

Module name: Fundamentals of Non-Formal Education and Facilitation

Module number:

Responsible partner organization: Junior Achievement Ukraine

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Area of competence: youth work, non-formal education

Recommended duration: 1 working day (8 teaching hours)

1. Purpose of the module

The module aims to develop the basic professional competences of youth workers to effectively design, implement and evaluate non-formal educational processes with young people. It creates a methodological basis for all subsequent modules of the Curriculum and provides a common understanding of the principles of quality youth work. The module introduces the main concepts of non-formal education, participatory learning and experimental methods, with a particular emphasis on learner-centred and inclusive approaches. Particular attention is paid to facilitation skills, group dynamics and the ability to adapt learning activities to different social, cultural and psychological contexts.

Upon completion of the module, participants will be able to plan and implement structured learning activities that support the active participation, personal development and social integration of young people in accordance with European youth work standards.

2. Expected results

After completing the module, participants should:

- understand the key principles of non-formal education and its differences from formal and informal learning;
- master basic facilitation methods and tools for managing group dynamics;
- learn to apply participatory methods and experiential learning in working with youth;
- develop the ability to adapt educational processes to different age, social and cultural groups of young people, taking into account inclusion and the principle of "do no harm";
- develop skills in planning informal educational activities with clear goals and expected results.

After completing the module, the participant will:

- explain the principles and values of non-formal education in the context of youth work;
- develop and conduct basic informal educational sessions;
- apply participatory methods and experimental learning in group work;
- manage basic group dynamics and participant engagement;
- adapt educational activities to different groups of young people, including vulnerable ones;
- analyze your own role as a facilitator and receive feedback on your practice.

3. Key concepts

The module introduces the main theoretical and methodological concepts that form the basis of quality youth work and non-formal education. The following key ideas and frameworks should be introduced:

- *Non-formal education* – definition, principles and its role in youth work; differences between formal, non-formal and informal learning.
- *Values of youth work* – voluntariness, participation, equality, inclusion, learner-centered approach and the principle of “*do no harm*”.
- *Experiential learning* – learning through experience; David Kolb's learning cycle as a basis for planning educational activities.
- *Participatory methods* – active learning methods that involve young people in decision-making, discussion, reflection and practice.
- *Facilitation as a professional role* – understanding the role of the youth worker as a facilitator, not a lecturer or instructor.
- *Differences between teaching, training and facilitation* – levels of structure, responsibility and participant involvement.
- *Group dynamics* – stages of group development, roles of participants, motivation, passivity and conflict situations.
- *Safe and inclusive learning environments* – creating respectful, supportive, and psychologically safe spaces for youth.
- *Planning an informal educational session* – formulating goals, choosing methods, time, and reflection.

- *Reflection and feedback in learning* – the importance of assessment, self-reflection and feedback with colleagues in youth work practice.

4. Preparation for training

The trainer should prepare before the lesson:

- presentations "Non-formal education in youth work", "Managing group dynamics", "The role of a youth worker as a facilitator", "Advice to facilitators"
- handouts "Broken Squares", "Mask, Discovery", "Group Work Methods", "Energy, Exercises for Relaxation, Repetition"
- flipchart materials "Mission Impossible", "Expectation Tree", "Rules", "Barometer"
- digital link or QR code in the feedback form

5. Required materials

- projector
- flipchart
- flipchart sheets
- A4 sheets
- handles
- markers
- paper tape
- colorful stickers
- tables for working in small groups
- one set of cutlery "knife and fork"
- trash can

6. Course of the training session

Time	Activity	Description	Materials
<i>Session 1. Introduction, expectations, rules, 85 min.</i>			
45 min.	Getting to know each other. Warming up the ice	Exercise "Two Truths, One Lie" (described in Chapter 7). Exercise "Mission Impossible" (described in Chapter 7).	- flipchart - flipchart sheets - markers
20 min.	Expectation	The trainer asks participants to write their expectations from the training on colorful stickers, then voice them	- flipchart - flipchart sheets - markers

		publicly and attach them to a flipchart "Tree of Expectations" drawn in advance on paper. After all participants have voiced their expectations, the trainer presents the training program, outlining the main stages of the work and drawing a parallel with the voiced expectations.	- handles - colorful stickers
10 min.	Regulations	Using the brainstorming method, the trainer, together with the participants, forms the principles and rules of work at the training. It is important that participants suggest as many rules as possible. After announcing the list of rules, agree on their implementation by all training participants.	- flipchart - flipchart sheets - markers
5 min.	Summing up the session	Questions for discussion: - Why is teamwork important? - Why is it important to follow principles and rules during training and in life?	
<i>Coffee break, 15 min.</i>			
<i>Session 2. In formal education in youth work. Managing group dynamics, 100 min.</i>			
15 min.	Introductory exercise	Exercise "Knives and Forks" (description in chapter 7).	- one set of cutlery "knife and fork"
20 min.	Interactive lecture "Non-formal education in youth work"	Concepts and principles of non-formal education. Values of youth work (voluntariness, participation, equality). Differences between formal, non-formal and informal learning. David Kolb's learning cycle. The role of non-formal education in youth development and civic engagement. Forms of group and individual work with youth: peer-to-peer, mentoring, tutoring, coaching.	- multimedia presentation with materials

15 min.	Practical exercise for teamwork	Exercise " Broken Squares " (description in chapter 7).	-prepared materials for the exercise in the amount of 2 pieces - 2 tables
20 min.	Interactive lecture "Managing Group Dynamics"	The main stages of the group's development. Exercise "Lessons of the Geese" (description in chapter 7). Engaging participants and working with passivity. Maintaining a safe and inclusive environment. Responding to tensions and major conflict situations.	- multimedia presentation with materials
25 min.	Role play to understand group dynamics	Exercise "Mask, open up" (description in chapter 7).	- handout for participants with written roles
5 min.	Summing up the session	Questions for discussion: - What did you learn from this session as a participant and as a future coach? - How do you adapt this session for your target group of youth?	

Lunch, 60 min.

Session 3. The role of the youth worker as a facilitator. Participatory methods and experiential learning, 85 min.

5 min.	Energy engineer	Prepare the group for further work after the break.	
20 min.	Interactive lecture "The role of the youth worker as a facilitator"	Facilitation as a professional role in youth work. The difference between facilitation, training and teaching. Ethical principles of facilitation. Balance between structure and flexibility in working with a group.	- multimedia presentation with materials
55 min.	Practical exercise "Group work methods"	Participants in the world café format (united in groups) are introduced to the most common methods of group work (openwork saw, brainstorming,	- handout with a description of the methods - flipchart

		forum theater, Walt Disney method, etc.). Familiarization with each method should be accompanied by the formation of a "twitter message" - key theses that concisely characterize a certain method without naming it directly. At the end, all groups present their tweets, and other groups must guess which method is mentioned in the "twitter message".	- flipchart sheets - markers
5 min.	Summing up the session	Questions for discussion: - What facilitation principles were demonstrated in practice today, and how can you apply them in your own trainings? - What was the most important discovery for you as a facilitator during this session?	
<i>Coffee break, 15 min.</i>			
<i>Lesson 4. Developing a training lesson, 100 min.</i>			
5 min.	Energy engineer	Prepare the group for further work after the break.	
35 min.	Interactive lecture "Advice for facilitators"	Formulation of educational goals and outcomes. Choosing methods according to goals and group. Session time and logic. Working in a coaching team. Energy. Repetition exercises. Feedback and group reflection. Preparation for and self-reflection after the session.	- multimedia presentation with materials
15 min.	Blitz Q&A session "I'm afraid of being a facilitator because..."	Participants talk about fears, challenges, difficulties and problems in conducting trainings. They can refer to their own experiences or speak abstractly. After voicing, these problems are recorded on a sticker. The trainer, together with the whole	- handles -multicolored stickers - trash can

