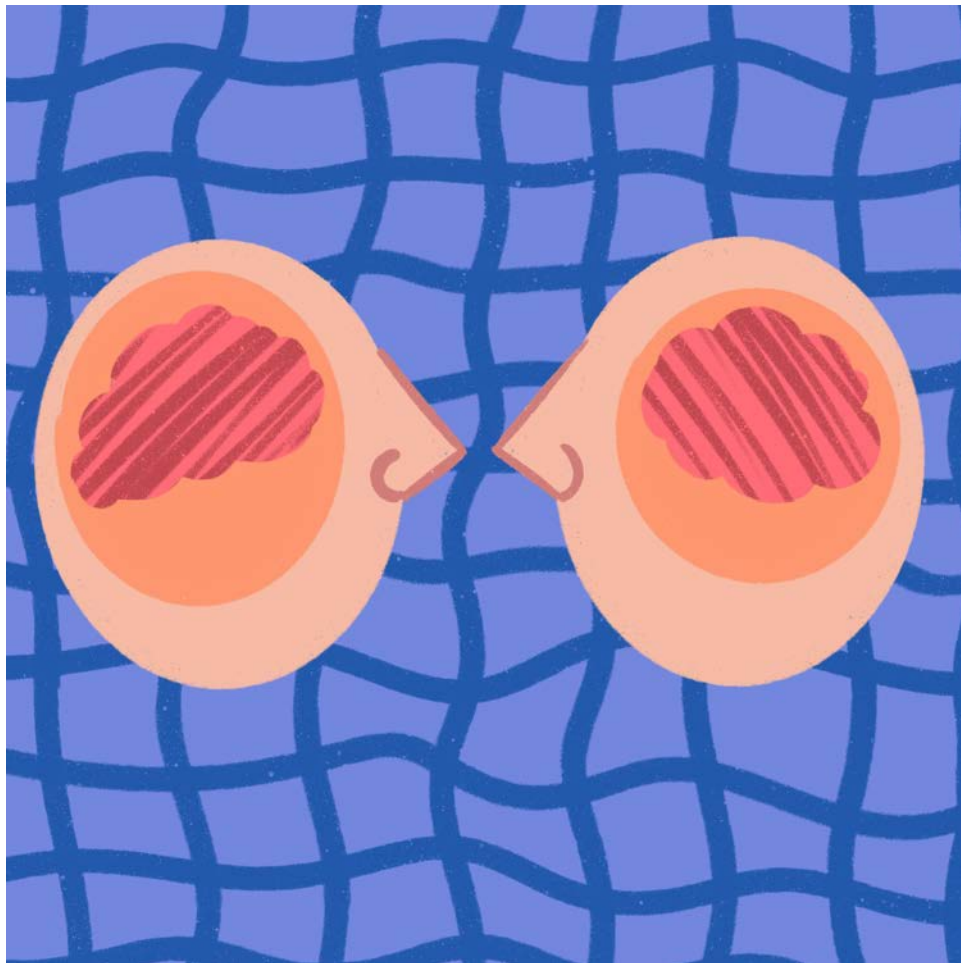


A short manual of Non Formal Education



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INTRODUCTION

Who Are We?

We are Tulime Onlus, an association in Palermo, Italy, and this project, "DREAM- eDucaRE alla Multiculturalità", was conceived as a results of careful context analysis and previous experience in the Palermo area and specifically within schools. Together, with our ESC volunteers coming from Egypt and Turkey, we present this manual for your reading pleasure.

What Are We Doing?

The project mentioned above includes the involvement of some primary schools in the city neighborhoods considered to be at risk and with a high percentage of foreign population. The idea was born, in fact, in order to give an answer to some of the emerged critical issues, such as:

1. Lack of recreational-didactic activities about education to linguistic and cultural differences and multiculturalism;
2. Lack of support for teachers in the area of non-formal education and cultural mediation;
3. Need to increase awareness relatively to the value of cultural linguistic differences, in accordance with the objectives of the ESC.

What Are Our Objectives?

1. To promote the inclusion of recreational-educational activities, managed through non-formal education techniques and promoting the knowledge of different languages and cultures with the aim of raising awareness on multiculturalism.
2. To enhance the teaching about the techniques of cultural linguistic mediation and non-formal education.
3. To promote solidarity among people from different cultures and the values of non-discrimination, tolerance and equal rights.

What Do We Hope to Achieve?

1. Increase the number of students involved in active courses on the theme of multiculturalism and cultural linguistic differences. In fact, 4 intercultural workshops will be realized for each school, involving 6 classes for a total of 24 workshops for 150 children and 12 teachers.
2. Increase teachers training on topics related to cultural mediation, non-formal education and multiculturalism. The teachers will participate at classroom workshops and it will be prepared bilingual brochure will be created with informations and activities they can find in.
3. Final event of results dissemination and promotion of the ESC project.

Who is this Manual for?

If you're a teacher who wishes to tip his/her toes into the practices of NFE, but you're unsure of where to begin; or if you're a volunteer who's looking for some guidance with teaching or facilitating a NFE activity, then this manual is for you.

Whether this is the first you're engaging in non-formal educational activities or if you're just looking to brush up on your skills, this manual will try to provide you with both the theoretical knowledge to help you define and develop your own approach to NFE activities and the practical skills to engage in them.

PART 1: NON FORMAL EDUCATION

Definition:

Coombs (1968) and Coombs and Ahmed (1974) defined NFE as an alternative form of education for adults and children that occurs outside of the traditional classroom environment.

However, in order to achieve a broader understanding of education, it is best to view both main kinds of learning side by side, comparing dimensions of education in each.

Formal education:

- Focus: emphasis on teaching.
- Curriculum: sequential prescribed curriculum.
- Relationships: teacher-student, often hierarchical.
- Resources: often originate at the state and federal levels. High costs typically associated with formal education.
- Time orientation: future.
- Structure: high structure typically required.
- Recognition: leads to recognised certifications/ qualifications.

Non-formal education:

- Focus: emphasis on learning.
- Curriculum: options, variety, flexibility. Often determined by learners.
- Relationships: facilitator-learner informal relationships.
- Resources: often local. Low costs are typically associated with non-formal education.
- Time orientation: immediate.
- Structure: low structure often desirable.
- Recognition: does not lead to recognised certifications/ qualifications.

Purpose:

Contrary to what the prefix 'non' might suggest, NFE does not have to be separate from formal education. In today's fast-changing society, the traditional education system is becoming increasingly unfit for purpose. It's generally good at tackling the basic needs of a fairly homogeneous group of people, mainly children aged 6-18. But today's world needs so much more.

NFE is the way to fill the growing gap that results from today's more advanced and heterogeneous educational needs whereas it's carefully adjusted to the needs and interests of particular subgroups of the population to foster personal, social and professional development.

Instead of butting heads, both types of education can complement each other.

The People Involved:

Non-formal education methods can be tailored to the needs of the recipient, but for the purpose of this manual, the recipients are youths where the need for NFE stems from one of the following:

- A youth education project within a school or attached to an organization. In these cases, the curriculum is largely predetermined and specific goals must be met by teachers and students. Even though this is a formal education setting, there are many opportunities to use non-formal education methods to assess, inform, and evaluate student progress.
- Youth who are not attending school. Out-of-school youth differ from in-school youth in several ways. Differences include: more unstructured time, fewer adults providing support and encouragement in a learning environment, more vulnerability to physical and emotional abuse, and more exposure to daily pressures of meeting basic human needs.
- Vulnerable or disadvantaged youths including children with disabilities, children with learning difficulties or refugee children.



PART 2: ASSESSMENT

Now that you've formed a general idea about NFE, the time has come to learn how to apply it in the real world.

The first step is assessment. Get to know your subjects and learn their needs. Acquaint yourself with the tools available to you. And finally, decide how to proceed to achieve the goals of your program.

What is it exactly that you need to assess?

- As a volunteer, you're likely to be entering a new community by participating in your project. In order to work better within that community, you will need to use techniques such as participant observation, informal discussions, and interviewing to help you build rapport and gain knowledge.
- Some activities will require you to raise awareness within your new community. Some participatory tools such as daily activity schedules and seasonal calendars are particularly effective. These types of activities not only provide important information but also may offer new perspectives on daily life and often inspire action.
- Since you're a volunteer, chances are there's a project on which you're working. Initial assessment of the situation with your team is crucial to decide what issues will be addressed by a new project.
- Last, but not least, now that you're in the thick of it, it's important to assess the current knowledge, skills, and attitudes of participants before planning and conducting a learning activity or workshop. You can do that by interviewing, group discussion, and even pre-testing.

Assessment Tools:

- **Observation:**

One assessment tool that comes naturally to almost everyone is *observation*. After all, doesn't it make sense when you come into a new situation to begin observing, analyzing, and trying to make sense of what you see?

Since it's such a basic tool in your repertoire, it stands to reason to train yourself to observe and reflect with more precision. Below are a few ways to help you achieve that:

- Keep a journal where you write your observations and impressions. This provides a reference that you can return to to analyze and reflect.
- Sequential reporting by writing down exactly what happens as it is happening. Try to be as objective as possible and avoid interpretation or judgments. By forcing yourself to focus on details that you would normally ignore, questions might emerge that you can later follow up on.

