4th NN Meeting: Networking Hackathon
Workbook for participants

Objectives of the Hackathon

The 4th National Networks' (NNs) Meeting is organised by the EU CAP Network jointly with the Lithuanian National Network. The aim of this meeting is for NNs to develop proposals (practical actions) that will enhance how they (individually or collectively) support various aspects of CSP implementation within their remit. In addition, it aims to provide NNs with a learning opportunity to try out new tools and techniques that can help them in their work going forward.

To achieve these aims, a new methodology will be introduced: the Networking Hackathon. The tools/techniques in this methodology described in this workbook are intended to support the development of pitch presentations by each team that will take place on day 2.

Ground rules

Setting ground rules is a useful technique to help everyone establish common understanding of what behaviours are appropriate. To this end, ground rules should be created and agreed by everyone.

As a starting point, a number of statements have been set out for agreement at the beginning of the meeting while participants are invited to add any additional jointly agreed ground rules.

We agree to:

• Respect each other.

• Start each stage at appropriate moment and stick to the given time.

• Actively listen and accept others' opinions even if we disagree.

• Be here and now, meaning to leave other thoughts, work and devices to one side (i.e. have phones/laptops switched off).

• Help, support and inspire each other today.

• Use any information shared during the sessions without breaking the confidence of our colleagues.

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SESSIONS

Over the next 24 hours we will use a number of techniques to help you develop your pitch. These are:

1. Icebreaker

2. Brainstorming

3. Classifying and systematising ideas

4. Development of the proposals

5. Pitch preparation

Participants will be working in teams during the whole day.

Timing	Wednesday 25 September 2024
8.30 – 9.00	Registration
9.00 – 9.45	Welcome and teams' formation including **icebreaker**
9.45 – 10.30	Work in teams: Outlining proposals and **brainstorming**
10.30 – 11.00	*Coffee break*
11.00 – 12.30	Work in teams: **Classifying and systematising ideas**
12.30 – 14.00	*Networking lunch*
14.00 – 15.30	Work in teams: **Development of the proposals**
15.30 – 16.00	*Coffee break*
16.00 – 17.10	Work in teams: **Pitches preparation**
17.10 – 17.30	Wrap-up of day one
	Thursday 26 September 2024
8.30 – 8.50	Introduction to the pitch competition
8.50 – 10.00	Pitch presentation
10.00 – 11.00	Awards and closing words
11.15 – 16.30/17.00	Field visits

1. Icebreaker

Alphabet Alliance – Introduction of team members and naming the team

Once participants are in their teams, they need to create a team name. Each person will introduce themselves and write down the first letter(s) of their name(s) on a piece of paper.

Using these letters as inspiration, the team must come up with a creative name following the example below.

Example

Step 1: Joanna, William John, Konstantin, Fiola and Nadin

Step 2: J W J K F N (you can change letters order)

Step 3: Flying Kiwis with Jam & Nachos

Just Kidding, We're Not Jokers

Fun Ninjas Who Just Joke

Once teams have agreed on a name they must post it in their team space (or equivalent).

Space for notes and doodle

2. Brainstorming

Brainwriting exercise

You need sticky notes or sheets of paper (a lot), free space and chairs, a clock or timer.

Everything starts with the name of the topic, for example, a new product, values, a new behaviour, an option where to go on an excursion, development of a motivation programme. The topic or question raised should be clear.

For this exercise, the topic is: **Initiatives for enhancing the performance of National Networks in their tasks.**

Each team will focus on a specific topic (**effective communication, enhanced cooperation with other entities, evaluation, innovation/AKIS, simplification, and young people in rural areas**).

- Participants from one team sit in a circle and the facilitator introduces the topic. The task for each participant is to write a proposal on the topic **within 3 minutes**. Participants come prepared as they know about this assignment already ahead of the meeting. Facilitator should be strict with the time allocated to avoid overthinking.
- Then the participants pass their sheet of paper to the right to the next participant and receive a new sheet from the left. Participants read the sheet with the proposal from their person on their left and they should add other elements (adjectives, verbs, nouns) that complements the idea **within 1 minute**. This action is **repeated 4 times**.

Example for 4 participants
Topic "Improve Communication"

STEPS	Participant #1	Participant #2	Participant #3	Participant #4
Write an idea on the topic within 3 minutes	*Create communication working groups*	*Don't talk when others are talking*	*Learn to listen*	*Start singing if someone annoys you*
Participants should add elements that complements the idea in one minute (adjectives, verbs, nouns)	*Regular Come Prepared Online*	*Listen Silence sigh Boundaries*	*Ears Mouth Training Sitting Meditation In Person*	*Learn to sing Shout Dance Rules Leader*

Instructions for brainstorming participants:
1) Do not interrupt, criticise, say "no", argue!
2) Your idea appeared, even the craziest - write it down!
3) If you do not agree, write down the objection - we will discuss later!
4) If you don't understand, don't stop, don't clarify, write down the questions!
5) Smile, non-verbally support others!