		group, looks for ways to solve these situations in a discussion format. After a solution is found, the participant can throw their sticker in the trash and thus get rid of the problem.	
40 min.	Practical group exercise "Facilitation Laboratory"	This exercise provides participants with the opportunity to practice designing and delivering a short learning activity, reduce facilitation anxiety, and build confidence through safe hands-on experience and peer feedback. The trainer divides participants into small groups of 3-4 people. Each group is instructed to prepare a 5-minute mini-task to begin the training session, using the exercise descriptions in the handout. Groups have 10 minutes to prepare, after which each group holds its own mini-session for all participants (up to 5 minutes per group). After each mini-session, participants provide brief feedback using the following rule: one strength; one piece of advice; one question. The coach provides supportive, constructive, and safe feedback.	- flipchart - flipchart sheets - markers - handles - colorful stickers
5 min.	Summing up the session	Questions for discussion: – What was the most difficult part of being a facilitator? – What helped you cope with anxiety? - What advice from the lecture was useful in practice? - What will you do differently next time? - What were you afraid of before the exercise and how do you feel now?	
<i>Training summary. Feedback. Questionnaire, 20 min.</i>			

10 min.	Module Summary	The trainer asks participants to take turns approaching the sheet with the barometer drawn on it and using a marker to mark their current level of confidence as future facilitators. At the same time, participants also voice which expectations were met and which were not.	- a flipchart sheet with a barometer drawn on it - markers
10 min.	Final exercise	The trainer asks each participant to hang a blank sheet of A4 paper on their back. After that, pleasant music is turned on, and the participants go to each other, writing personal thanks, greetings and wishes on the person's back. After the music ends, the trainer asks the participants not to read the greetings now, but to do it at least two hours after the end of the training.	- A4 sheets - handles - paper tape

7. Activities and exercises

Trainer: “Welcome to the training “Fundamentals of Non-Formal Education and Facilitation”.

Today we will not just listen, but explore, try and make mistakes - as it happens in non-formal education.

This module is about how to:

- to work with young people not through lectures, but through experience,
- create a safe space,
- and be a facilitator, not a “teacher.”

Briefly introduce yourself + let the participants say: name, experience working with youth and expectations (in one word).

"To work effectively, we need to create an atmosphere of trust." I suggest playing the game: "Two truths, one lie."

Activity name:	<i>Exercise "Two truths, one lie"</i>
Goal:	<i>To help participants get to know each other better, create a friendly and open atmosphere in the group, and reduce tension at the</i>

	<i>beginning of the training. The event also encourages communication, attention, and active participation.</i>
Duration:	<i>15 min.</i>
Instructions for the trainer:	<i>Ask each participant to come up with three statements about themselves: two of them must be true and one must be false.</i> <i>Participants must not reveal which statement is false.</i> <i>One by one, participants present their three statements to the group.</i> <i>The rest of the group asks questions and tries to guess which statement is a lie.</i> <i>After discussion, the participant names the correct answer.</i> <i>The trainer encourages a supportive and humorous atmosphere and ensures the relevance and respect of the statements.</i> <i>If the group is large, participants can work in small groups first and then share the most interesting examples with everyone.</i>
Required materials:	<i>No special materials required</i> <i>(optional: name tags, flipchart for recording interesting facts)</i>
Questions for discussion/reflection:	<i>- What feelings did you experience during this activity?</i> <i>- Did this exercise help you feel more comfortable in the group?</i> <i>- Why are ice-breaking techniques important in working and teaching with youth?</i> <i>- In what situations could you use this exercise with young people?</i>

Trainer: “Now we will check how the group works, even if not everyone is familiar yet. In order for our work today to be comfortable, effective and safe for everyone, it is important for us to agree on common rules. I will not set them - we will create them together. This is an important principle of informal education: participants are co-creators of the process. Imagine that you are a team that needs to complete a series of tasks. Time is limited, there are many tasks, and success depends on how quickly you can agree and act together. To add a little atmosphere - turn on the real mission mode.

Activity name:	<i>Mission Impossible Exercise</i>
Goal:	<i>To help participants get to know each other better, create a friendly and open atmosphere in the group, and reduce tension at the beginning of the training. The event also encourages communication, attention, and active participation.</i>
Duration:	<i>30 min.</i>
Instructions for the trainer:	<i>Introducing participants to the "Mission Impossible" exercise.</i> <i>Creating an atmosphere of excitement and drive, in particular with the help of the soundtrack from the film of the same name.</i> <i>Participants complete the assigned tasks as a group, present the results, and discuss the exercise.</i>

	<i>Preliminary list of tasks for the exercise:</i> - Count how many brothers and sisters the participants have in total - Tell the whole group a tongue twister - Determine the average height of the group members - Find out the lunch menu - Calculate the distance (in kilometers) covered by all group members to the training location - Take a group selfie - Count the number of wristwatches in the group - Come up with a slogan for the training - Write the names of the women in the group who wear heels. - Hug everyone together for 20 seconds - Find out which participant brought the most pairs of shoes - Write a song that contains the words "youth", "education", "friend", "freedom", "happiness" - Count how many pets the participants have - Sing a folk song together - Determine which of the participants has the smallest and largest foot size - Find out the waiter's favorite song
Required materials:	<i>To do this exercise, you will need flipchart sheets, markers, and the exercise tasks written on the flipchart sheets. You will also need to download the audio file of the Mission: Impossible soundtrack and set up your audio system.</i>
Questions for discussion/reflection:	— <i>What helped you complete the mission?</i> - <i>Was this exercise easy to do?</i> - <i>How did you feel while working?</i> - <i>What impressions did you have after completing this task?</i>

Trainer: "Stop, mission completed. Let's see what you managed to do." Participants briefly present the results. "Now the most important thing is not the result itself, but how you worked together"

"This exercise is about much more than just getting to know each other. It shows:

- how a team is formed
- how leadership manifests itself
- how we interact in a time-limited environment

And very importantly, it helps create an open, lively, and trusting atmosphere in the group. It is from such an atmosphere that quality learning begins."

Trainer: “Now let’s think:

What rules will help us work better?

What is important for you to feel comfortable in this group?”

(The trainer writes down all the answers on the flipchart)

Process reinforcement (if the group is passive):

"You might think about things like: How do we listen to each other? Do we interrupt? Is it okay to make mistakes? Is it necessary to speak up if we don't want to? How do we deal with different opinions?"

Trainer: “Let’s go through the list briefly. Does everyone agree with these rules? Do we want to add or change anything?” (Pause for reaction)

“Then we agree that: these rules are our shared responsibility and each of us helps to uphold them” (you can suggest raising your hand / nodding as a sign of agreement)

"Pay attention: we have just done a very important thing - created a safe learning space together."

"Let's briefly discuss:"

- "Why do you think teamwork is important?"
- “Why is it important to have rules - not only here, but also in life or work with youth?” (give 2–3 answers from the group)

“Rules are not restrictions. They are what create trust, safety, and the opportunity to be active. And these are the conditions needed for real learning.”

Coffee break, 15 min.