- Reporting of selective themes: After doing a number of detailed sequential observations, try following a theme that interests you. Choose a theme or question and write short notes about it whenever you learn something new.
- Detailed description of an event: You may witness an interesting incident when it would be insensitive to pull out a pencil and paper. Train yourself to remember as many details as possible to write down later.
- Subjective observation: At last, you can throw logic to the wind and capture feelings, relationships, beauty, sadness, the setting, and atmosphere. Let's not get carried away, though. Use care in your interpretations, and draw on the knowledge and skills you have gained in doing the previous observations so as not to jump to conclusions.

- **Informal Discussion:**

You've waited, you've watched, you've learned all there is to learn by waiting and watching. The time has come to ask some questions. Friendly and culturally appropriate questions, of course. Below are some kinds of questions that may help you in your quest.

- Factual questions: keep those for formal interviews, officials and Google.
- General questions with a personal twist. Always keep your questions geared towards your subject.
- Opinion questions might be a little tricky. Rule of thumb is to steer away from religion and politics unless you're on good terms with your subject.
- Personal questions can be a minefield. Only ask if absolutely necessary, which might not be the issue when working with school-aged children.

- **Interviews:**

Sometimes a formal interview is more appropriate than a casual discussion. Another advantage to an interview is that it's more structured than ordinary conversation and therefore yields more comparable data. Be sure to ask permission of your interviewees to quote them and inform them clearly of your purpose in interviewing them. Before you conduct an interview, try to find out the culturally sensitive way to go about it.

Now that you've been jumping through all those hoops to learn how to collect information properly, here's what you should do with it.

- Use it for your own education.
- Share it with the rest of your team.
- Share it with the interviewees. This might seem unusual to some, but it's actually in accordance with the spirit of NFE wherein you're working with the people as opposed to merely considering them as subjects.

- **Community Mapping:**

A highly participatory needs assessment tool in which participants draw or construct maps of their community. This tool can visually show significant differences in how different subgroups view their community.

- **Daily Activities Schedule:**

An activity where the participants are asked to create a timeline of their daily activities. This provides insight to the lives and constraints of different subgroups, how best to work with/around them and also provides a baseline data that you can always return to at various points in time to assess your project.

- **On-the-spot Assessments:**

We don't always have the luxury of a prolonged observation or a thorough assessment. If you're required to engage in a class or workshop on short notice, an on-the-spot assessment can help you engage your participants, clarify expectations and objectives, and most importantly, adjust your workshop or activity to the needs of the current participants.

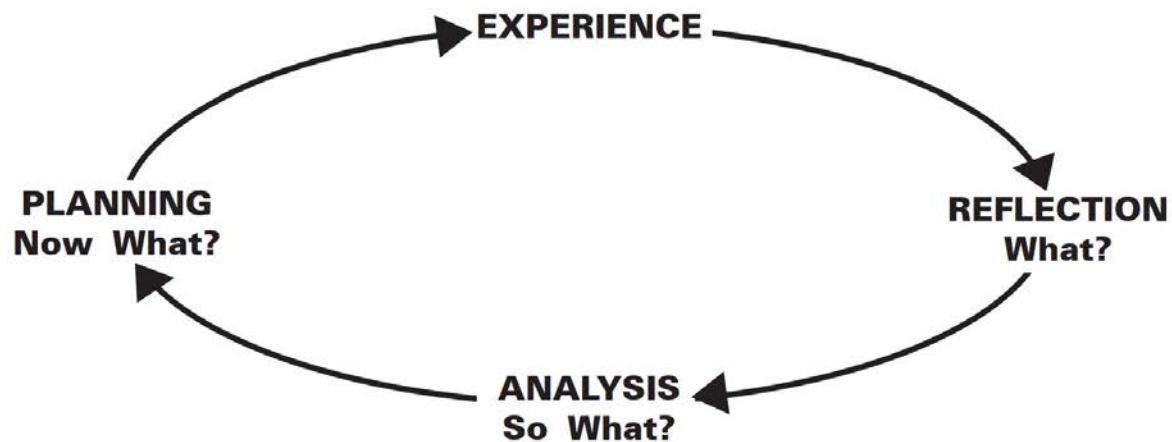


PART 3: HOW DO WE LEARN?

Kolb's learning styles

In order to be able to teach, you first need to understand how your students learn. A good man by the name of David Kolb is going to help you with this by identifying four different categories of learning that you might encounter.

Kolb's learning styles are categorized as follows:



1. Concrete experience:

Some learners prefer to make judgement based on feelings or intuition, rather than on theory, which they often dismiss as being “too abstract.” Such learners are people-oriented and often relate more easily to peers than to authority figures. They benefit most from feedback and discussion with other participants who prefer this same mode of learning.

2. Reflective observation:

Some learners are more tentative and prefer to listen, think, and stand back before making judgments or consolidating their learning. According to Kolb, they seem introverted in learning situations compared to their more active peers because they enjoy listening to lectures or to others' opinions while they take on the role of impartial, objective observers.

3. Abstract capitulation:

These learners are more “logical” and “objective” and may even seem dispassionate or withdrawn in a learning situation. Kolb suggests that they tend to be oriented more towards things and symbols and less toward their peers. They learn best from authority figures in an impersonal environment.

4. Active experimentation:

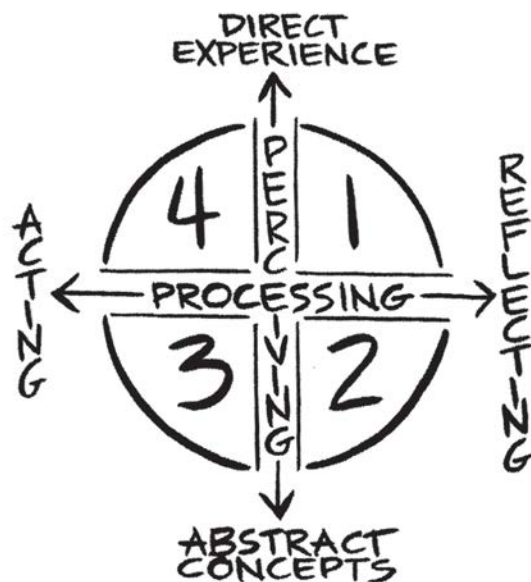
These learners learn best when they tackle a project with their hands, often working in groups. Like those who learn best from concrete experience, they are extroverts, but instead of approaching each problem as a special case, they formulate hypotheses and actively test them out. Kolb suggests that they dislike lectures and other passive learning situations.

It's important to point out that learners can be categorized in more than just a single category. While one category might seem to be the dominant style for a learner, s/he will benefit more from a combination of methods drawing from all four categories. The bottom line is that the most effective learning experience incorporates activities that engage several learning styles.

How does one do that, you ask? Well, Kolb didn't leave us hanging on that account. He created a methodology for incorporating all four categories of learning styles into every learning experience and called it the "experiential learning cycle".

Experiential Learning Cycle:

In keeping with his learning styles theory, Kolb believed that people are more adept at learning from some stages of the cycle than they are from others. Some of us have experience after experience and hardly reflect on them at all. Some of us reflect a great deal, but shy away from experiencing anything too unusual. Others reflect and generalize, but stop there, without applying the learning to new situations. Kolb suggests that educators can facilitate learning by consciously taking participants through the entire cycle of experience, reflection, generalization, and application.



1. At first, you have an experience (concrete experience)
2. Then you begin to reflect upon that experience (reflective observation)
3. After that you begin to analyze what is happening (abstract conceptualization)
4. At last, you may apply what you have learned to new experiences (active experimentation)

Now, Kolb wasn't the only theorist who thought this through and categorized learning styles. Another gentleman by the name of Howard Gardner proposed a theory called the multiple intelligence theory which postulates seven different learning styles: linguistic, musical, logical-mathematical, spatial,

bodily-kinesthetic, intrapersonal and interpersonal. Others have grouped learners differently: right-brained (artistic) and left-brained (analytic), for example, or auditory or visual.

- *Right-brained learners* are more intuitive and solve problems by looking at the complete picture.
- *Left-brained learners* are systematic and analytical and tend to solve problems by breaking them apart into individual parts.
- *Whole-brained learners* or those with both gifts can move freely between intuition and analysis.

4MAT System

An educator that goes by the name Bernice McCarthy drew upon Kolb's work, the work of those theorists who describe left and right brain processes, and other research into learning styles to create her 4MAT System.

The system also divides learners into four different learning styles as follows:

1. The Imaginative Learners:

- Perceive information concretely and process it reflectively.
- Integrate experience with the self; believe in their own experiences.
- Learn by listening and sharing ideas.
- Excel in viewing direct experience from many perspectives.
- Favorite question is: "Why?"