- After the last round, each participant explains his/her original idea and the elements added to it. Each participant has 2 minutes.
- Individually each participant reflects (5 minutes) on the idea with the new elements. Participants are allowed to refine or make changes to their original idea. They need to write the final idea on a post-it note.

Space for notes

3. Classifying and systematising ideas

After the 'Brainwriting' exercise, **each participant then reflects on main pros** (strengths and opportunities) **and cons** (weaknesses and threats) of the proposed idea and present it to the team members within maximum 2 minutes.

Example
Final proposed idea: Create online communication working groups
Pros: We will know what happens, People will feel a sense of belonging to the team,
We will inform each other about the news in a timely manner
Cons: We will quickly get bored and start to get annoyed with these conversations, It will be general conversations, We won't be able to find time because other tasks will take priority
Participants start with presenting their idea to other team members along with pros and cons.

Impact-Effort matrix

Participants then pass their post-it to another team member, who should place this proposed idea within an impact effort matrix, explain the reasons and discuss with others if the location is appropriate.

An impact effort matrix is a decision-making tool you can use to prioritise tasks based on their potential impact and the amount of effort required to implement them.

The impact effort matrix is a prioritisation tool that rank-orders tasks using 2 variables:
- Impact — the magnitude of the benefits a task will bring upon completion, and
- Effort — how much resources (time, money, manpower, etc.) a task will require

	High-effort	Low-effort
High-impact	High-effort, high-impact — tasks that require a lot of resources, but also reward this investment in kind. "Major projects", as they're sometimes called, should be your focus most of the time, and should only be superseded by "easy wins".	Low-effort, high-impact — tasks that will bring the most benefits for the least amount of time and resources. These tasks are also known as "easy wins" and should be given priority whenever they crop up
Low-impact	High-effort, low-impact — tasks that offer horrendous "bang for your buck" — they will drain your resources without bringing proportional benefits. Also known as "thankless tasks" and "time-wasters", these tasks should be altogether avoided if possible or, at the very least, bumped all the way down to the bottom of the priority list.	Low-effort, low-impact — tasks that require few resources, but also don't bring any substantial benefits. These "fill-in" tasks are perfect for, well, filling in blank spots in your schedule. Just be careful not to prioritise them above any of the high-impact tasks because of their "quick and easy" nature — they're not worth it

Low impact/high effort: Unless absolutely necessary, options in this quadrant should be ignored. They use up a lot of resources and deliver little in exchange.

High impact/high effort: Often referred to as the "challenge quadrant," this quadrant will likely require the most discussion. Because of the high effort required, there's a degree of risk involved. You'll want to discuss with your team to navigate through this quadrant in detail and determine the best action plan.

Example

	High-effort	Low-effort
High-impact	**Major projects** *Create online communication working groups* *Learn to listen*	**Easy wins** *Don't talk when others are talking*
Low-impact	**Time-wasters** *Write long emails with exclamation marks*	**Quick and easy** *Start singing if someone annoys you*

For processes to move forward, the decisions we make must have an impact. Therefore, **choose one of the quadrants that has a high influence and then choose one idea from this quadrant that you will develop during that day**.

You can test this idea by answering the following questions:

- Real/unreal
- Short-term solution/long-term solution
- What kind of options do you have to do it yourself without the help of others?
- How big are the obstacles to making the idea happen?
- How much do we like and get excited about the idea ourselves?

The group agrees on one idea through a joint discussion.

Space for notes

4. Development of the proposals

Idea development process:

A. Determine the end result we want to get

B. Check the reality and options

C. Look for steps to realise the goal

D. Create a plan

A. Determine the end result we want to get

Example

	What outcome do we want to achieve?
Create online communication working groups	*New and positive examples of communication are created, a calm and fair culture of communication is formed*

B. Reality check

We all have thoughts and ideas, which can at points feel dominating, controlling or overwhelming and it can be easy for us to imagine the worst-case scenario. During times when we experience feelings and worries at a heightened level, we can begin to think negatively.

A reality check means understanding the current situation, the obstacles, the people involved, the time required and other resources needed to develop the idea.