Session 2. In formal education in youth work. Managing group dynamics, 100 min.

Trainer: "This is the beginning of understanding group dynamics. After the break, I suggest we get a little more active and at the same time conduct a small experiment. This exercise will help us better understand how people feel about learning - especially when something is unclear."

"Please sit in a circle. Now there will be a game, and it is important - I will explain the rules only once, so listen carefully. Your task is to pass the knife and fork to each other. Each time, when passing, you need to say: "crossed" or "not crossed". I will answer

whether it is correct or not. And one more thing: pay attention to your feelings during the game."

Activity name:	<i>Exercise "Knives and forks"</i>
Goal:	<i>To create an understanding of the importance of each person's participation in the learning process. To prepare the group for further work after the break.</i>
Duration:	<i>15 min.</i>
Instructions for the trainer:	<i>Ask participants to sit in a circle.</i> <i>Tell participants that the rules of the game will only be explained once, so they should pay attention.</i> <i>Explain that everyone should focus on their feelings during the game. Participants are asked to pass a knife and fork to another participant, either by crossing them or in the usual way. During the pass, each participant should tell the group aloud whether the knife and fork are crossed or not. You will then tell them whether the statement is true or false. Do not give the participants any further instructions, even if they ask.</i> <i>Start the exercise. The secret rule is that the statement "crossed" or "not crossed" does not actually depend on the knife and fork. It depends on the position of the participant's feet when the knife and fork are passed. The knife and fork can be positioned in any way during the pass, but the declared position will only be correct if it coincides with the position of the participant's feet when the objects are passed.</i> <i>Stop the game when you notice that the participants have sufficiently expressed the entire emotional spectrum.</i>
Required materials:	<i>Materials: knife, fork, board or flipchart. Room preparation: arrange chairs in a circle, leaving space for the trainer.</i>
Questions for discussion/reflection:	<i>- How did you feel before you learned the secret rule?</i> <i>- What were your feelings when you learned the rule?</i> <i>- How did you feel when you told others about the secret rule? Or why didn't anyone tell you?</i> <i>– How successful can such a community of people be?</i>

Coach: " Stop, let's stop. I want to ask you something:

- How did you feel before you learned the secret rule?*
- What were your feelings when you learned the rule?*
- How did you feel when you told others about the secret rule? Or why didn't anyone tell you?*
- How successful can such a community of people be?*

"And now - I'll reveal a secret. The correctness of the answer did not depend on the knife and fork,
but on the position of your feet at the moment of transmission." (pause for reaction)

"This exercise shows one important thing very clearly: when people don't understand what's going on, they drop out of the process, when they drop out, they stop being included and learning. And that's about inclusion. Inclusion isn't just about "being together," it's about **everyone understanding what's going on and being able to participate.**"

As facilitators, we are responsible for this."

Trainer: "After the exercise, I want to ask you a simple question: When do you think a person really learns?" (give 2–3 answers) "Very often, not when they listen, but when they live an experience. And this is the key to understanding informal education."

"Non-formal education is learning that:

- takes place outside of school and university
- is voluntary
- participant-oriented
- based on experience and practice"

Question to the group: "Where have you already encountered non-formal education?" (trainings, camps, workshops, youth projects)

"Now I propose to understand a very important thing - what types of education exist in general. Because often we say "education" - and think only about school or university. But in fact, education is much broader."

"Please tell me: where have you studied during the last year - besides school or university?" (give 2–4 answers: courses, YouTube, trainings, work)

"You see - you are already using different types of learning, you just don't always realize it."

"Formal education is what we are most familiar with: school, university, college"

"Its key characteristics: there is a clear program, there is a teacher who "transfers knowledge", there is assessment (grades, exams), there is a result - a diploma or certificate"

"For example, you study economics at university - there is a course, lectures, an exam - this is formal education."

Question to the audience: "What are the advantages of formal education?" (expected: systematicity, structure, diploma)

"Yes, it's about structure and knowledge base. But often it's less about practice."

"Non-formal education is what we are working with today."

"It has other characteristics: voluntary participation, no grades, learning through experience, active participation, focus on skills, not just knowledge"

"For example: you come to a training, participate in an exercise, discuss, draw conclusions and learn through experience"

"How do you think this is different from a university lecture?"

"In non-formal education: there are no "right answers", everyone's experience is important, the participant is at the center of the process"

"And there is a third type - informal education. This is learning that happens constantly, even when we don't plan it: through experience, through mistakes, through observation, through communication."

"For example: you learned to communicate by working in a team, learned to resolve conflicts, watched a video and understood something, made a mistake - and you don't repeat it again"

"And the most interesting thing is that it is the most powerful learning, because it is real. In short: formal education provides structure, non-formal education provides experience, informal education provides life skills."

Question for participants: "Try to answer: where did you learn the most important things in your life?"

"And here it is important to understand: in youth work we combine all three types , but the main emphasis is on non-formal education."

Because it: includes, activates, provides experience and helps to really change behavior. And then we'll look at how learning through experience works - through the Kolb cycle.

"And then we will look at how learning through experience works - through the so-called Kolb cycle. In informal education, learning through experience plays a key role. One of the most famous and widely used models explaining this process is the David Kolb learning cycle, developed by American researcher David Kolb. The Kolb cycle demonstrates that learning is not a one-time act of obtaining information, but a continuous process that goes through several interconnected stages. It is thanks to this approach that informal education provides deeper understanding and long-term acquisition of knowledge and skills.

The model consists of four main stages.

The first stage is **concrete experience** . At this stage, the participant is directly involved in the activity: performing an exercise, participating in a simulation, interacting with other participants. It is the experience that becomes the starting point for learning, as it allows you to experience the situation, not just hear about it. In the context of training, this can be interactive exercises, role-playing games, or group tasks.

The second stage is **reflection** . After the experience, the participant analyzes his own actions, emotions and results. He answers the questions: what happened, what was difficult or, conversely, easy, what feelings arose during the activity. It is at this stage that the awareness of the experience occurs. Without reflection, the experience remains only an event, and does not become learning.

The third stage is **generalization** (or conceptualization). The participant formulates conclusions, summarizes the experience gained, and relates it to broader life or professional situations. This is the stage of transition from specific experience to understanding principles and patterns. For example, the participant may realize that effective teamwork requires clear communication or that a lack of information leads to the exclusion of part of the group from the process.

The fourth stage is **application** . At this stage, the participant determines how he can use the acquired knowledge and conclusions in real life or professional activities. This may be a change in approaches to working with youth, the introduction of new methods or a

rethinking of his own role as a facilitator. It is application that ensures the transfer of learning from the training environment into practice.

It is important to emphasize that these stages form a cyclical process. After application, new experience arises, which again goes through reflection, generalization and further application. Learning becomes a continuous and dynamic process of development.

From a pedagogical point of view, the balance between all stages of the cycle is of particular importance. If reflection is omitted, participants do not become aware of their own experience. If there is no application stage, knowledge remains theoretical and is not integrated into practice. That is why the role of the facilitator is not only to organize activities, but also to accompany participants through all stages of the learning cycle.

So, the Kolb cycle is about: learning = experience + reflection + application. And that's why informal education works so effectively. And then we'll look at how this manifests itself in working with youth and groups.

After explaining the basic concepts of non-formal education, it is advisable to move on to revealing its role in youth development. It is important to make this block interactive, involving participants in discussion and drawing on their own experiences.

It is recommended to start with an open-ended question to the group:
“What skills do you think young people need most today?”