2. The Analytic Learners:

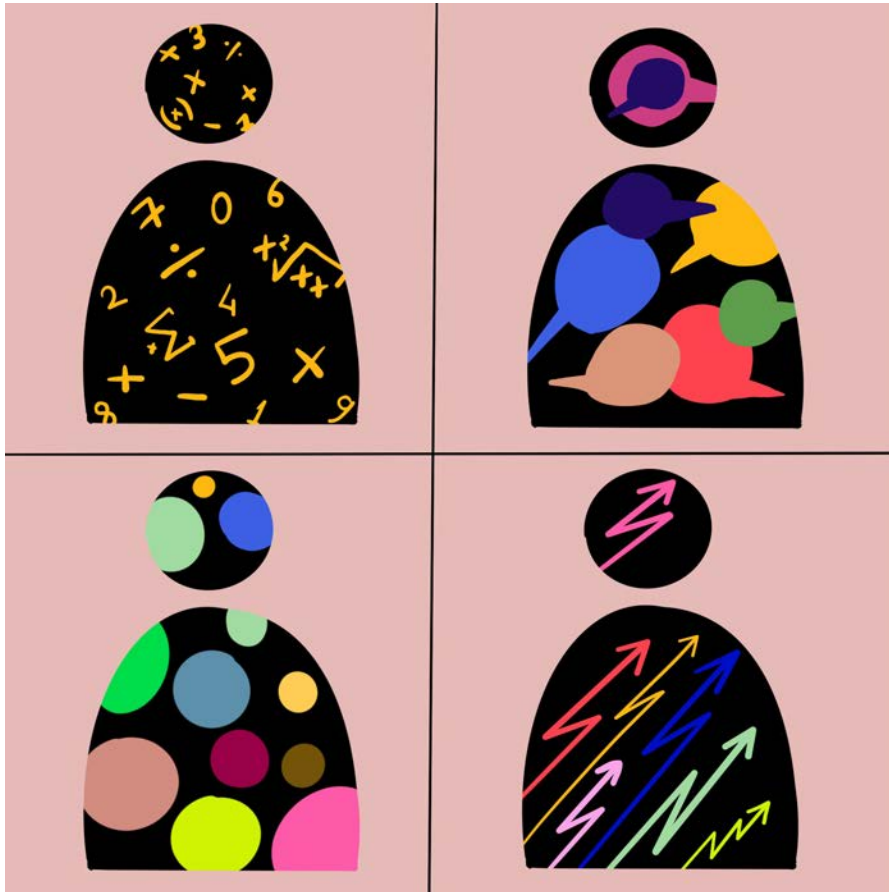
- Perceive information abstractly and process it reflectively.
- Devise theories.
- Often need to know that the experts think.
- Value sequential thinking and need details.
- Enjoy traditional classrooms.
- Favorite question is: "What?"

3. The Common Sense Learners:

- Perceive information abstractly and process it actively.
- Integrate theory and practice.
- Learn by testing theories and applying common sense.
- Are problem-solvers, resent being given answers.
- Have a limited tolerance for fuzzy ideas; prefer to get right to the point.
- Favorite question is: "How does this work?"

4. *The Dynamic Learners:*

- Perceive information concretely and process it actively.
- Learn by trial and error.
- Excel when flexibility is needed; are adaptable and relish change.
- Are risk-takers.
- Enrich reality by taking what is and adding something of themselves to it.
- Favorite question is: "What if?"



PART 4: ACTIVITY PLANNING STRATEGIES

Now that we have a basic understanding of different learning styles and theories, it's time to put what we have learned into action. It's activity planning time!

You might be wondering now, "But where do I begin?" Well, an educator by the name of Jane Vella offers us a useful approach when preparing for a lesson or workshop. Her 'seven steps of planning' provides a simple, efficient template to keep in mind when beginning to design your workshop.

Seven Steps of Planning:

1. **Who?** Who are the participants? How much do they already know about the topic? What are the age ranges, gender breakdown, cultural mix and hierarchies at work?
2. **Why?** What is the overall goal of the learning? What do the participants want to learn? Are they attending the training voluntarily?
3. **When?** How much time is available for the training? Are there any work or season-related time constraints? Is one time of day better than another for your participants?
4. **Where?** Where will the training be held? Indoors or outside? What equipment is available? Chairs? Tables? Flipcharts? Local materials?
5. **What for?** What are the behavioral objectives of the training? What will the participants be able to do differently after the training?
6. **What?** What specifically will participants learn? What new knowledge, skills and attitudes do you want to develop?
7. **How?** What learning activities will participants engage in to learn the content? What are all the steps of the training? How will you evaluate the training?

Now that you've worked through the questions in that checklist, you're now ready to design your activity. There are many different templates out there for lesson planning, however you'll find that ultimately the parts of a lesson are basically the same.

Parts of a Workshop/Activity:

1. **Warm-up:** A short (5-10 minute) activity used to "break the ice" or to energize a group. Warm-ups can be used at the beginning of an activity, after breaks, after lunch and at times of low energy.

2. **Introduction:** An activity used at the beginning of a lesson that allows participants to be introduced to each other and to the facilitator (you).
3. **Ground rules:** Ground rules help to establish a set of factors that participants agree to use while working together. They usually address the language to be used, punctuality and so on. Depending on the formality of your lesson, you may or may not negotiate the ground rules with your group.
4. **Expectations:** In this part of the lesson, participants are typically guided through an activity to express what they expect from the training.
5. **Activities:** This is the body of the lesson. Here you decide on what learning methods, techniques and tools to use to communicate and explore the content of the lesson.
6. **Evaluation:** An evaluation at the end of a lesson or workshop provides facilitators and participants with feedback regarding the effectiveness of the activity or workshop design.
7. **Affirmation:** Similar to an evaluation, a workshop affirmation (or reflection) is a short activity at the end of an activity to allow participants to reflect on their learning experience and provide feedback.

Objectives:

Let's set our objectives first. A tool that will help you set your learning objectives while designing an activity is the *Objectives' ABC*

- A. **Affective**, or what we feel. This objective should involve new attitudes or feelings that have changed as a result of the activity.
- B. **Behavioral**, or what we do. This objective refers to new skills learned and practiced during the activity.
- C. **Cognitive**, or what we think. This objective involves new knowledge gained during the activity.

Additionally, to ensure that a learning experience is effective and to be able to evaluate whether people have learned, write objectives that are **SMART**:

Specific,

Measurable,

Achievable,

Realistic, and

Time-bound.

Evaluation:

There are various reasons why evaluation is a key part of planning your learning activities. For starters it is important to measure your activity's success. Moreover, evaluations help you to continually improve the program, to get a sense of satisfaction for the work you are doing, and potentially, to provide evidence that could be used to justify funding or other support by the project's supporters.

So let's learn to build an evaluation!

First, let's ask the question ***Who wants to know and why?***

- Potential answers to “who wants to know?” may include the facilitators, any donors or sponsors or perhaps the participants themselves.
- Possible answers to “why?” may include improving subsequent activities, ascertaining follow-up training for participants, determining whether or not to fund such learning activities in the future, etc.

In 1959, a gentleman by the name of Donald Kirkpatrick developed a four-level model of evaluation. Since that time, his model has become the most widely used approach to evaluating training programs.

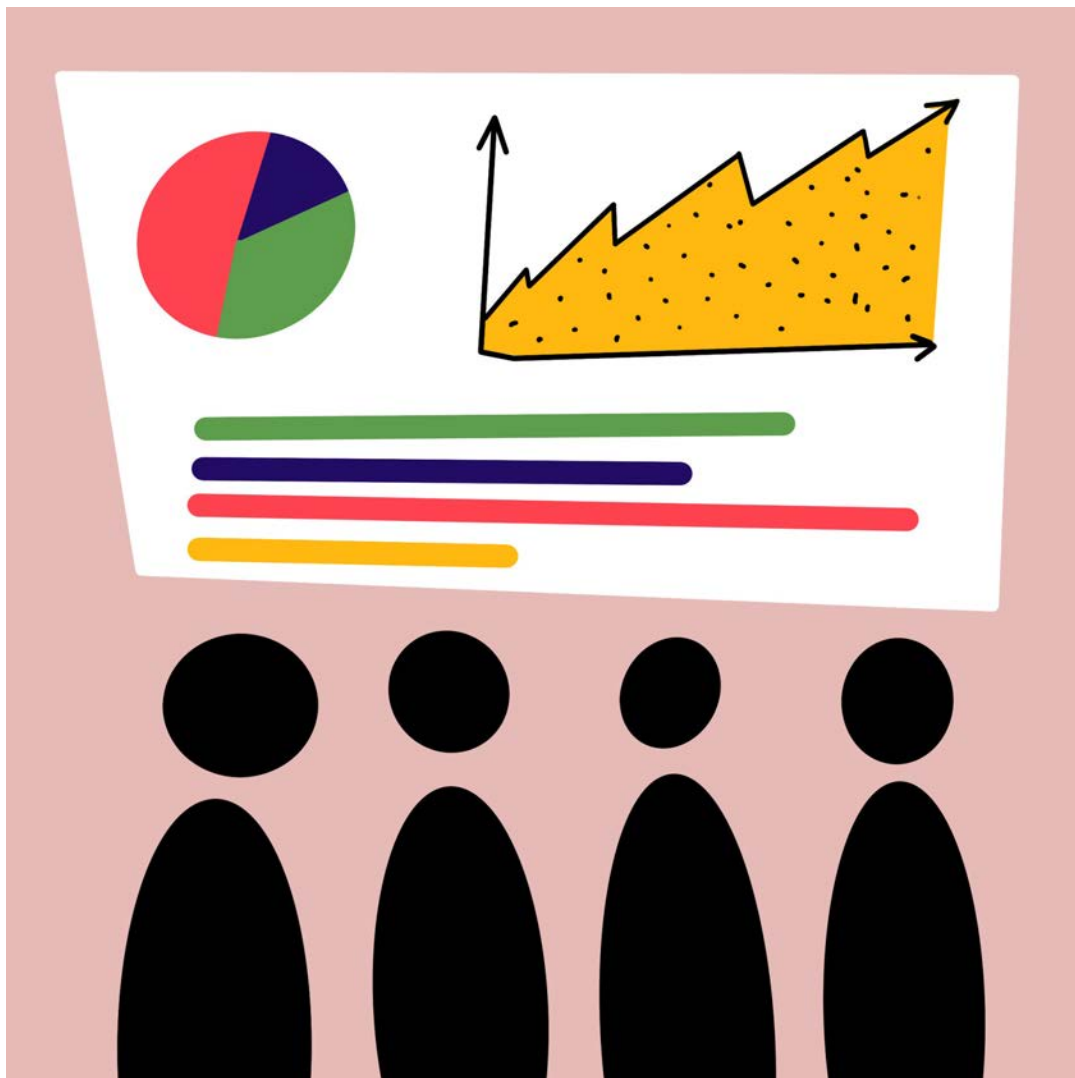
Kirkpatrick's Levels of Evaluation:

- **Level 1 - Reactions:** Just as the name implies, this simple evaluation measures participants' satisfaction with the training. Did they like it? Which activities did they like the most? Which activities would they improve? At bare minimum, educators should evaluate at this level so that they can improve their training program.
- **Level 2 - Learning:** This evaluation attempts to assess to what extent the objectives have been achieved. Ideally, trainers will conduct a pre-test and a post-test to evaluate learning gains.
- **Level 3 - Behavior:** This level of evaluation is perhaps the best measure of an activity's effectiveness, as it seeks to discover to what extent the new knowledge, skills, or attitudes have changed the behavior of the participants.
- **Level 4 - Results:** This type of evaluation seeks to document the results that have been achieved as a result of the activity.

For the most part, as a volunteer, you will probably only engage in level 1 and level 2 evaluations.

Affirmation:

Even if you engage in workshop evaluations, you may still wish to conclude your workshop or activity with an affirmation. As we mentioned earlier, an affirmation offers participants the chance to affirm the importance of the group's time together and to look ahead to the future. An affirmation or closing exercise is a short 5-15 minute activity used at the end of a learning activity or workshop. A good closing exercise fosters a sense of accomplishment by giving participants the opportunity to share their impressions of the workshop, relay appreciative messages to the group and/or reflect on what they have learned.



PART 5: IN THE CLASSROOM

Now that we've discussed the theory and the planning around the activity, it's time to get into the nitty-gritty of the classroom itself.

An important part of any workshop is choosing just the right exercise, game, or other method to engage learners and effectively communicate content.

There are many tried-and-true techniques that have proven effective in different settings with a wide variety of participants. Together we will explore some of these methods and suggest the appropriate use and context for them.

However, while going through the next part of the manual to choose your activities, keep in mind what you've learned so far. In what circumstances would each be appropriate? Would some of these methods be more appropriate to certain learning styles than others? Certain audiences? Which of these techniques seems appropriate to teach knowledge? Build skills? Affect attitudes?

Methods to Enhance Participatory Learning

1. Brainstorming

What is it? Brainstorming is a familiar technique in which a facilitator asks a specific question or describes a particular scenario, and participants offer many different ideas. These ideas are then usually written on a flipchart or chalkboard and considered for further discussion.

How does it work? Brainstorming can be used in any kind of group discussion when you want to encourage creativity and contributions from all members. Use this technique at the beginning of a session, class or meeting to ascertain participants' knowledge about a topic or to set an agenda. Or, use brainstorming briefly in the middle of another learning activity, such as storytelling or dramatization, to capture some of the ideas raised by the exercise. Similarly, leading a brief brainstorm at the end of a learning activity captures important "take-away" points.

Brainstorming:

- Ideas are called out randomly and freely from any participant.
- No idea is silly or unimportant.
- Usually, no discussion or comments on the ideas are allowed during the brainstorming phase, except for purpose of clarification. This keeps the flow of ideas coming quickly.
- The person recording the ideas should write them down as he or she hears them, without modifying them.



- Plan to do something with the list generated. Brainstorms are energizing and thought-provoking, but it can be frustrating to participants to make a list and take no action on it.

Variations: Quieter participants (reflective observers) might be less likely to participate in a brainstorming session. Or, sometimes the group is so large it is difficult to be sure that everyone has had a chance to be heard. An alternative type of brainstorming is card sorting. Give each participant one to three cards (depending on the size of the group and the amount of data you wish to generate) and a pen or marker. Ask a clear, specific question and direct each participant to write responses or ideas on the card, one idea per card. Invite participants to post their cards on a wall. Sort the cards into groups, if you wish, and discuss the cards. If the group is large, have participants share their cards in small groups and choose two cards to represent the thinking of each of the small groups. Card sorting ensures that all participants, no matter the learning style, have a chance to lend their ideas to the discussion.

2. Case Studies

What is it? A case study is a written scenario that usually involves an important community situation. Since it is written beforehand, it can be specifically created to address relevant local issues.

How does it work? Typically, the facilitator distributes the case studies, and participants can work on them individually, in pairs or in small groups. After participants read, reflect upon, and discuss the case studies, the facilitator leads a large group discussion about the issues raised in each scenario.



Case Studies:

- Be clear about the learning objectives.
- Ensure cross-cultural appropriateness, and check for the adequate inclusion of all individuals.
- Understand the learning needs of the participant group, and construct the case study so that it will be challenging to the participant group, but still manageable.
- Anticipate some of the questions participants will ask, and be ready with helpful answers.
- Work through the data and descriptions you provide in the case studies carefully. You don't want the group spending most of their time trying to figure out confusing or ambivalent details.

Variations:

- Often, case studies are not made up, but are drawn from real situations in the community or in similar communities.
- A more complicated version of the case study is a simulation. This activity is usually presented in steps with participants receiving some information, working on the data, making decisions,

and processing the findings. Then, the facilitator provides additional information or the next steps in a scenario, and the groups go back to work with these new data.

3. Demonstrations

What is it? A demonstration is a structured performance of an activity to show, rather than simply tell, a group how the activity is done. This method brings to life some information that you may have already presented in a lecture.

How does it work? Model the activity slowly and clearly for participants, answering questions after the demonstration to ensure understanding. Then, participants practice the activity individually, in pairs or in groups to reinforce the learning.



Demonstrations: Gather all materials and practice the demonstration by yourself before you do it in front of the group, to ensure that it is clear enough to make participants feel comfortable to try it themselves. Before demonstrating a technique, consider its suitability for the people, customs and economic constraints in the area.

Variations: If some participants or students have more knowledge than others about how to perform an activity, you might conduct demonstrations in groups, with one peer performing the demonstration and another monitoring the practice activity in each group.

4. Dramatization

What is it? A dramatization is a carefully scripted play where the characters act out a scene related to a learning situation. It is designed to bring out the important issues to be discussed or messages to be learned.

How does it work? Present a dramatization at the beginning of a learning activity to raise issues that are then dealt with through other

methods: lecture, large or small group discussion, research and so on. The dramatization may be designed by the teacher/facilitator or by members of the participant group. It may be presented by co-facilitators, peer educators, or chosen participants who learn their parts and practice prior to presenting it to the target audience. Or, it may be the culmination of learning, with participants designing a dramatization to carry messages to others, such as to other students, to groups in the community, or to the general



public. Dramatization combines learning and entertainment, and may involve puppets, songs, and dances.

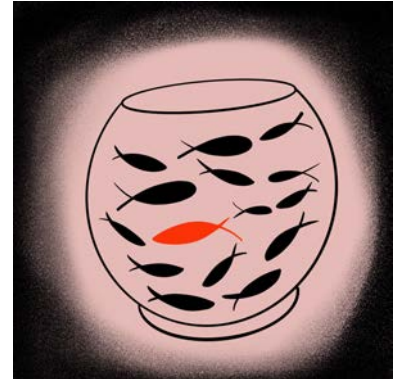
Dramatization: Identify the message of the dramatization first. Then, create a way to present the message through drama. Keep the drama simple and on target, so that the messages are clear.

5. *Fishbowl*

What is it? In a fishbowl discussion, most of the participants sit in a large circle, while a smaller group of participants sits inside the circle.

How does it work? The fishbowl can be used in two distinct ways:

- As a structured brainstorming session: Choose a specific topic based on the group's needs or interests. A handful of seats are placed inside a larger circle. Participants who have something to say about the topic at hand sit in the center. Anyone sitting inside the fishbowl can make a comment, offer information, respond to someone else in the center, or ask a question. When someone from the outside circle has a point to make, he or she taps the shoulder of someone in the center and takes that person's seat. This continues, with people from the outside tapping and replacing people on the inside, as a lively brainstorm takes place. You will need to process the many ideas after the fishbowl exercise.
- For structured observation of a group process: Participants in the fishbowl are given a specific task to do, while participants outside the fishbowl act as observers of the group process. The inner group works on its task together, and the outer group is asked to note specific behaviors. To process the activity, ask the inner group to reflect on the group process, and ask the outer group to describe what they observed.



