the group
- The work
- Freetime
- Social interactions

15 min

DEBRIEFING

- Were your expectations met?
- Did the real situation differ from how you would have acted?
- Were you surprised?
- What do you think you can take from this workshop for your future camps?
- Is there something else you would like to share?

OPTIONAL: OUTVIEW

As an outview you can show these short videos where people who face different challenges describe their workcamp experience:

Eliška: <https://www.youtube.com/watch?v=c4leEyixT98>

Roman: https://www.youtube.com/watch?v=KRMIRXkqE_Q

Josefína: <https://www.youtube.com/watch?v=PpNVSUvZvH8>



Attachments

Workshop 1: instructions and pictures

Workshop 3: self-reflection

Workshop 4: case studies

DRAWING PORTRAITS

NAME



SIMILARITIES

DOGS



BURGER



CATS



SPORT



COLORS



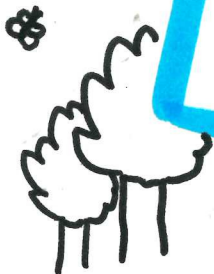
HARRY
POTTER

MOVIES

VOLUNTEER



NATURE



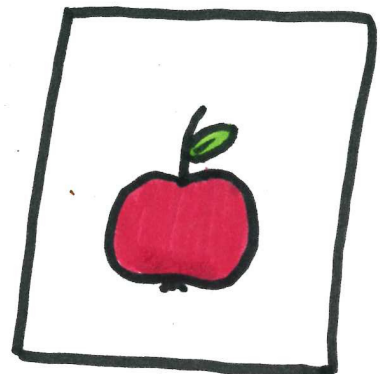
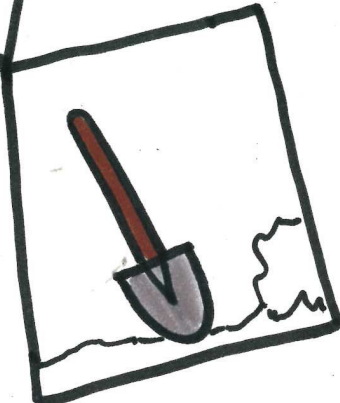
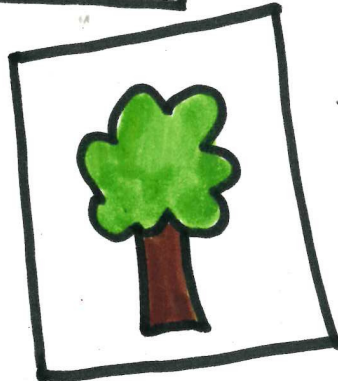
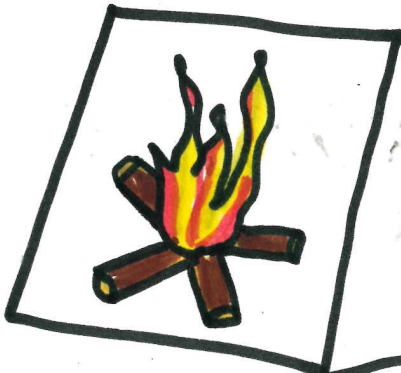
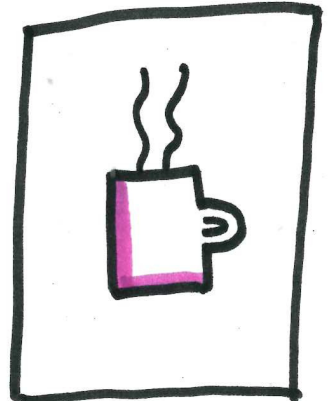
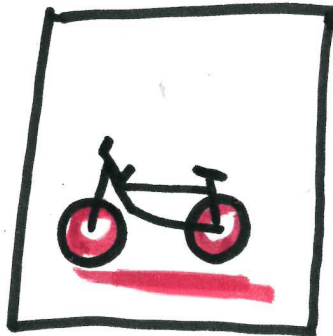
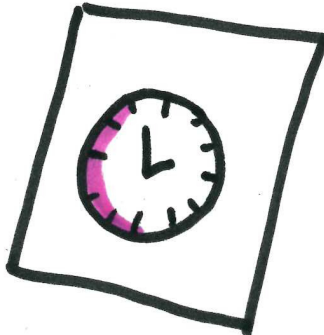
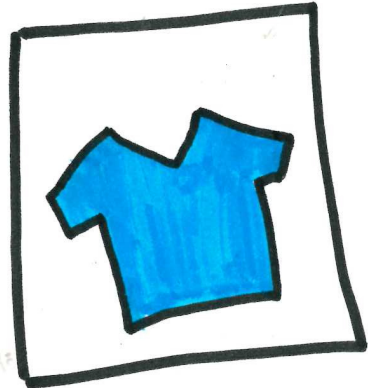
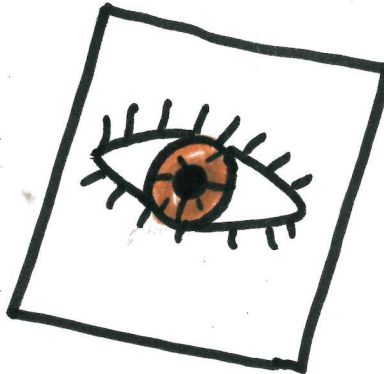
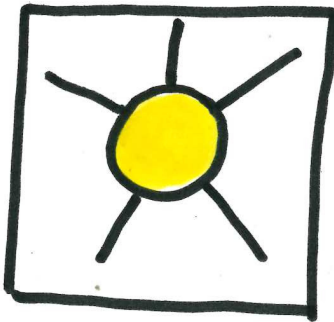
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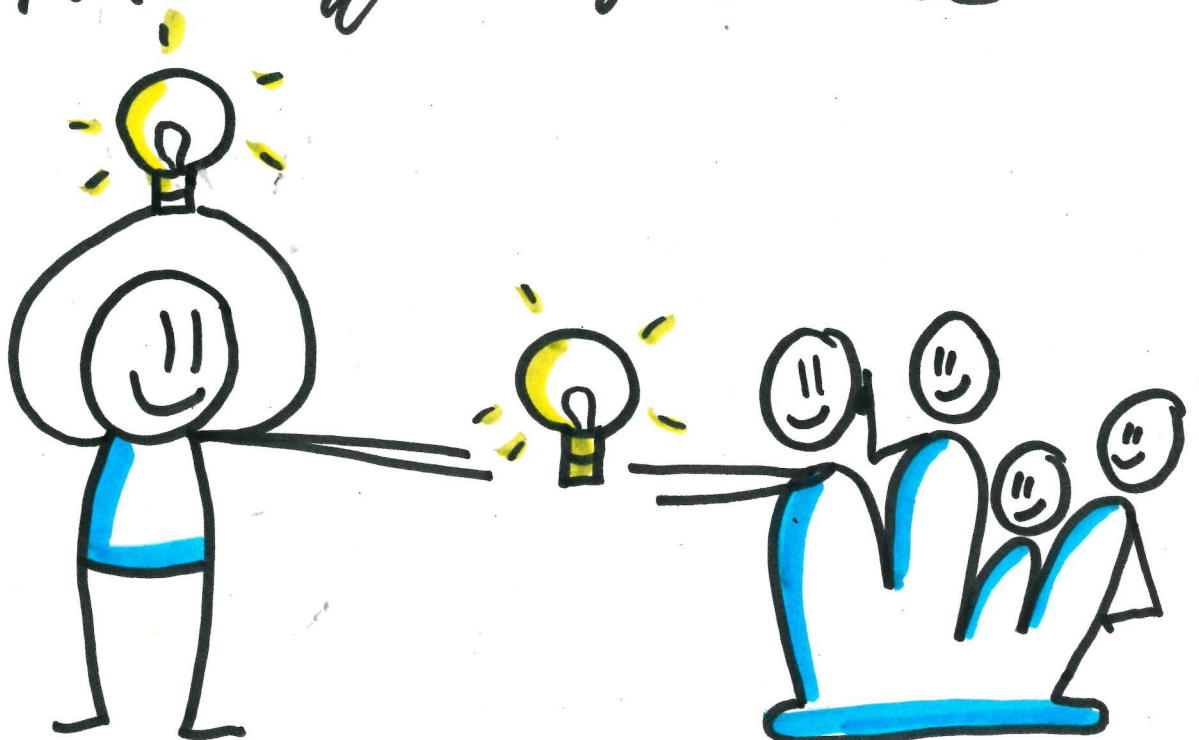
BEST PRACTISE

~ TIPS AND TRICKS FOR ~
COMMUNICATION

1) *makeover*

2) *makeover*

3) *makeover*



YOUR

EXPERIENCE

1) WHAT MADE YOUR WORKCAMP/VOLUNTEERING ACTIVITY A SPECIAL EXPERIENCE ?