After receiving the answers (communication, critical thinking, confidence, adaptability, etc.), the trainer summarizes that these are the competencies that are often insufficiently developed in formal education, and it is non-formal education that creates the conditions for their formation.

In the process of explanation, it is worth emphasizing that non-formal education contributes to:

- development of soft skills;
- building self-confidence;
- development of the ability to work in a team;
- learning through experience and reflection;
- awareness of one's own strengths and values.

It is advisable to place a special emphasis on civic activity. The trainer explains that through participation in trainings, projects, and youth initiatives, young people:

- learns to express his/her opinion;
- gains experience in participating in decision-making;
- understands how to influence community life;
- forms an active civic position.

To enhance the effect, it is recommended to ask participants the question:

"Have you had an experience where participation in a project or training influenced your decisions or behavior?"

This allows you to translate theoretical material into the realm of personal experience.

Turning to the forms of work, it is important to show the diversity of approaches and emphasize that the role of the trainer/facilitator is not only to transfer knowledge, but to create conditions for learning.

It is recommended to present forms of work through brief explanations and examples.

Peer-to-peer. This is an approach in which young people teach each other. It is based on trust, shared experiences, and a lack of hierarchy. This format is effective because information is more easily absorbed by people with similar experiences.

Mentoring. It involves the interaction of a less experienced person with a more experienced one, who shares knowledge, supports and helps to avoid typical mistakes. It is important to emphasize that the mentor does not impose decisions, but accompanies the development process.

Tutoring. Aimed at supporting the participant's individual educational journey. The tutor helps to understand how to study, how to set goals, and how to achieve results.

Coaching. Based on asking questions that help a person find answers and solutions on their own. In this approach, the coach does not give ready-made advice, but stimulates thinking and reflection.

To better assimilate the material, it is advisable to ask the question: “Which of these approaches is closest to you and why?” or “In what situations is it appropriate to use each of these formats?”

At the end of the block, it is important to emphasize that non-formal education is a powerful tool for the development of the individual and an active citizen. It combines different formats of work, focuses on the needs of participants, and creates a space for safe learning through experience.

The role of the trainer is not to transfer ready-made knowledge, but to facilitate a process in which participants themselves discover new approaches, form skills, and develop their own potential.

Trainer: "Now there will be an exercise about teamwork. But I'll say right away - it's a little uncomfortable. And that's okay, because it's what will give you a better feel for how the team works." "I need a few people - let's divide into two teams." (seats people at tables) "In front of you are the details of the squares. Each of you will receive several pieces. Your task: to assemble the squares. But everyone assembles only their own."

Activity name:	<i>Exercise "Broken squares"</i>
Goal:	<i>To experience teamwork, to understand its necessity and feasibility in specific cases, to compare and try to combine your "I" and the "I" of the entire team.</i>
Duration:	<i>15 min.</i>
Instructions for the trainer:	<i>The trainer invites 5 participants to divide into 2 teams. Each team sits at its own table, on which the square pieces have been laid out in advance. Each participant receives 3 pieces belonging to different squares. Each team must collect 5 identical squares in 10 minutes. At the same time, each team member collects only his own square. The trainer emphasizes that the result of this exercise can be effective only if the following rules are followed:</i> <i>- During the exercise, none of the team members is allowed to talk.</i> <i>- You can only provide information to a specific person on the team.</i> <i>- It is forbidden to demand details from other team members in any way (by words, sounds, gestures, etc.).</i> <i>The remaining participants present act as observers. They are also prohibited from interfering in the teams' work. Only in the event of a violation of the rules can they be reminded of them with one word: "Rules."</i>
Required materials:	<i>Drawings of square parts</i>
Questions for discussion/reflection:	<i>- What did those who made the squares feel?</i> <i>- What did those who watched feel?</i> <i>- Was there a moment in the team when everyone fell into despair?</i>

	– <i>What changed the situation?</i> - <i>Were there any teams who made their square and calmed down?</i> - <i>What stages of forming a teamwork style can be distinguished?</i> - <i>What are the features of teamwork?</i> - <i>Why did we do this exercise?</i>
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Coach: Stop. We stop. We don't finish. And now the most interesting thing - let's talk. This exercise is very vital. If everyone thinks only about themselves - the team doesn't work. If there is no communication - everything becomes many times more difficult. If someone helps others - progress appears. And the most important thing: a team is not about "I did my part", it's about "we did it together". And then we will talk about how the group works in general and what happens to it.

Interactive lecture "Managing Group Dynamics"

Trainer: "Tell me, please, have you noticed that each group behaves differently? And that even within one day the atmosphere in the group can change?" After brief answers, the trainer summarizes that this is a manifestation of group dynamics - the processes that occur in the group during the interaction of participants.

Trainer: "In fact, most groups go through a very similar path. The first stage is getting to know each other. When everyone is still a little cautious, watching, not very active. Then the second stage appears - tension. When different opinions begin to emerge, someone disagrees, there may be a slight conflict. Next is the stage when the group begins to come to an agreement. More trust and understanding appear. And the fourth stage is when the group really starts to work effectively."

What stage do you think we are at now?

"Now I'll show you a very simple but powerful example of teamwork."

(shows slide / tells)

Activity name:	<i>Exercise "Lessons of geese"</i>
Goal:	<i>Identify the signs of teamwork.</i>
Duration:	<i>10 min.</i>
Instructions for the trainer:	<i>The trainer shows a slide in the presentation, opening alternately the "facts" column about the behavior of geese in a flock and the "lessons" column related to the resulting characteristics of teamwork between people.</i>

	<i>The trainer discusses this text with the participants; asks what conclusions it leads them to. The trainer draws attention to the fact that taking into account the opportunities provided by group activities can contribute to more effective achievement of the goal. Then, the trainer, together with the group, formulates the characteristics (signs) of an effective team.</i>
Required materials:	<i>Multimedia presentation with materials</i>
Questions for discussion/reflection:	- <i>What signs of effective teamwork did you see in this example?</i> - <i>Which of these characteristics are important in working with youth?</i> - <i>What helps a group work as a team?</i> - <i>What is the role of the facilitator in building teamwork?</i> - <i>How can this exercise be used with youth?</i>

Engaging participants and working with passivity

Trainer: "There are always different people in any group. Some people talk actively, joke, and get involved. And some people are more silent and observe. And that's absolutely normal."

"It is important to understand that passivity is not always about "I am not interested". Often it is about insecurity, fear of making a mistake or simply the need for time to get involved."

"Therefore, our task as facilitators is not to force, but to create conditions where a person will be comfortable getting involved."

"Sometimes it is enough to ask a simple question, give time to think or suggest a discussion in pairs - and the person starts talking."

Maintaining a safe and inclusive environment

Trainer: "A very important thing in working with a group is a safe atmosphere. Because if a person is uncomfortable or unsafe, they will not participate and will not learn. A safe environment is when you are not interrupted, not evaluated, and your opinion is respected. And when you understand that you can be wrong - and that's normal. And here the role of the trainer is great. We set the tone: how we react, how we listen, how we support. It is also important to notice if someone "falls out" of the process, and gently bring the person back into work."

Responding to tensions and conflicts

Coach: "And one more point - conflicts. They will happen. And that's normal. Because a group is always different people, different opinions and different experiences. The question is not how to avoid them, but how to react to them. Ignoring or taking someone's side doesn't work.