Fishbowl: When using the fishbowl as a structured brainstorming session, it is important to model how participants

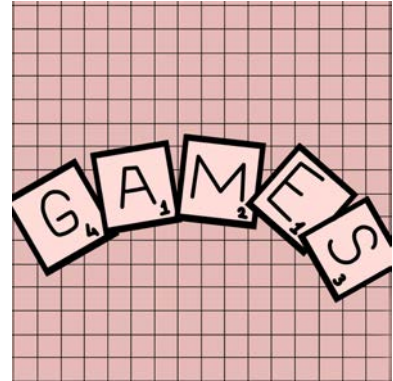
from the outside circle can tap and replace people from the inside circle. Model this technique by choosing a simple topic for the fishbowl as a quick practice activity, so that participants are comfortable tapping and replacing before discussion of the real

topic begins. Ask one person to be the 'recorder' and jot down the main points that are raised during the activity for the group to discuss later. Keep the activity on track by clearly defining the discussion topic or group task before beginning the fishbowl.

6. Games

What is it? Games are appropriate NFE tools when they are used to encourage people to take charge of their own learning, and to test and reinforce new knowledge or skills.

How does it work? Adapt a popular game to convey or test knowledge of a particular topic, or create a new game to test or reinforce learning. Divide participants into groups, if necessary, to play the game. Use games after information has already been shared using another method (e.g., lecturette, demonstration, jigsaw learning, etc.) or to assess participants' knowledge at the start of a learning activity.



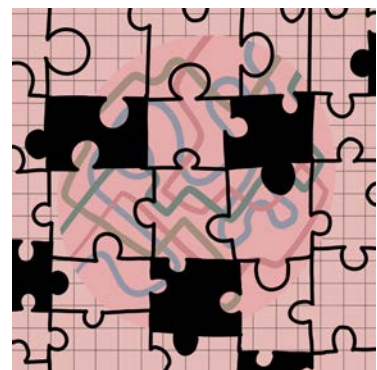
Games:

- Try to use cheap, local materials.
- Make sure no aspect of the game be considered offensive by local cultural or religious standards. Ask for help to adapt the game if necessary.
- Consider adapting local games as a learning activity.
- Consider the local culture's attitude toward competition and cooperative learning and also consider how might this attitude influence the participants' motivation for, and enjoyment of, learning games.
- Think about the many games you have played throughout your life. How might you adapt some of them for use as a learning activity? What topics might you reinforce using these games?

Variations: Scavenger Hunt: This activity is especially effective when your goal is to have participants explore a particular area or topic. Give teams of participants a list of items to find, signatures to get, places to locate and so forth. The team that completes the list first wins a prize. This is a good introductory activity in a training workshop or at the beginning of a new school year.

7. Jigsaw Learning

What is it? In a jigsaw activity, evenly divided groups are given a topic to learn (a piece of the puzzle to master). Once these small groups have mastered the content, the groups are reorganized so that each new group contains one member from each original group (now each group contains all essential pieces of the puzzle to put together). Each new group now contains an "expert" on the content that they have mastered in the original groups, and one at a time, each expert teaches the new content to the newly formed groups. The facilitator then processes the activity and emphasizes key learning.



How does it work? To use jigsaw learning, it is best to cover three to four different but related topics. One way to use this method is to prepare handouts that cover the information to be learned on each topic.

Jigsaw Learning:

- Ensure that the information is “teachable.” The topic should not be too long or overwhelming, but should be relatively easy to learn and teach.
- Allow enough time for participants to learn the information, discuss it with their expert groups and prepare to teach it to others.
- Give clear, easy-to-follow directions, both about the activity itself and in guiding participants to switch into their jigsaw groups. The trickiest part of using this technique is moving participants into their jigsaw groups without causing confusion. It might be a good idea to have color-coded badges, so that participants can readily identify group topics and get into their jigsaw groups more easily
- Process the activity fully. Some participants are better teachers than others, so it is important to emphasize key learning at the end to ensure that all participants understand the main points for each topic.

Variations: Sharing experiences: Another way to use this method is to allow three or four groups of participants to share their experiences with each other. You might use jigsaw learning by creating small groups of three—with one of each “type” of participant. This arrangement would allow for a personal, face-to-face sharing of the issues, perhaps before a larger group discussion

8. Lecturette

What is it? A lecturette is a short, oral presentation of facts or theory. No more than 15-20 minutes in length, the goal of a lecturette is to impart information in a direct, highly organized fashion.

How does it work? The facilitator, presenter, or teacher presents knowledge on a topic, sometimes using flipcharts, computer software presentations or other media to guide the discussion. A question and answer period follows.



Lecturette:

- There is important specific information to convey or new theories or skills to be learned.
- An expert is available to share knowledge about a particular topic.
- The lecture is presented dynamically and care is taken to include participants by allowing questions, soliciting comments or using one of the variations below.

- The lecture uses personal stories or familiar examples to support theoretical points. Often, people remember stories more readily than theory.
- The lecture is reinforced using another learning method, such as demonstrations, role plays and games.

Variations:

- **Best Summary:** Each participant prepares a summary of the main points at the end of a presentation. Teams of participants switch their summaries and select the best summary from each set. To use this technique, stop the lecture at appropriate intervals. Ask participants to write a summary of the content presented so far. Organize participants into equal-sized teams. -Redistribute summaries from one team to the next one. Ask each team to collaboratively identify the best summary among those given to them, and read it.
- **Essence:** Participants write several summaries of a lecture, repeatedly reducing its length. Ask participants to listen carefully to the presentation and take notes. After the presentation, teams prepare a 32-word summary of the lecture. Listen to each team's summary and select the best one. Now ask teams to rewrite the summary in exactly 16 words, retaining the key ideas and borrowing thoughts and words from other teams' earlier summaries. Repeat the process three more times, asking teams to reduce the length of the summary to eight, four and then two words. Finally, ask each participant to write an individual summary of appropriate length.
- **Interpreted Lecture:** Lecture for about five minutes. Pause briefly and then randomly select a participant to repeat the essence of the lecture so far by "translating" the lecture into plain English (or the local language). After one participant interprets, ask others to add any missing items. Repeat the procedure in approximately five-minute intervals. This method will be more effective if you explain the process and the expectations clearly before you start.
- **Press Conference:** Present a short overview of the major topic and identify three or four subtopics. Distribute index cards to participants and ask them to write at least one question on each subtopic. Collect the question cards and divide participant into as many teams as there are subtopics. Give each team the set of questions dealing with one specific subtopic. Team members organize the questions in a logical order, eliminating any duplicates. After a suitable pause, play the role of an expert and invite one of the teams to grill you for 5-10 minutes. The presenter responds to the questions in a press conference format. At the end of this press conference, ask members of each team to review their notes and identify what they consider to be the two most important pieces of information given in your answers. Repeat this activity with the other teams.
- **Superlatives:** At the end of each logical unit of a presentation, ask teams to identify the most important, the most disturbing, the most surprising, or the most complex idea presented so far. Or, during your presentation, stop at some logical point and ask participants to work in teams to identify the most important piece of information you presented so far. After a suitable pause, ask each team to share its decision. Now ask teams to select the most controversial (interesting, vthought-provoking, etc.) statement that you made in your presentation. After

teams respond, make the next unit of presentation. Repeat the teamwork procedure by specifying different types of information to be identified (such as the most radical, the most surprising, the most interesting or the most humorous).

9. Panel Discussions

What is it? This method usually involves the presentation of an issue by several resource persons at a table in front of a group. Usually, each presenter speaks briefly on the topic and then a moderator solicits questions from the audience.



How does it work? The moderator introduces the presenters, keeps the discussion on the topic and within time limits and summarizes the discussion at the end. Each presenter typically speaks for a set period of time (for example, five minutes). After all presenters have spoken, the moderator invites questions from participants. At the end of the session, the moderator may summarize the discussion and thank the presenters for their participation.

Panel Discussions:

- Panel discussions are best used when you would like to present a number of different perspectives on the same topic. Rather than having a series of lectures or longer sessions, you might gather people with the relevant experience or knowledge on one panel.
- Consider preparing a guide for your panel guests, to help them prepare in advance and to ensure that your objectives are met.

Variations: Small Group Discussion: After the panel presentation, participants divide into small groups, and each panelist leads a question-and-answer session with a small group.

10. Role Play

What is it? Role plays are short interactions of participants playing specific, predetermined roles to explore issues or practice skills. Roles are usually written out, and the facilitator may help participants playing the roles understand “who” they are to be.

How does it work? Role plays are generally used after a period of instruction or discussion. For example, if participants are learning communication skills, groups can role play being



assertive in typical situations (e.g., students in peer pressure situations, or people needing to access services in a clinic or office). Stop the role play periodically and discuss what behaviors worked and what was difficult and allow the group to brainstorm different choices of behavior/words. The role play may be done again, with the same person practicing or someone else trying.

Role Play:

- For best results, the role playing situation should be realistic, and the roles of anyone involved should be written out or described verbally to each player.
- Younger people are often more willing to role play in front of a group than adults, but care must be taken not to embarrass participants.
- Monitor the timing and process of the exercise so that the role play does not drag on, become silly or unrealistic.
- At any time, stop a role play and lead a discussion. Open-ended questions such as: "What was effective in X's behavior?" "How did s/he counteract the behavior of X?" can help involve the audience as well as the players.
- Invite new participants to come and practice the role, using their own words and ideas for the situation.
- It is important to process role plays after the activity. Ask participants open-ended questions such as: "How did you feel when...", "Why did you say..." or "What do you think went well?"