Reality check questions might include:

- What resources do we already have to do it?
- What are we missing to accomplish our aims?
- What skills or knowledge do we have or don't have to achieve the goal?
- What kind of people do we need so that we can achieve my goal?
- What do we have to give up?
- What is our biggest obstacle?
- How much time can we dedicate to the goal/idea?
- What support do we need, how much do we need?
- How much money is needed?
- If we don't have enough money, where can we get it and in what way?
- What should be the physical environment so that we can achieve the goal? - room, house, computer programme, chairs, light, paper, computer, food, etc.
- What are our fears?
- What are we passionate about when thinking about this?

Example

Major projects	What outcome do we want to achieve?	Reality Check
Create online communication working groups	New and positive examples of communication are created, a calm and fair culture of communication is formed	There is a lot of workgroups and people are tired of workgroups Additional time is needed to form communication groups You need a clear idea and plan of what to do in communication groups We are afraid that no one will be interested No additional money is needed It is necessary to involve people who believe that improving internal communication will also improve the work organisation You need to learn how to present this idea so that colleagues want to get involved and try it

C. Looking for steps to realise the goal

After a reality check, choose those points that would most likely ensure that the result is achieved. Write these points down individually and as a group agree on 1-5 real actions you can take to move your idea forward. Make a time frame.

Tips for defining steps:
- Simple and quick enough to do
- Steps that can be done in the next month (at least 1-2 steps)
- Easy and comprehensible to explain to others
- You like these steps and want to do them

Example

Major projects	What outcome do we want to achieve?	Reality Check	Steps
Create online communication working groups	New and positive examples of communication are created, a calm and transparent culture of communication is formed	There is a lot of workgroups and people are tired of workgroups Additional time is needed to form communication groups **You need a clear idea and plan of what to do in communication groups** We are afraid that no one will be interested No additional money is needed It is necessary to involve people who believe that improving internal communication will also improve the work organisation	Brainstorming why we need online communication groups and what we can get from them. Find the best options Try to present the obtained results in a safe environment, get feedback Tell people more about the idea

Major projects	What outcome do we want to achieve?	Reality Check	Steps
		You need to learn how to present this idea so that colleagues want to get involved and try it	Create a demo group and try it

D. Create a plan

Divide the responsibilities into a group - who will do one of the tasks (individually, in pairs, in small groups)

Example

Projects	Plan	Date	Doer
Create communication working groups	Brainstorm why we need communication groups and what we can get from them. To make agreement on a date and time for the brainstorm Make a brainstorming session Tell people more about the idea – in persons, groups, emails	01.10.2024 Till the end of 2024 1.12.2024	Anna John All participants of the group

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5. Pitch preparation

SCQA Method (Situation, Complication, Question, Answer)

Once the idea is developed, participants will prepare their pitches for the competition the following day. Participants will need to use the SCQA method as a structure to prepare the pitches. The pitch should have maximum length of 5 minutes.

The purpose of using this method is that they include a clear problem statement, the proposed solution, and the value proposition in their presentation.

The elements to include in the presentation are:

- Situation: Start by describing the current situation or context that the problem exists within.

- Complication: Highlight the complications or challenges that arise within this context.

- Question: Pose the key question that needs to be answered or the problem that needs to be solved.

- Answer: Provide the answer to the question, detailing the proposed solution, its benefits, and how it addresses the challenges outlined.

The SCQA method provides a clear and logical structure for storytelling, making it easier to communicate complex ideas succinctly and persuasively.

Example
*Main topic at the beginning **"Improve Communication"***
Project. Create communication working groups

Situation	There is lack of transparent communication at the workplace
Complication	Without receiving correct and timely information, tasks are performed poorly or conflicts arise
Question	How to improve communication flows in the most effective way?
Answer	Working groups on improving communication that work on learning the information themselves, and then applying the principles of transparent communication and teaching it to others

Once ready, participants will present their pitches to the jury for feedback. After this, they will have time to reflect on the feedback and on the day 2 a pitch competition among teams will be organised.

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4ᵗʰ NN Meeting: Networking Hackathon
Facilitation Handbook

Facilitation is the process of guiding a group through collecting relevant information, identifying challenges, ideating possible solutions, and ultimately helping the team define and commit to the next steps.

Facilitation is about guiding and supporting a group of people, so they are able to collaborate better and reach solutions, decisions, and outcomes faster and more effectively. Facilitation is a process, a role, and a skill set.

The role of a facilitator:
- ✓ Design meeting/ training etc. processes to accomplish goals and objectives.
- ✓ Support teams in various stages of group development.
- ✓ Use interactive doing/learning activities that promote collaboration, problem-solving, and hands-on experiences.
- ✓ Be neutral and never take sides.
- ✓ Focus on how people participate in the process of learning or planning.
- ✓ Encourage and generate participative discussion in groups and provide constructive feedback.
- ✓ Stimulate creative thinking through brainstorming and other idea-generation processes.
- ✓ Stimulate strategic consideration of alternatives and informed decision-making of appropriate choices.
- ✓ Help individuals and groups reflect on their experiences and capture relevant learning.