What works is giving the opportunity to express yourself, clarifying what exactly happened, and talking about the situation, not about the people. It is very important to return the group to a common goal and keep the focus on the process. And one more point - to remain calm. Because if the coach himself gets emotional, the group immediately picks up on it."

Trainer: "So engagement is about creating conditions, safety is about trust, and conflicts are a normal part of the group process if they are handled correctly."

Trainer: "We have already talked a little about how a group works. And it is important to understand that in any group people behave differently: someone takes the lead, someone supports, someone asks questions, and someone can, on the contrary, slow down the process. And the most interesting thing is that often we do not even realize what role we occupy.

Now you will have the opportunity to not just talk about it, but to live these roles in practice. This is an exercise about how we behave in a group, how different roles affect the outcome, and what happens when there are too many or not enough roles.

I'll say it right away - it will be a little unusual and maybe even funny, but it is because of this that you will better understand the process.

Now I will divide you into mini-groups, and each of you will receive a role. Your task is to "get into" this role as much as possible and stay in it throughout the exercise.

Activity name:	<i>Exercise "Mask, open up"</i>
Goal:	<i>To learn functional roles through participation, which requires group members to act out a parody of themselves or other designated individuals.</i>
Duration:	<i>25 min.</i>
Instructions for the trainer:	<i>The trainer divides the participants into 4 mini-groups. He gives each participant a sheet with a printed name of a "function" and a corresponding explanation of what the person who will perform this function should do. The sheet also provides information about whose role should be performed. The trainer also explains that each participant should stay in their role, and not rush between the role and</i>

	<i>themselves in real life. The trainer gives instructions to those who will observe the game. They should observe what role a particular participant plays in the joint activity, whether this role is useful for achieving the result.</i> <i>Description of "functions":</i> - <i>Your function is to inform. You can provide facts (even if you have to make them up), express your beliefs, and also offer any ideas.</i> - <i>Your function is to find information. Ask questions. You can ask questions about a specific group, ask for ideas, suggestions, "pull" thoughts from others.</i> - <i>Your function is to explain and clarify. You can clarify confusion in the interpretation of words by others, adding examples to illustrate the problem, and retelling the thoughts of others in your own words.</i> - <i>Your function is to summarize. You can do this at any time (don't wait until the end), try to gather similar thoughts together. State what the group agrees with and what they disagree with, or try to reach a consensus by suggesting solutions that follow from what others have said.</i> - <i>Your role is to encourage others. Be friendly, treat those present with warmth and respect. Show that you accept and value their contributions.</i> - <i>Your function is to reconcile differences by making them agree. Point out areas that are not in dispute. Reduce tension by giving them the opportunity to analyze their differences in detail.</i> - <i>Your role is to lead. Make sure that everyone who wants to have a say gets a chance to. You can also give your opinion on how to improve the collaboration.</i> - <i>Your function is to block. Show that you think differently than the rest of the group. When agreement is almost reached, express a contrary opinion. You can slow down the group's progress by mentioning something that has already been agreed upon or by taking an unreasonable position.</i> - <i>Your function is to brag. Claim that you already know everything about what is being discussed and that you have already tried everything that can be offered. Express your friendliness and willingness to take the initiative; do everything that can help you emphasize the importance of your personality.</i> <i>The trainer offers the mini-group participants any group activity: creating a poster, group drawing, paper house model, etc. for 10-15 minutes.</i>
Required materials:	<i>Printed roles</i>

Questions for discussion/reflection:	- <i>What roles did you notice in the group during the lesson?</i> - <i>Which roles helped the group work effectively, and which made the work more difficult?</i> - <i>How did you feel about the role you received? Was it easy or difficult to stay in it?</i> - <i>What happens in a group when some roles dominate and others are absent?</i> - <i>What should the facilitator do to balance the different roles in the group?</i> - <i>Have you seen similar roles at real trainings or youth events?</i> - <i>How can understanding group roles help a youth worker work more effectively?</i> - <i>What did this exercise show about group dynamics?</i> - <i>How can a facilitator respond to challenging roles such as blocker, dominant participant, or passive participant?</i> - <i>How can this exercise be used when working with youth?</i>
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Trainer: “ Okay, let’s stop and finish the exercise. Now the most important thing is not what you did, but what happened in the process. What roles did you notice in the group? What helped you move forward, and what, on the contrary, made the work more difficult? Those who were in the roles - how was it for you, was it easy or difficult to stay in them? Were there roles that annoyed you or, on the contrary, helped a lot? And if you look more broadly - what happens in a group when there are too many roles and not enough of some? In fact, this is a very real situation: in every group there are always different roles, and there are no “bad” or “good” ones - there are those that help or hinder at a certain moment. And here the role of the facilitator is important - not to remove “difficult” people, but to balance the process, give room to different participants and help the group move towards a common result.”

Lunch, 60 min.

Session 3. The role of the youth worker as a facilitator. Participatory methods and experiential learning, 85 min.

Trainer: "Let's get back to work. I see that after the break we relaxed a bit - and that's normal. Let's quickly get back into the process now." (conducts a short energizer - any simple, moving or fun one)

Coach: "Great, now you're back with us, and we can move on."

The role of the youth worker as a facilitator

Trainer: “Let’s now talk about one of the key roles in non-formal education – the role of a facilitator. Please tell me how you think a facilitator differs from a teacher?” (give answers)

Trainer: "If it's very simple, then the teacher transfers knowledge, and the facilitator creates conditions for people to learn themselves. A facilitator is not someone who knows more than everyone else, but someone who helps the group think, interact and move forward."

“In youth work, this is especially important because we are not working with “students,” but with people who already have their own experiences, thoughts, and visions.”

Difference of approaches:

Trainer: If we compare: teaching is more about transferring information, training is more about interaction, facilitation is about a process in which participants themselves create knowledge.

Trainer: "There are several important principles in facilitation: respect for everyone, neutrality, voluntary participation, safe space. The facilitator does not impose his opinion, but helps to hear different ones."

Trainer: “And another important point is balance. On the one hand, we have structure: time, tasks, logic. On the other hand, flexibility: the group can react in different ways. And the facilitator’s task is to keep this balance.”

“And now we’re going to move on to practice, where you can experience it for yourself.”

"Group work methods" (world cafe format)

Trainer: “Now you will work in a “world café” format. I will divide you into groups, and each group will receive one working method.”

“Your task: to familiarize yourself with the method, understand how it works, and create a short “tweet” - a description of the method in 1-2 sentences, but without a title.”

“That is, others have to guess what this method is. You have 10–15 minutes. Let’s get started.”

Material	Description	Quantity / notes
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Handouts	Description of methods (openwork saw, brainstorming, forum theater, Walt Disney method, etc.)	1 method for each group
Flipchart / paper	Sheets for recording tweets and ideas	1 sheet per group (or A3)
Markers	For recording ideas and presentations	1–2 per group
Stickers (optional)	For writing short "tweets"	As needed
Space / furniture	Small group work areas	Desks or separate work areas
Timer (optional)	To control the working time of groups	Phone or timer

During work, the trainer:

- *the trainer approaches the groups*
- *asks clarifying questions*
- *supports the process*

Trainer: “Okay, we’re done. Now each group presents their “tweet,” and the others try to guess the method.”

“Yes, that was the method... It’s good that you noted...” (briefly reinforces key points)

"Let's briefly summarize. What principles of facilitation did you see in practice today? And how can you use this in your work? And one more question - what was the most important discovery you had today as a facilitator?"