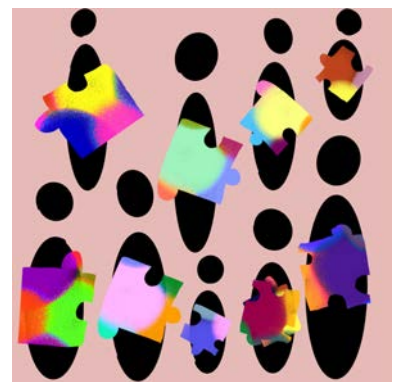
Variations:

- **Sequential role plays** allow the observing participants to tap a role player on the shoulder and step into that role. The action does not stop, but continues with one or more new players. Sometimes an observing participant will clap to indicate that he or she wishes to step into a role. Sequential role plays are often used in complicated situations where a quick resolution of an issue is not possible, or where a number of options might be considered.
- **Multiple role plays** allow all participants to practice at the same time. These are sometimes done in trios, with two participants playing the designated roles, and the third person being an observer. After a few minutes of action, the facilitator calls time, and the observer leads a discussion in the trio using questions provided. Roles are then rotated, and each person plays a different role. After the second discussion, roles are rotated one more time. After the final small group discussion, the whole group discusses the experience, with the facilitator bringing up key points.

11. Pictures

What is it? Pictures can help to creatively involve participants in a discussion, and to engage the right-mode processing preference in learners.

How does it work? Create pictures around a particular topic with your co-facilitators or



counterparts, and use those -pictures to begin a group discussion. Bring in photographs, perhaps from the newspaper, or photos that you have taken yourself. Use these pictures to begin a discussion. Or, provide a topic and invite participants to draw a picture on that topic. After drawing the picture, participants stand and describe the image.

Pictures:

- When using pictures to spark a discussion, ensure that the images are appropriate to the culture and the particular audience.
- Check the background of photos and illustrations to make sure there are no unusual images that distract from the message you are exploring.

12. Skit

What is it? A skit is an impromptu performance by participants to demonstrate something they know. Skits can be created by participants to show concerns they have about such things as peer pressure, health issues in their community or lack of resources. Skits may be used to demonstrate something learned, such as two styles of being a leader.



How does it work? Give participants a topic, the maximum length of the skit and the amount of time they have to prepare (depending on the complexity, 30 minutes or an afternoon, for example).

Skits:

- The topic assigned needs to be “demonstrable”; that is, it should be fairly easy to determine how one might act it out.
- The participants need to have the experience or knowledge to prepare the skit on the topic given. Give participants adequate time to prepare the skit; they will want to think of the points they want to make, create a setting and characters, practice and get some props (potentially). In most cases, a minimum amount of time to prepare is 30 minutes.

13. Small Group Discussion

What is it? A small group discussion is a structured session in which three to six participants exchange ideas and opinions about a particular topic or accomplish a task together. After the groups have had an opportunity to work together, they report the highlights of their work back to the large group, and the facilitator helps the group process the activity.



How does it work? Begin the learning activity by briefly presenting a topic to the large group. Then, divide the group into smaller groups and set a clear task for the small groups to accomplish. Write directions, goals and time allotted for the task on a chalkboard, flipchart or handout. As groups are working, walk around and listen in briefly to each group. Keep groups focused by announcing the time remaining periodically. After the small group work, participants typically reassemble in the large group and a representative from each small group shares their findings to the large group for a whole group discussion. Help the group process the activity to be sure the intended message was conveyed.

Small Group Discussion:

- Set a clear task that can be accomplished within the time limit.
- Make sure the task is interesting to participants and relevant to their learning goals.
- Rehearse the instructions in your mind to be sure your directions are clear and complete.
- Give instructions clearly, one at a time, especially if there are many steps. Giving too many instructions at once can leave participants confused.
- When small group work causes confusion and grumbling, it is usually because instructions were not clear or well-timed.
- It is also crucial to devote as much energy to the reporting back and processing as to the small group work itself. Groups that have spent time working on a topic may feel cheated if they are not given adequate opportunity to present their findings, and the entire group may miss key learning.
- Most importantly, it is imperative to complete the learning cycle by processing the activity. The facilitator should guide a group reflection at the end of the activity.

Variations:

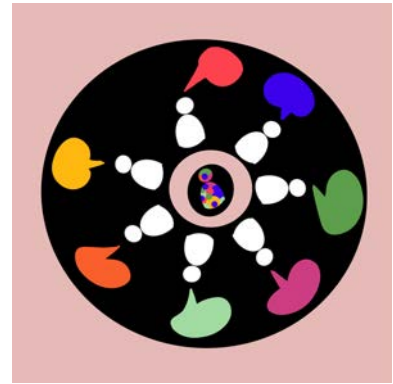
- **Group Report Out:** In turn, a representative from each group stands in front of the room and reports its findings, usually guided by written flipcharts or other notes. Sometimes this report includes a brief question-and-answer session with the rest of the group.
- **Gallery Walk:** Groups are instructed to write their information (or their drawings, community maps, etc.) clearly and legibly on flipcharts. Groups post their flipcharts around the room, and the facilitator invites everyone to take a “gallery walk”, to walk from one group’s findings to another, reading the information and making note of important learning. After about 15 minutes (longer or shorter depending on the number of groups), the facilitator reconvenes the participant group and processes the activity, often beginning with basic questions about what the participants have noted in the gallery walk, what stands out, etc.
- **Each table adds an idea:** If a number of groups has been working on similar tasks, guide the report by asking each table to share one idea. The group briefly discusses the idea, and then the next table shares a different idea, and so on, until all ideas have been shared.
- **Songs, Poems, Skits, Collage, Commercials:** Depending on the task and the audience, invite groups to report in a creative way—by writing a song, poem, or rap, performing a skit or commercial, making a collage and so on. Guide the processing afterwards, so that key learning is not lost in the excitement over the group’s creativity.

14. Stories

What is it? Using stories in a learning activity can be an effective approach, especially in cultures that have a rich oral tradition.

How does it work?

- **Sharing Stories:** Participants reflect upon a specific topic and share stories about that topic from their own personal experience. Activating prior knowledge about a topic creates enthusiasm and motivation and makes the topic more relevant to the group.
- **Storytelling** (sometimes called “critical incidents”): Tell or read a story to the group and then lead a discussion about the issues raised in the story. Use an existing parable or local story or create a story to illustrate the topic you want to address.
- **“Finish the Story:”** One way to gain some insight into an issue or group is to begin a story and ask each participant to add a line or two. This works best in a smaller group, and can even be used as a quick and fun warm-up.



Storytelling:

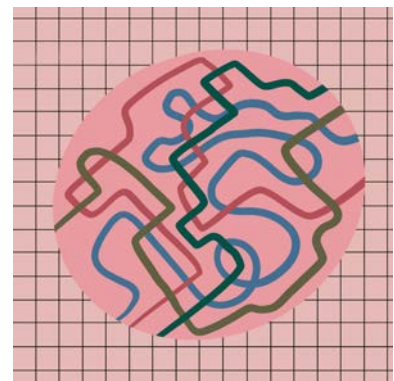
- Be clear about the message you want to convey when choosing a story.
- Also, check with your local counterparts to ensure the cultural appropriateness of the story.

Variations:

Pyramiding: Sometimes participants may find it difficult to share stories of an intimate or personal nature, or they might be shy to share their own story with the large group. Pyramiding can be an effective addition to sharing stories. Participants share their stories with a partner and can choose not to share it with the larger group. Invite participants to share stories in pairs. Next, suggest that each pair choose one story to share. Then combine two pairs of participants—each pair will share one story with the group of four. Next, invite the group of four to choose one of those stories to share with a larger group. Combine two quads, to form a group of eight. Two stories are told within the group of eight. Continue in this way until you are left with only two or three groups. (The number of times will depend on the total number of participants.) Then invite representatives from those two or three groups to share stories with the entire group of participants. In this way, each participant has had a chance to share and discuss his or her own personal story, but only two to three representative stories are shared with the large group.

15. Visualization

What is it? In a visualization exercise, the facilitator asks the group to imagine some point in the future, often an ideal image of the future. The facilitator then guides the group through this image, asking them to imagine particular aspects of it. The exercise is designed to invite



participants to explore the “big picture” and to tap into their deepest hopes and wishes.

How does it work?

- Invite participants to close their eyes and imagine a particular experience, place or situation in the future.
- Give participants permission to get as comfortable as possible.
- Guide the visualization in a calm and slow voice. First, ask participants to make note of the particular scene and pause while they imagine.
- Pausing for a moment or two between directives, ask them to visualize a specific situation, the people or issues involved and their emotions at the time.
- Generally, visualization usually lasts about five or 10 minutes.
- Visualization might be followed by a deeper discussion of the images, or by the creation of a vision statement or another approach.

Visualization:

Guiding a group through a visualization exercise can be an incredibly powerful experience. Be clear and specific about your objectives before using a visualization exercise and spend time before the activity practicing what you will say as you guide participants through their imagery.