2) WHAT DID YOU LEARN FROM OTHER VOLUNTEERS OR THE LOCALS ?

3) HOW DID YOU CONTRIBUTE TO GROUPLIFE DURING THE WORKCAMP ?



CASE STUDY 1

In a three weeks workcamp in field of nature conservation:

Information the workcamp organisation (WO) got in the moment, the volunteer was placed:

The workcamp organisation got the two applications for **Erin** and **Gwen** [names changed and all other names in the communication are replaced] from the sending organisation (SO). They are two young women aged 21 and 19 years. In the application forms no special backgrounds or needs were mentioned. English is their mother tongue. There was a bit of confusion as the workcamp organisation had reserved two places for volunteers with fewer opportunities from the sending organisation and all other places were already filled. We know that the sending organisation supports young people with different challenges like care leavers, unemployment, mental health.

From: Sending Organisation

Sent: 03 May 2022 11:23

To: Workcamp Organisation

Subject: Re: Application from Erin and Gwen for your Workcamp

Good morning WO-Team,

Thanks for your email - yes, they are short-term ESC/accessing volunteers.

Best wishes,

SO-Team

From: Workcamp Organisation
Sent: 03 May 2022 12:08
To: Sending Organisation
Subject: Re: Application from Erin and Gwen for your Workcamp

Hi SO-Team,

Ah ok! As it was not mentioned in their applications, I was not sure if Erin and Gwen were placed as regular volunteers or as accessing placements. Sorry for the confusion. To be clear: they both are accepted in their first choice and can participate there, no problem. Do they have any particular needs we should know about?

Best,
WO-Team

From: Sending organisation
Sent: 04 May 2022 15:43
To: Workcamp Organisation
Subject: Re: Application from Erin and Gwen for your Workcamp

Dear friends,

That's great - thank you for letting me know! They are both care leavers, but no, they have no additional needs.

Thanks again,
SO-Team

Tasks for you:

- Which part of the information would be important for you as leaders to have and which parts should stay confidential?
- What challenges and responsibilities could these special needs bring in e.g. in the daily life of the group, the work, freetime activities, social interactions,...?
- What kind of support are you prepared to provide? What kind of support are you looking for yourself?

What we got to know during the preparation process / from the sending organisation:

From: Sending organisation

Sent: 21 July 2022 16:45

To: Workcamp organisation

Subject: Re: Application from Erin and Gwen for your Workcamp

Hi there,

Thanks again for the info sheet for the project.

I have recently sent you the agreements for Erin and Gwen who are both very excited to come. The only worry they do have at the moment is sharing a room with male and female mixed together. Can I ask if there is any chance to accommodate their needs and have the male volunteers on one side of the room and the female on the other? I am sure Erin and Gwen will adapt eventually but it has been the only concern they have raised continuously.

Otherwise they are both very different characters. When exposed to stress or new situations Erin tends to go very quiet and Gwen tends to go really loud and will talk non-stop. They might need some help to be included into the group as they are not the "typical" workcamp volunteer.

If there is anything else you need to know about them to accommodate them please do let me know. They are very open to discuss anything. I will meet them again next Thursday just before they leave, so let me know if there are any questions and I can discuss it with them.

Please do let me know if you need any input from my side in regards to the agreements we have sent out.

Many thanks and kind regards,
SO-team

As reaction the WO informed the leaders with this email:

Hey,

we just got some information about Erin and Gwen from their Sending organisation. As they are not the "typical" workcamp

volunteers (rather difficult social background and no travel and foreign experience at all) our partners made a special preparation with them before leaving. They are both very excited to come. The only worry they do have at the moment is sharing a room with male and female mixed together. They asked if there is any chance to have the male volunteers on side of the room and the female on the other. Our partners are sure *Erin* and *Gwen* will adapt eventually but it has been the only concern they have raised continuously. Otherwise they are both very different characters. When exposed to stress or new situations *Erin* tends to go very quiet and *Gwen* tends to go really loud and will talk non-stop. So it would be great if you can have an eye on them and support their integration. In most cases this is only a topic for the first days.