Coffee break, 15 min.

Lesson 4. Developing a training lesson, 100 min.

Trainer: " Let's get back to work. Now let's do a short energizer to get going after the previous block and switch our attention a little."

(conducts any short energizer)

"Great, thanks. Now you're back in the process and we can move on."

Tips for facilitators

Trainer: "Now let's talk about the practical side of facilitation - about what really helps to conduct sessions not just "normally", but qualitatively and with results. Because very often the mistake of beginners is to think that the main thing is to conduct exercises. But in reality, it is not what you do that matters, but why and how."

"Any session begins with an answer to a simple question: what should the participants take away?"

Not "what I will tell you," but rather what they will understand, feel, or be able to do afterward."

"Any session begins with a very simple, but critically important question: what should the participants take away? And here it is important to shift the focus: not "what will I tell you", but what will change in the participants.

For example: not "I will explain group dynamics", but "participants will be able to recognize the stages of group development", not "I will conduct an exercise", but "participants will feel how the team works". And when you have a clear goal, everything else becomes simpler: methods, structure, and time.

About methods:

Trainer: "A very common mistake is to choose methods because they are "cool," interesting, or simply what the trainer likes. But the truth is that a method by itself doesn't solve anything. A method is a tool. And like any tool, it either works or it doesn't - depending on how and where you use it."

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"A good facilitator always thinks not "what to do", but "why am I doing this". And there are a few key things to look at before choosing a method."

"The second thing is the group itself. Its level, experience, and condition. For example, if the group has just formed, people don't trust each other yet - complex exercises where you need to open up simply won't work. People will close down. And if the group is already "warmed up," trusting - then on the contrary, simple things will seem boring."

“The third is context. Where you work, how much time you have, what the topic is, what the energy in the group is. The same method can work perfectly in one situation and completely “fail” in another.”

"And the fourth thing is time. Very often we want to "cram" a class exercise, but we don't have time for normal reflection. And then the meaning is lost. Because in informal education it is important not just to do the exercise, but to comprehend it."

"Therefore, a good facilitator constantly asks himself: what does the group need now? What will help achieve the goal? Is the group ready for this method? Is there time to do it qualitatively?"

“And another important point: there are no “universal” methods. What worked once is not a fact that it will work the next time. Therefore, facilitation is always about adaptation.”

“And in short, it is not the method that makes the training strong. It is your ability to correctly select this method for a specific situation.”

About the structure

Trainer: “A good session is always about logic, not just a set of exercises. Because if there is no logic, for the participants it looks like “we are doing something, but it is not clear why”. And then even very interesting activities do not give results. The simplest but very effective structure is inclusion, experience and reflection. And it is important that these are not just stages, but a process that leads people to learning.

The first stage is inclusion. This is the moment when people really “enter” the process. Because they may be tired, thinking about something else, or simply not understanding what is happening. And if they are not included, they are physically here, but not in the learning. Therefore, inclusion is about focus, about safety, and about clarity.

The second stage is experience. This is what we do: exercises, discussions, interaction. And this is where emotion, interest, engagement come in. But there is a very important trap here - activity does not equal learning. Just because people had fun does not mean they understood something.

And so there is a third stage - reflection. This is the most important moment. This is where people begin to realize what happened to them, what it means and how it relates to real life. Without this, the experience simply passes and does not transform into learning.

And it's also important not to do reflection formally. It's not "was everyone okay?" It's questions, pauses, an opportunity to think and talk. And this is where meaning is born.

And the last level is application. Because it's important not only to understand, but to answer yourself: what will I do differently after this? Where will I use this?

"That's why a good facilitator constantly keeps in mind: are people included, is there experience, is there reflection? Because in short, without inclusion, people don't enter the process, without experience, there is no emotion, and without reflection, there is no learning."

About the team

Coach: "A separate important topic is working in a coaching team. It often seems that if there are two or more of you, it is automatically easier. But in practice, this only works when there are clear agreements.

Because if there are no agreements, chaos begins. One person speaks, another interrupts, someone takes more attention, someone "drops out" altogether. And the group feels it very quickly. Therefore, before any session, it is important to sit down and talk about very simple but critical things.

Who leads this block?

Who supports?

Who keeps track of time?

Who monitors the group and the atmosphere?

This may sound obvious, but this is what is most often not done."

Trainer: "There are different roles in a team of facilitators. For example, one can lead the process more - talk, explain, keep focus. Another can observe more: who drops out, where the energy drops, where there is tension. And this is a very strong combination. Another important thing is not to compete for attention. Participants feel this very subtly. If the trainers are not synchronized with each other, trust in the process drops."

"And here it is important not only "before", but also "during". For example, to be able to pick each other up. If one coach forgot something, the other gently adds. If someone is tired, the other can take on more."

"And another level is trust between coaches. Because if you don't trust each other, it's immediately visible. And then instead of support, tension appears."

"And after the session, it is very important to do a short team reflection. Not just "everything is ok", but to honestly talk about what worked, where it was difficult, where we were not in sync, what we will do differently next time."

"And in short, a strong coaching team is not about everyone being the same. It's about everyone understanding their role and empowering the other."

About energy

Trainer: "Energy is not just "something fun to lighten the mood". It is a tool for managing the state of the group, and it is very often underestimated. Because the group is a living system: the level of energy, attention, and involvement changes. And if the facilitator does not monitor this, the process begins to sag.

For example, when you see that people are distracted, looking at their phones, less responsive - this is not about a "bad group", it is a signal that the energy has dropped and it needs to be returned. Or after a difficult topic, when there was a lot of information and tension, people simply get tired and are not ready to perceive new material - then an energy worker helps to switch and recover. And it is important to understand that energy workers come in different types: physical - to get excited, emotional - to cheer up, mental - to switch thinking, or vice versa quiet - to calm and focus the group.

And here the real work of the facilitator begins - not just "conducting an energy work", but feeling what is needed right now. Because if the group is already very active and noisy - another dynamic energy work will only increase the chaos, and if the group is tired - then on the contrary, movement and dynamics are needed. It is also important not to conduct energy work simply "according to plan", but to look at the state of the group.

And one more thing - not everyone feels equally comfortable in such activities, so it is important not to force, to give the opportunity to join in at your own pace and to maintain a safe space. And in short - energy is not about entertainment, but about managing the attention and energy of the group, and the better you feel the group, the more effectively you use them.

About repetition

Trainer: "People forget information very quickly - this is normal. If nothing is repeated after the session, a significant part of the material simply "falls out". Therefore, repetition is not something additional, but a mandatory part of the learning process. And it is important that repetition is not about telling the same thing again. It is about helping participants return to key ideas and comprehend them themselves.

This can be done in different ways: through simple questions - "what did you remember?", "what were the key ideas?", through mini-discussions in pairs, through exercises where you need to apply the newly acquired knowledge, or even through short summaries at the end of the block. When people formulate their own thoughts - they remember much better.

It is also important to return to key ideas not just once, but throughout the session: at the beginning, in the middle and at the end. This creates connections and helps to structure knowledge. And one more point - repetition works best when it is active, not passive. Not when people are just listening, but when they are talking, discussing, explaining to each other.

Therefore, in short, repetition is not duplicating information, but a way to help participants consolidate, understand, and actually take knowledge with them."

About feedback

Trainer : "Feedback is one of the most powerful tools in facilitation, but only when it is used correctly. Because in fact, feedback can both develop a person and completely shut them down. And the difference here is not what you said, but how you said it and for what purpose. Very often people give feedback as an assessment - "good", "bad", "I didn't like it". But this does not help to develop, because the person does not understand what exactly he did and what to do with it next.