Variations:

Use visualization to invite participants to think back to a particular time and issue in the past. Or, use visualization to transport the group to a different location or to help participants consider the perspectives of others.

Match Learning Methods to Objectives:

Having all these options and all these tools in your education repertoire might seem overwhelming at first, but don't worry. While there are no hard rules about when each method should be used, there are some questions that you can ask yourself that will be of assistance. And as you continue to design and facilitate learning activities, you will become more comfortable understanding when to use each of the learning methods listed above.

- What is the learning objective? Are you trying to convey knowledge? Teach new skills? Share experiences? Change attitudes? Change behavior?
- Who is the audience? How formal is the session, meeting or activity?
- Which methods would work best for active experimenters? Reflective observers? Those who learn through concrete experience? Abstract conceptualization?
- How will you vary the methods to reach a number of different learning styles? What sequence will you use? (For example, you might present a dramatization on a topic and then give a lecturette, followed by a demonstration. Participants might then practice the learning, using role plays or games.)
- How much time do you have? Do you have

enough time to effectively use the method? Or would another option be more appropriate, one that takes less time?

- Are there any issues around logistics or physical layout that would make one learning activity better or more difficult than another? For example, if you are working in a very small space with a larger group of participants, it might be more difficult to effectively manage the fishbowl or a sequential role play.

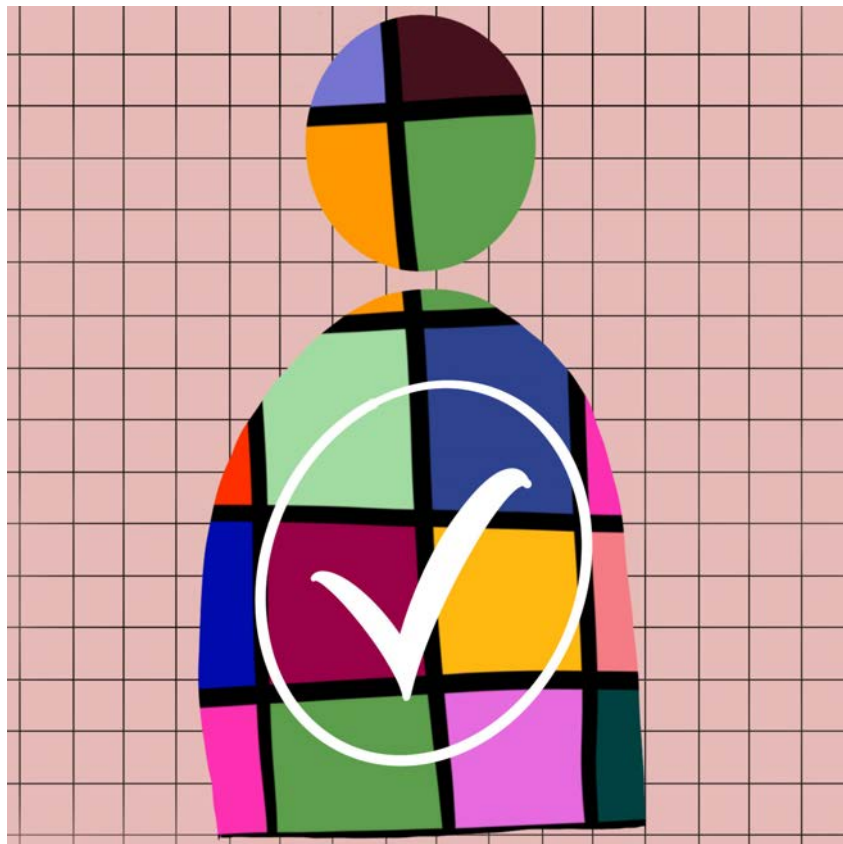
PART 6: CONCLUSION

So. To sum up, an ideal NFE activity should:

- Involve participants actively in identifying needs and finding solutions;
- Promote learning that is practical, flexible, and based on real needs;
- Focus on improving the life of the individual and/or community; and
- Encourage participants to assess, practice, and reflect on their learning.

We also suggested the following components as important issues to consider when designing NFE activities:

- Assessing the needs of participants.
- Understanding learning styles and creating learning experiences for all styles.
- Using the experiential learning cycle and 4MAT.
- Evaluating the learning experiences.
- Creating an effective environment for learning, by attending to issues of physical setting, layout, gender, and culture.
- Employing a number of different learning methods and tools to stimulate participatory learning.
- Adapting learning materials from local resources.



PART 7: EXAMPLES OF NFE ACTIVITIES

Ethnic Paper Facemasks

Objectives:

- Intercultural learning, physical development, emotional management and crafts, creativity, use art as an expression.

Material:

- Colored paper, glue, scissor, paints, brushes, rubber rope, glitter.

Description:

- The children will transfer their creativity to the products they make by drawing or pasting the shapes they want to the masks that are cut according to their own faces, and different creative results will come out at the end of the day.
- At first, we start with a oval-cut cardboard according to face dimensions.
- We make holes in the sides and tie the rubberized threads from here and give the mask its initial shape.
- Then we make holes in the eye and nose parts and go to the decoration part.
- After that, it mostly continues with the children creating their own designs in the mask.

Duration: 60 minutes



Making Sculptures with Recycled Material

Objectives:

- Intercultural learning ,creativity, crafts, recyclable thinking.

Material:

- Cleaned household waste and packaging boxes, cartons, glue, thread, scissors.

Descripton:

- Children will creatively cut and paste material waste that we use in daily life and transform them into their own artworks.

Duration: 100 minutes



Country Information Puzzle:

Objectives:

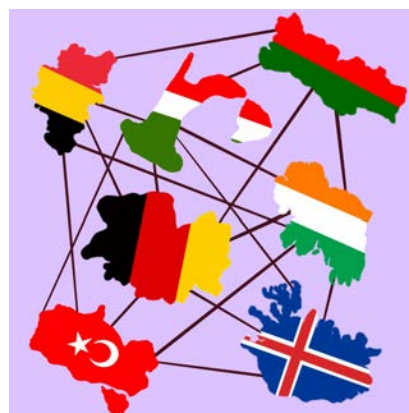
- Formal education, geography, intercultural learning, teach basic information on countries.

Material:

- For each participant: puzzles (pictures on cardboard, painted, printed out, etc.), paper and pens.

Descripton:

- Make the puzzle, draw, stick, etc.
- Four different categories for each country. This could be, for example, a flag, shape of the country, languages spoken and name of the country written in English.
- Each child has a sheet of paper, pencil, eraser and ruler. They draw or are handed a table with each category.
- The children sit in a circle and each one is given a set of puzzles. Explain the four different categories and that they are each linked to one country.
- Each child puts the puzzle together and writes the information that is shown in the chart.



Duration: 45 minutes

Painting Canvas Bag



Objectives:

- Productivity, creativity, intercultural learning, crafts and arts.

Material:

- Canvas bag, fabric paint, brushes, sponge, paper, pen, glue, glitter.

Descripton:

- Children will reveal their own products by transferring their designs into bags with fabric dyes, brushes and sponges.

Duration: 120 minutes

Illustrated English Dictionary (A-Z)

Objectives:

- Formal education, language learning, vocabulary.

Material:

- Paper, pen, colored pencil, scissor.

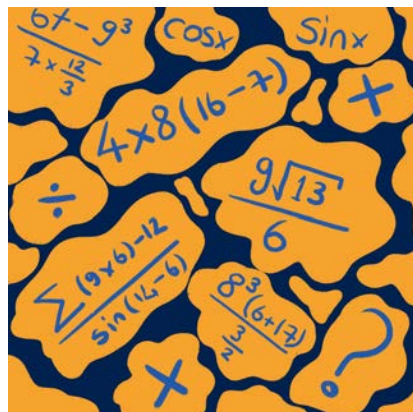
Description:

- In this activity, children will choose words related to each letter of the alphabet from A to Z, and by creating this, they will create their own picture dictionaries and at the same time develop their English knowledge of concepts.



Duration: 90 minutes

Memory Game in Mathematics



Objectives:

- Formal education, Mathematics, addition, subtraction, division and multiplication.

Material:

- Chalk and blackboard, flipchart paper and markers, cardboards, solid tape.

Description:

- Prepare calculations according to the age and level of children.
- Write one calculation on one cardboard and the results on another cardboard, place them on the blackboard either mixed or in two groups according to whether it is a calculation or a result and depending on the level and age of the children.
- This can also be done on the blackboard without the cardboards and would give possibility of endless variations of calculations. However, it may be more fun for the children to have something they could grab and turn.
- Divide the class in two and do it as a competition.
- Now the learners take a turn turning two cardboards around trying to match the calculation with the right answer.
- Give the learners time to do the math after each cardboard is turned.
- If one group turns the right two cardboards, they receive one point. Otherwise the next team has its turn.

Duration: 45 minutes

Flashcards

Objectives:

- Formal Education, Vocabulary, language learning.

Material:

- Flashcards, pens, pictures related to vocabulary.

Description:

- Prepare flash cards with photos and words.
- Number of cards depending on group size and age group.
- Make sure that every child has one pair.
- Show pictures of vocabulary.
- Ask for the word in their language.
- Say and show the word written in the language you are teaching (e.g. English).
- Go through all pictures and words.
- Give them time to match the cards alone.
- Put the correct pairs on the wall.
- Go through all the words again. Keep the pictures and words on the wall for a week, so the children can check and see again.