We have already given feedback to the Sending organisation that we cannot guarantee separation within the room, but you will do your best to keep these concerns in mind. Besides, the tables for the luggage structure the room a bit. As an emergency solution, there is still the caravan of the local host - he has offered it again for this year. I wouldn't plan on using it because it's really bad for integration, but it's certainly helpful as a backup. I hope you agree with my feedback.

Many greetings

Your WO-Team

Tasks for you:

- Which part of the information would be important for you as leaders to have and which parts should stay confidential?
- What challenges and responsibilities could these special needs bring in e.g. in the daily life of the group, the work, freetime activities, social interactions,...?
- What kind of support are you prepared to provide? What kind of support are you looking for yourself?

How it went during the workcamp:

What turned up to be the main challenges in integration?

- After a very difficult travel (by bus to stay within the budget) they arrived already very exhausted and psychologically tense and a bit annoyed with each other.
- The older volunteer felt always responsible for the younger one, in combination with the challenges of the workcamp this was too much for her.
- They were very dependent; no tasks were taken on without clear request and control.
- After two weeks, the older volunteer had a complete psyche breakdown, alternating between absolutely apathetic moments and hysterical crying fits. In the camp leader's discussions with her, it came out that in addition to the current psychological stress in the camp, there was also the anniversary of a terrible event for her and many dramatic points of her childhood and youth came up again.
- At that moment it also came out that one of the volunteers had been prescribed psychotropic drugs, but had stopped taking them six months ago.

What support did the staff of the WO or the SO provide during the project?

- At the moment of one volunteer's mental breakdown, a staff member of the WO immediately went to the work camp. In parallel, another staff member looked for the support of the SO. Although it was a Sunday evening, the SO also responded quickly and contacted the WO, the volunteers and the leader.
- The main question of the camp leaders was whether they were willing and able to take on this responsibility in the third week.
- The SO agreed with the volunteers to call every day at a fixed time.

During or after the project, what did the leaders miss as support or information?

- Of course the camp leaders complained that they only had the information of a “difficult social background”. It was therefore not clear to them that the volunteers also had an individually very difficult past with traumatising experiences. Coincidentally, one of the camp leaders was a doctor and she also had some experience with mental illness and overload. It was therefore particularly frightening for her to learn about the discontinuation of psychotropic drugs, as she had experienced bad consequences of this on several occasions.

In the evaluation we focussed on:

It is understandable and legitimate that volunteers do not disclose ALL their personal difficulties to a SO. This will happen again and again. Even though it was ultimately a formative experience for the two volunteers and it was important that they managed this challenge until the end, it was not the right camp for these volunteers. Three weeks have been too long, especially for the older volunteer it would have been better to go to a work camp alone.

There were two concrete suggestions for future improvement:

1. A joint online meeting of SO, WO, volunteer and leaders before the start of the project, and that
2. The SO finds a less demanding solution for the travel (even if the alternative is more expensive and is not covered by any travel budget) so that volunteers arrive at the camp as relaxed as possible. At least this should be discussed between the SO and the WO before booking.

CASE STUDY 2

In two workcamps in a row (two weeks each with a five days break in between) in Germany in autumn 2021.

Information we got in the moment, the volunteer was placed:

We know that the sending organisation supports young people with different challenges like unemployment, education, problems with court, mental health. The workcamp organisation got the inscription from Thierry (name changed), 22 years old from France:

"Hello

As a young unemployed adult I'm looking for a new environment after two years of office work in the building industry. I took interest in your projects as it was recommended to me by someone who experienced it and really enjoyed it. I didn't get what the first part of the project (at the youth education centre) exactly is, but I'm surely interested by the second part in the House of Five Senses and the school, outdoor work on ground and building missions is what I mostly wanted to do in volunteering. I have experience of volunteering by doing in festival and taking part in local associative project (small DIY works for a communal garden inside the city). I'm also able to read architectural blueprints if necessary. I hope my profile will interest you and I stay available by e-mail to answer any questions (in English or in German as you prefer)

Sincerely yours, Thierry".

Tasks for you:

- Which part of the information would be important for you as leaders to have and which parts should stay confidential?
- What challenges and responsibilities could these special needs bring in e.g. in the daily life of the group, the work, freetime activities, social interactions,...?
- What kind of support are you prepared to provide?
What kind of support are you looking for yourself?