Good feedback is always specific. Not "well done", but "I liked how you clearly explained the instructions - it helped the group to get involved quickly". That is, we are talking about actions, not about a person. And this is very important - not to get personal. Not "you are unsure", but "there was a feeling that the instructions sounded a little uncertain, and because of this part of the group did not immediately understand the task".

The second important point is intention. Feedback is not given to show that "I know better", but to help the other person grow. And this is very much felt. If there is support

and respect in the feedback, people open up. If there is criticism without explanation, people close down.

Third - balance. It is very important not only to indicate what can be improved, but also to highlight what is already good. Because if a person hears only comments, he loses confidence. And if only praise, he does not develop. Therefore, a strong format is when there is both a strong side, and a recommendation, and, for example, a question that helps to think.

And another important point is safety. There should be an agreement in the group that feedback is about development, not criticism. And the facilitator's role here is to set this tone, stop if someone is moving towards evaluation or personality, and show an example of how to give feedback constructively.

And in short, good feedback is about specificity, respect, intention to help, and balance. And it is this kind of feedback that creates an environment in which people are not afraid to try, make mistakes, and grow.”

About reflection

Trainer : “Reflection is a key moment in non-formal education, and this is where learning really happens. Not in the exercise, not in the explanation, but precisely in the moment when a person stops and begins to make sense of their experience. Because you can conduct a very strong, emotional, active exercise - but if you don't give space to think and talk, it will remain just an experience, not learning.

Reflection is a process where a person answers several important questions: what just happened, what I felt, what it means, and how it relates to my life or work. And it is very important that these questions are not formal, but really help to go deeper.

Often, facilitators make the mistake of doing reflection too quickly or superficially. For example: “So, was everything okay?” - and we move on. But this is not reflection. This is a mood check. Reflection requires time, pause, and a safe space where a person can think and not be afraid to speak up.

It is also important to provide different formats for reflection, because not everyone is ready to speak in public right away. This could be a discussion in pairs, small groups, written reflection, or even just a moment of silence to formulate a thought. And only after that - a general discussion.

Another important level is to help move from “what was” to “what does it mean.” Because people often stay at the level of description: “it was difficult,” “it was interesting.” And here the facilitator’s role is to ask deeper questions: why was it difficult? what does it show? how does it manifest itself in real life?

And the most valuable thing is the application stage. When a person answers: what will I take away from this experience? what will I do differently? where will I use it? Because without this, knowledge does not become actionable.

So, in short, reflection is a bridge between experience and learning. And the better it is built, the deeper the result will be. And this is where the facilitator has the greatest influence - not just asking questions, but leading the group through reflection."

About preparation

Trainer: “Good facilitation is always good preparation. And this is the moment that is often underestimated, because it seems that the main thing is how you conduct it. But in fact, the quality of conducting a course depends on what you have done before. Preparation is not only about “making a presentation” or “printing out materials”. It is about thinking through the entire process: what is the goal of this session, what exactly should the participants learn, what methods will help achieve this and what it will look like step by step. It is very important to literally “play” the session in your head: where difficulties may arise, where the group may lose focus, where more time is needed, and where it can be shortened. This gives a sense of confidence and allows you to be flexible already during work.

Also part of the preparation is understanding the group. If possible, it is worth thinking: who are these people, what is their experience, level, expectations, what might be their mood or state. Because the same session for different groups can be completely different. And when you take this into account - you are already one step ahead.

And another important point is plan “B”. In facilitation, everything almost never goes perfectly according to plan. The exercise may not work, there may not be enough time, there may be different dynamics in the group. And so it is good to have backup options: what will I do if it does not work, how will I change the approach if the group reacts differently. It is not about fear, but about flexibility.

And the paradox is that the better the preparation, the more freedom you have during the session itself. Because you don't hold on to the plan as a "lifeline," but can adapt to the group.

About self-reflection

Trainer: And the equally important part is what happens after. Because it is after the session that the facilitator's growth begins. It is very easy to say "well, everything seemed to go well" and move on. But development happens when you stop and analyze. What really worked? Where was the group maximally involved? Where, on the contrary, did the energy drain? Was the goal achieved? What did I do or have done that helped?

And it's just as important to honestly look at the difficult moments: where it was uncomfortable, where something went wrong, where I got confused or didn't react. Not to criticize myself, but to understand what I can do differently next time.

And it's very useful to ask yourself a specific question: what one thing will I change or improve in the next session? Because small steps make big progress.

And if possible, get feedback not only from participants, but also from colleagues. From the outside, we often see things that we ourselves do not notice.

So in short, preparation gives confidence, and self-reflection gives development. And it is the combination of these two things that makes a facilitator strong.”

Trainer: “To summarize very briefly what we’ve been talking about: facilitation is not about exercises or “having a good session.” It’s about the process you create for the group, the people you work with, and the conscious decisions you make at each stage.

It's about understanding what's happening in the group, sensing its state, choosing methods not randomly but for the purpose and context, and creating a space where people can think, interact, and learn.

And very importantly, it's a skill that develops only through practice. Not through theory, not through a perfect plan, but through trial and error, analysis, and trial and error.

And the more you practice, reflect, and try different approaches, the more confident and stronger you become as a facilitator.”

Blitz Q&A session “I’m afraid of being a facilitator because

Trainer: “Now let’s be a little honest. Because facilitation is not only about tools and methods, but also about the inner state. And very often there are fears. I suggest you finish the sentence: “I am afraid to be a facilitator because...””

Trainer: “These can be your real experiences or something more abstract. There are no right or wrong answers here. Take the stickers and write your opinion. If you want, you can voice it, if not, you can leave it anonymously.”

Trainer: "Who is ready to share?"

Trainer: “Let’s now look at this as a challenge, not a fear. What can help in this situation? What are the options? What else can help? Who has had a similar experience and how did you deal with it?”

Trainer: “Pay attention - most of these fears are normal. Almost everyone who is starting out or even already has experience has them. And the good news is that with practice they become less.”

Trainer: "And if you feel that a solution has already appeared for your fear or it has become a little easier - you can symbolically throw away this sticker. This is a small but important step - from "I am afraid" to "I know what to do with it". And then you will have the opportunity to immediately apply it in practice."

Practical exercise "Facilitating Laboratory" (40 min)

Trainer: "And now the most important part is practice. Because facilitation cannot be learned through theory alone. It can only be understood when you try it yourself. This exercise is about trying yourself as a facilitator in a safe format, reducing anxiety, and getting support from the group."

“Now we will divide into small groups of 3–4 people.” (divides participants)

"Your task is to prepare a short mini-session, about 5 minutes long. This could be a class introduction, a short exercise, or any activity that helps engage the group."

"Your task is to prepare a short mini-session, about 5 minutes long. This could be a class introduction, a short exercise, or any activity that helps engage the group."

“You have 10 minutes to prepare. Agree in the group who will do what and who will facilitate.”

(groups are preparing)

"We are finishing our preparations. Now each group will hold their own mini-session for everyone."

(taking turns)

Coach: "Let's give a short feedback. Remember the rule: one strength, one piece of advice, and one question. It's important to talk about actions, not people, and give feedback in a way that helps you develop."