Duration: 45 minutes

Fruit Salad Game



Objectives:

- Formal education, physical development, Language teaching – vocabulary, grammar, motor skills

Material:

- Cardboards with different words written on them (words in different categories: adjectives, verbs, substantives).

Description:

- Prepare cardboards with different words on them.
- Put away the tables and form a circle with chairs or without chairs (all children standing or sitting in a circle)
- Presentation: Ask one child to volunteer to stand in the middle of the circle and "catch" the others.
- Distribute cardboards to each child. Each cardboard will have one word from mixed categories of words (e.g. nouns, adjectives and conjunctions in the first round).

- Explain that the child in the middle has to call out a category. All children with this word-category (e.g. all children who have a noun on their cardboards) have to get up and change places. The catcher tries to find a seat and the one who is left in the middle of the circle becomes the new catcher.
- Before starting, explain what the categories are: "noun", "verb", etc. Start with a round and ask each child to identify which category their word belongs to.
- Do this exercise for 3-4 rounds. You can change words and categories after a couple of rounds.

Duration: 60 minutes

Basic Drawing- Perspective

Objectives:

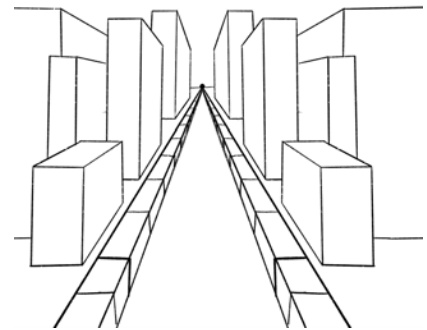
- Non formal education, skill development, perspective information, ability to explain what you see by drawing.

Material:

- Paper, pen.

Description:

- It teaches children to draw perspective and simple objects with geometric patterns and aims to provide children with drawing knowledge at the beginning level. This helps them to visualize what they think and design in later periods. only pen and paper will be enough for this work.



*Duration:*120 minutes

Favorite Recipe



Objectives:

- Non formal education, creativity, daily life skill, social interaction, communication.

Material:

- Paper, pen, scissor, glue, colored pencil, carton, colored paper.

Description:

- Children will choose a food they like, find the ingredients related to its content, cut and paint these material, prepare the image of their plates, then present them in the class and explain how to make this dish and the English equivalent of their ingredients.
- Children can work in pairs at this activity.

Duration: 120 minutes

Crossword and Wordsearch

Objectives:

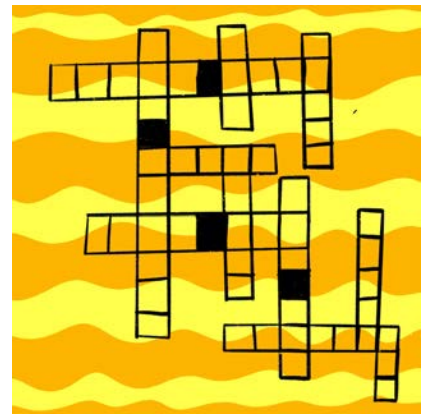
- Formal Education, Vocabulary, language learning.

Material:

- Paper, pen, scissor, glue, colored pencil, carton, colored paper.
-

Description:

- Wordsearch that consists of the letters of words placed in a grid, which usually has a rectangular or square shape.
- The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be placed horizontally, vertically, or diagonally.
- Often a list of the hidden words is provided, but more challenging puzzles may not provide a list.
- Many word search puzzles have a theme to which all the hidden words are related such as food, animals, or colors.



Duration: 30-40 minutes.

Penguin Family



Objectives:

- Intercultural learning ,creativity, crafts, recyclable thinking.

Material:

- Empty pet bottles, cotton, sponge paper (eva) or fabric, toy eyes, colorful feathers, scissors and glue, project template, scotch tape.

Description:

- We will prepare the stems of penguins from small pet bottles. Remove the piece of paper on the pet bottles you will use.
- Fill the bottles with cotton to the brim so they look white. You can push the cotton into the bottom of the bottle with a long thin stick. Thus, you can fill the bottle more easily with cotton.
- Cut the head, wing and foot shapes given in the template using sponge paper (Eva). You can also use different materials such as cardboard, fabric and felt, which you can find at home.
- Wrap the thin long strip you cut around the cover and apply glue to both ends. Fit the round shape in the middle.
- Stick the cut wings on the side of the bottle as in the picture.
- Apply glue on the foot shapes and wait for a while, then stick on the bottom of the bottle.
- Create the eyes of the penguin from the triangular shape, from which you can cut the toy and cut its nose from sponge paper.
- We can use colored feathers to decorate our penguin a little more. To do this, stick several pieces of different sizes from the back of the head and wait for them to dry for a while.
- In this way, you can prepare as many penguins or different animals as you wish.

Duration: 60 minutes

Landscape from Felt

Objectives:

- Non formal education, skill development, perspective information, ability to explain what you see by drawing.

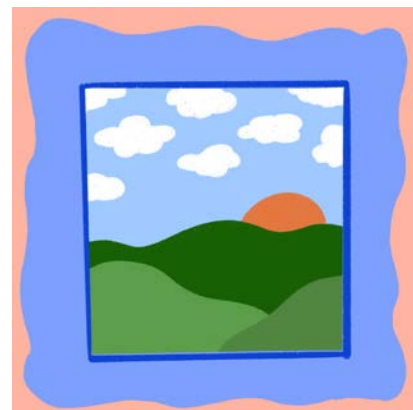
Material:

- colored felt, glue, scissors, cardboard.

Description:

- Creating scenery with imagination.

Duration: 30 minutes



Greeting Card to Family



Objectives:

- Non formal education, creativity, daily life skill, social interaction, communication.

Material:

- paper, scissors, colored pencils.

Description:

- A4 fold the paper in half, fold it twice and make it fold-open.
- Cut the paper so that a note is placed inside the card and the card is painted as desired.

Duration: 30-40 minutes.

Mosaic Cat

Objectives:

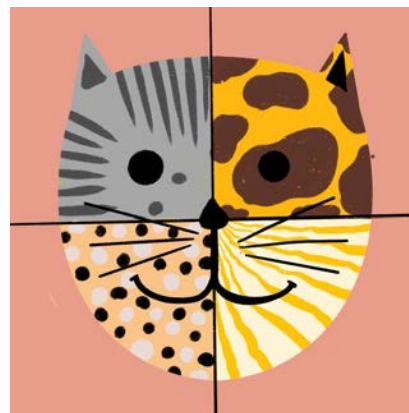
- Intercultural learning, physical development, emotional management and crafts, creativity, use art as an expression.

Material:

- paper, scissors, scotch tape.

Description:

- Cat face of equal sizes is drawn and painted on A4 papers.
- Each Painted a4 paper is cut into 4 equal parts so that it becomes a puzzle.
- Exchange parts with different cats and completes the puzzle with adhesive tape.



Duration: 30-40 minutes.

Floral Illustration with Pasta and Watercolors



Objectives:

- Intercultural learning, physical development, emotional management and crafts, creativity, use art as an expression.

Material:

- Cardboard, glass, watercolors, watercolor brush, water, glue.

Description:

- A3 paper is drafted with sunflower or desired flower photo.
- Leaves are created with pasta with the help of glue.
- Paint it all with watercolors.

Duration: 30-40 minutes.

Paper Crowns

Objectives:

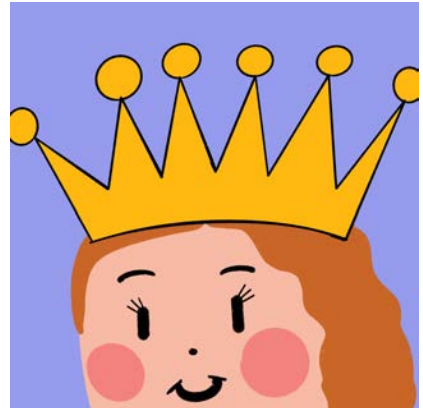
- Intercultural learning, physical development, emotional management and crafts, creativity, use art as an expression.

Material:

- Cardboard, scissors, glitter, glue, colors.

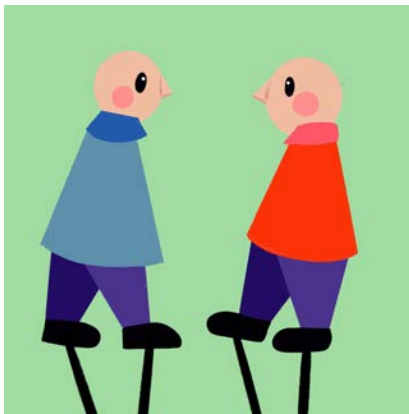
Description:

- Cardboard is cut 6 cm thick and cut according to the size of the head.
- The two ends are combined to form the crown and painted with glitter and paint.



Duration: 30-40 minutes.

Paper Puppet Show



Objectives:

- Non formal education, creativity, daily life skill, social interaction, communication.

Material:

- Paper, scissors, glue, colored pencils, ice cream sticks.

Description:

- The paper is cut into animal shapes, and glued to the ice cream stick with glue.
- The children make animation with the puppets formed.

Duration: 40-50 minutes.

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