What we got to know during the preparation process / from the sending organisation:

The sending organisation (SO) informed us after the online-prep-meeting:

Thierry seems to be really motivated but for sure he will need some support to integrate in the group and also for the travel. During the conversation, he found it difficult to maintain eye contact. His reactions were sometimes slow. We don't know the background, but he definitely seems to have barriers in social interaction.

Tasks for you:

- Which part of the information would be important for you as leaders to have and which parts should stay confidential?
- What challenges and responsibilities could these special needs bring in e.g. in the daily life of the group, the work, freetime activities, social interactions,...?
- What kind of support are you prepared to provide? What kind of support are you looking for yourself?

How it went during the workcamp:

What turned up to be the main challenges in integration?

- Thierry found it very difficult to fit into a group. His behaviour was reminiscent of an autistic disorder. In the 1:1 situation with the camp leader or with individual volunteers, it went better. Nevertheless, he did not dare to speak English and mostly kept himself apart from the group and observed.
- Thierry showed no initiative of his own, he always waited for a prompt or invitation.
- Thierry was not ready to use his English – even though he understood everything.
- It turned out that Thierry had been living on the streets for the last few weeks or months. He hardly had a change of clothes.

Nevertheless, Thierry made a visible effort to contribute something to the work project himself. The other volunteers were very patient and accepting of his barriers. Over time, after the observation phase of an activity, he more and more often made the step into the group and started to participate. He opened up more and more in personal conversations, and one Belgian volunteer in particular was helpful. He travelled together with the Belgian volunteer to his second workcamp. Here the start was easier and Thierry was able to improve even more his social interaction.

What support did the staff of Workcamp or the Sending organisation provide during the project?

- The workcamp organisation agreed to buy additional clothes for him. When Thierry realised at the end of the project that these were not just borrowed but given to him, he was very touched and could hardly believe it.
- The workcamp organisation was in regular contact with the camp leaders offering as well personal support, but the camp leaders did not see the need to.
- For the period in between the two workcamps, we organised an apartment for both volunteers (the original plan was that they have free time to do some individual sightseeing which turned out to be rather impossible for Thierry).

Luckily most of the necessary support was given by other volunteers. As all volunteers and the local host were convinced that it was a good idea to involve Thierry in this project, they showed patience and made it possible without too many efforts from the hosting or sending organisations. But this could have been different.

During or after the project, what did the leaders miss as support or information?

- The campleaders did not complain about any missing information. For them it was obvious that many volunteers with special needs are not ready to share very personal information with people they do not really know.

In the evaluation we focussed on:

All the camp leaders involved were impressed by how much Thierry changed in the course of the project. He opened up more, interacted more and showed more confidence and self-esteem. The sending organisation was also impressed that Thierry returned visibly changed. Their evaluation therefore then focused largely on the question of how he can now transfer this new self-confidence into everyday life and what his personal next steps can be.

CASE STUDY 3

In a Teenager-Workcamp in Germany. The project was accessible and dedicated to Teenagers aged 16 or 17 years old. The main topic was the "UN convention on the rights of the child". The participants discussed the different articles and the importance in their daily life. Together they thought about way to visualise these rights on the grounds of a children culture centre in Germany (and realised this).

Information we got in the moment, the volunteer was placed:

The workcamp organisation got the inscription from Paula (name changed), 17 years old from Spain:

"My name is Paula [name changed], I am 17 years old. I am very enthusiastic about this project. The UN convention is really important; it is a great opportunity from me to share ideas with other young people from all over the world and the make it visible to ALL children in the city of the workcamp. I am dependent on a wheelchair, but I am very independent and do not need significant support."

Tasks for you:

- Which part of the information would be important for you as leaders to have and which parts should stay confidential?
- What challenges and responsibilities could these special needs bring in e.g. in the daily life of the group, the work, freetime activities, social interactions,...?
- What kind of support are you prepared to provide? What kind of support are you looking for yourself?

What we got to know during the preparation process / from the sending organisation:

The sending organisation (SO) informed us after the prep-meeting:

“Paula is really looking forward to this project and to contribute what she can. We spoke about all fields of potential support for her. You mentioned that the accommodation will be in the ground floor without stairs, so she will manage everything herself. The only point which would be helpful here is a kind of shower chair. Do you think you could organise one? Regarding your offer to pick her up at the airport and accompany her in the public transport to the campsite: She would gladly accept, but if this would be too much trouble, she could also do it on her own. She seems really to be very independent.”