(controls the atmosphere, reinforces, corrects if necessary)

40 min.	Practical group exercise "Facilitation Laboratory"	This exercise provides participants with the opportunity to practice designing and delivering a short learning activity, reduce facilitation anxiety, and build confidence through safe hands-on experience and peer feedback. The trainer divides participants into small groups of 3-4 people. Each group is tasked with preparing a 5-minute mini-task to begin the training session, using the exercise descriptions in the handout. Groups have 10 minutes to prepare, after which each group holds its own mini-session for all participants (up to 5 minutes per group). After each mini-session, participants provide brief feedback using the following rule: one strength; one piece of advice; one question. The coach provides supportive, constructive, and safe feedback.	- flipchart - flipchart sheets - markers - handles - colorful stickers
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Trainer: "Thank you, very cool work. It's important that you didn't just hear about facilitation - you already tried it."

Trainer: “Let’s briefly summarize this experience. Let’s briefly summarize this experience. What was the most challenging thing for you as a facilitator? What helped you deal with your anxiety or insecurity? What will you do differently next time? And one more thing - remember what you were afraid of before the exercise. How do you feel now?”

"It's very important - you've just taken the first or next step in facilitation. And it's through these small practices that confidence comes."

Training summary. Feedback. Questionnaire, 20 min.

Trainer: “We have already gone through the entire module, and now it is important to summarize this experience - not only what you heard, but what happened to you. In front of you is a barometer. It symbolizes the level of your confidence as a facilitator at the moment. I invite everyone to come up in turn and mark where you are now. There is no need to think “right” or “wrong” - it is important to honestly feel your state.”
(participants are approaching)

Trainer: "And at the same time, briefly tell me: which of your expectations from the training were met, and which were not." (participants share)
"Thank you for your openness. It is important to see not only the result, but also your path - where you were at the beginning and where you are now."

10 min.	Module Summary	The trainer asks participants to take turns approaching the sheet with the barometer drawn on it and using a marker to mark their current level of confidence as future facilitators. At the same time, participants also voice which expectations were met and which were not.	- a flipchart sheet with a barometer drawn on it - markers
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Trainer: "And finally - an exercise that is a little bit about something else. About support, about the people around you, and about what you will take away from this training not only in terms of knowledge, but also in terms of feelings."

“Now each of you will receive a sheet of paper. You need to attach it to your back.”
(participants attach)

“Now the music will play. And while it is playing, you can approach each other and write on these sheets: words of support, gratitude, wishes, or what you appreciate about this person.”

"These can be very simple things, but it's important that they are sincere."

(music starts, process)

(after completion)

Trainer: “We are stopping. And now is an important moment - do not read these messages right away. Leave it as a small gift for yourself - open them later, at least in a few hours. This will allow you to experience this moment again. Thank you for this time, for your openness, for the courage to try and be in the process. You have already taken a big step as facilitators - and this is just the beginning.”

10 min.	Final exercise	The trainer asks each participant to hang a blank sheet of A4 paper on their back. After that, pleasant music is turned on, and the participants go to each other, writing personal thanks, greetings and wishes on the person's back. After the music ends, the trainer asks the participants not to read the greetings now, but to do it at least two hours after the end of the training.	- A4 sheets - handles - paper tape
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Trainer: “I want to tell you one important thing in closing. Facilitation is not about perfection. It is not about never making mistakes, always knowing what to say, or controlling every situation. It is about people, about a living process, and about being in the moment, listening, feeling, and supporting.

And very importantly - no one starts with confidence. Everyone starts with doubts, fears and uncertainty. And that's normal. It's part of the journey. But today you have already done something that changes everything - you tried, you were in the role of a facilitator, you felt this process and took your step forward.

And confidence doesn't come before action, it comes after. Through practice, through mistakes, through experience. And I really want you to take away not just knowledge and tools, but the feeling that you can, that you can try, and that you don't have to be perfect to be a good facilitator.

And perhaps most importantly, remember that behind every exercise and every session are people. And it is how they feel around you that matters most. Thank you for this time, for your openness, for your courage to be in the process, and for creating this group together. And this is just the beginning.”

8. Teaching methods

The module is implemented using:

- interactive lecture
- interactive exercises and group work
- group discussion
- simulations of facilitation sessions
- role-playing game
- analysis of cases from the practice of youth public organizations
- mutual learning and feedback
- reflective tasks.

9. Adaptation opportunities

This module can be adapted to different learning contexts depending on time, format, and participant needs.

- Shorter training format.

The module can be delivered in a shortened format (4–5 hours) by combining theoretical materials into one session, reducing the number of practical exercises, and focusing on the most important topics, such as principles of non-formal education, facilitation basics, and group dynamics.

- Online support.

The module can be delivered online using video conferencing platforms. Interactive methods can be adapted using breakout rooms, online whiteboards, surveys and digital collaboration tools. Practical exercises can be simplified or replaced with simulations, case discussions or short moderation tasks.

- Varying group sizes.

The module can be adapted for small groups (8-10 participants) by increasing individual practice and reflection, or for large groups (20-25 participants) by providing a more

structured session, dividing participants into smaller working groups and using clear instructions and time management.

- Different levels of experience of participants.

Beginners should spend more time on explanations and basic exercises. For experienced youth workers, the module could include more advanced moderation practices, feedback from colleagues and analysis of real cases from youth work.

- Diverse cultural and social contexts.

Examples, case studies and exercises can be adapted to the local context, taking into account cultural diversity, linguistic differences and the needs of vulnerable or displaced youth.

- Integration with other modules.

The module can be used as an introductory module for a longer curriculum or combined with modules on trauma-informed approaches, leadership, digital youth work or civic engagement.

10. Online/digital component

The digital platform will support the learning process before, during, and after the training, providing access to materials, tasks, and tools for reflection.

- Presentation slides.

Slides from interactive lectures (e.g. *“Non-formal Education in Youth Work”* , *“Managing Group Dynamics”* , *“The Role of the Youth Worker as a Facilitator”* , *“Tips for Facilitators ”*) will be available for participants to familiarize themselves with key concepts and use them in their own trainings.

- Training handouts and method descriptions.

Digital versions of the exercises used during the training (e.g., *“Broken Squares , ”* *“Mask,”* *“Open Up , ”* *“Group Work Methods ,”* energizers, and icebreakers) will be available for participants to use in their own sessions.

- Feedback form.

An online feedback form will allow participants to evaluate the training and reflect on how they plan to apply the acquired competences in their youth work practice.

11. Evaluation / Reflection

Participants will reflect on their learning throughout the module using discussions, guided reflection questions and feedback tools. Reflection is integrated into each session and focuses on both personal learning and the professional development of youth workers.

Reflection methods include:

- group discussions after practical exercises;
- open-ended questions for reflection at the end of the lessons;
- feedback with colleagues after conducting moderation practice;
- self-assessment of confidence and skill development;
- a final feedback form, completed online or on paper.

Assessment in this module is practice-based and focuses on the participant's ability to apply the principles of non-formal education and facilitation in real-world situations.

Within the module, participants will be able to:

- develop a plan for a non-formal education session with clear goals and methods;
- conduct or model a short moderation activity during group practice;
- receive structured feedback from colleagues and trainers regarding their facilitation;
- analyze your strengths and areas for improvement as facilitators;
- collect training materials, lesson plans and feedback results;
- add these materials to the youth worker's portfolio as evidence of competence development.

The portfolio can be used for further training, certification, or professional development within youth work programs.

12. Connections with other modules (if necessary)

This module begins training for coaches and youth.