Tasks for you:

- Which part of the information would be important for you as leaders to have and which parts should stay confidential?
- What challenges and responsibilities could these special needs bring in e.g. in the daily life of the group, the work, freetime activities, social interactions,...?
- What kind of support are you prepared to provide?
- What kind of support are you looking for yourself?

How it went during the workcamp:

What support did the staff of Workcamp (WO) or the Sending organisation provide during the project?

A staff member of WO travelled together with her to the campsite and stayed overnight to support the two campleaders and the integration of Paula. In case of unforeseen needs, our staff member could have reacted quickly.

How did it go in general?

As Paula is a very self-confident and extroverted person who approached the other volunteers openly, integration was no problem at all. As announced in advance, she only needed support in exceptional cases, but of course it had an influence on leisure activities and the like.

In terms of content, she contributed a lot because she had already dealt with the topic intensively.

Nevertheless, there was a conflict/problem situation that WO only noticed because parents complained to a partner organisation. Paula was consuming hashish secretly and offering it to other volunteers. Another volunteer told her parents about it, which meant that WO had to react.

During or after the project, what did the leaders miss as support or information?

- Nothing

In the evaluation we focussed on:

- Both camp leaders were impressed by Paula, her personality and her independence and resumed that they both learned a lot from her.
- In the evaluation the sending organisation focused on the topics of “drugs” and of “next steps”. Finally Paula returned two years after to a WO project.

CASE STUDY 4

In a two weeks workcamp in a small village in Germany.

Information we got in the moment, the volunteer was placed:

The workcamp organisation (WO) got the inscription from Moussa (name changed), 22 years old from France:

"Dear friends of WO, we have a volunteer for you in your project WO_35. He lives in France since two years, originally he is from Mali. He is studying here and did a workcamp with us in France last summer. He does not speak English but fluent French. Can you accept him?"

Tasks for you:

- Which part of the information would be important for you as leaders to have and which parts should stay confidential?
- What challenges and responsibilities could these special needs bring in e.g. in the daily life of the group, the work, freetime activities, social interactions,...?
- What kind of support are you prepared to provide? What kind of support are you looking for yourself?

What we got to know during the preparation process / from the sending organisation:

The sending organisation (SO) informed us after the prep-meeting:

There was no special preparation and we did not get additional information.

Tasks for you:

- Which part of the information would be important for you as leaders to have and which parts should stay confidential?
- What challenges and responsibilities could these special needs bring in e.g. in the daily life of the group, the work, freetime activities, social interactions,...?
- What kind of support are you prepared to provide? What kind of support are you looking for yourself?

How it went during the workcamp:

What support did the staff of Workcamp or the Sending organisation provide during the project?

WP informed the campleaders about the language barrier of Moussa and gave some ideas how to overcome this barrier.

How did it go in general?

Excerpt from the feedback from WO to the French partner:

“Even he did only speak French he was a big enrichment for the group and the project. He has contributed most to the working project (hard worker, experienced with machines...), he was very proud to share his cultural background with other volunteers and locals (e.g. food from Mali when he prepared dinner) and he tried to have a close contact to locals (he even made a perfect farewell speech in French to thank the locals). So in total, he was a great volunteer, contributing wherever he could, taking responsibility and ignoring own barriers. Thanks a lot.”

During or after the project, what did the leaders miss as support or information?

Nothing

In the evaluation we focussed on:

In the evaluation the sending organisation focused on “next steps”.

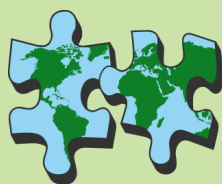
Credits

People involved in the workshop creation: Jana Hejkrliková and Lenka Kadeřábková (INEX-SDA), Sina Henn and Christoph Meder (IBG), and Mari Niiranen and Salla Hakkarainen (Allianssi Youth Exchanges).

A special thank you to the experts in Rytmus – Od klienta k občanovi for helping us understand the different kind of needs volunteers might have, and supporting us to formulate the aims and objectives of the workshops.

Big thank you to everyone who helped and supported us in creating and testing the workshops. We appreciate all the feedback and help we received.

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