Facilitation skills — asking the right questions at the right time, active listening, suspending judgment and maintaining impartiality, and striking the balance between adaptability and focus on the end goal.

Examples of using facilitation

Meetings	Clearly outlining the purpose of the meeting upfront, asking thoughtful questions to elicit ideas and participation, and closing the meeting with a summary of action points and next steps.
Workshops	Workshop facilitation involves carefully planning an outline or programme, running exercises to achieve specific outcomes, time-boxing and timekeeping, and ultimately guiding the group toward a final decision.

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Learning events	Facilitation fosters discussion around the educational content and inspires collaborative learning (where people learn with and from each other, benefiting from the group's collective knowledge, skills, and ideas).
Leadership and management	Facilitative leaders practice active listening, encourage collaborative decision-making, facilitate alignment among different team members/stakeholders, and create an environment where people can reach their full potential.
Conversations	To guide the conversation towards a productive outcome or to mediate conflict.

Facilitation actions

Planning and preparation	1. Setting clear goals or outcomes.
	2. Learn more about the participants, size of group, functions, relationships etc.
	3. Select clear methods and processes that foster open participation, engage participants and achieve results.
	4. Write an agenda that engages everyone.
	5. Check the venue place - room (size, setting, windows, curtains, atmosphere, light, location), equipment (flip chart, beamer, video, music, pin boards, etc.), materials (pencils, markers, paper, sheets etc.).
	6. Prepare (and plan) for the unexpected.
Exercises and activities	The facilitator will run certain exercises which encourage discussion.
	The facilitator chooses different facilitation techniques according to the process:
	In the introductory part – icebreakers, opening questions, introduction slides;
	In the basic part - brainstorming, debates, discussions, buzz groups, open questions, world café;
	After the break – energisers;
	In the closing part – summary questions, closing tasks.
Ground rules for the facilitator	✓ Start the meeting on time
	✓ Welcome everyone
	✓ Make introductions and icebreakers
	✓ Review the agenda, objectives and ground rules for the meeting
	✓ Encourage participation
	✓ Stick to the agenda
	✓ Explain the instructions for the tasks and make sure that everyone understands
	✓ Avoid detailed decision-making

	✓ Respect everyone's rights ✓ Be flexible ✓ Summarise the meeting results and needed follow-ups ✓ Thank the participants ✓ Close the meeting
Setting ground rules for the group	It can be useful to set the ground rules, the "what do we expect of each other", at the start of the session. Often, it's easier just to include these in the opening presentation (not as a facilitation technique). *Example of the ground rules:* • *One person speaks at a time* • *Raise your hand if you have something to say* • *Listen to what other people are saying* • *No mocking or attacking other people's ideas* • *Be on time coming back from breaks* • *Respect each other*
Structure and direction	Facilitator keeps the group on-track and on-topic, ensuring progress towards a specific end goal.
Decision-making and goal-setting	It involves guiding the group towards a final decision and helping to establish action steps beyond the meeting, workshop, or collaboration setting.
Closing	The last session is an important element of a training or workshop. It pays special attention to a good closure and a smooth transition back into day-to-day life. When a training or workshop has to end in a hurry and leaving an open end, participants might go home feeling unsatisfied.

In the introductory part, there are usually tasks that allow the participants to get comfortable and create a pleasant and safe environment and atmosphere.

The following part of the handbook contains a repository of concrete facilitation techniques used as:
1. Ice breakers
2. Brainstorming methods
3. Energisers
4. Main part
5. Closing methods

1. Ice Breakers

A way to introduce people to each other, encourage them to speak, relax, open up and feel they have a right to be there. It can be the start of building trust. They could share names and some personal details or experiences. A level of risk-taking or self-disclosure can help build a safer 'container' for the group.

Line up
Use it for Ice Breaker, Team Building or just for pure fun! Use this activity to break the monotony of long periods of sitting and to help participants find out about each other.
In the Line Up participants will have a chance to learn things about one another they may never think to ask.
Tell them to line up in order by shoe size, number of siblings you have, hair colour, lightest to darkest, age, youngest to oldest, length of time with current employer, alphabetically by first name, last name etc.

Interesting Innovator
The goal of the game is to quickly and engagingly memorise participants' names and foster a positive atmosphere in the group.
Participants stand in a circle. Each person says their name, adding an attribute that starts with the first letter of their name (e.g., Interesting Inga). In the second round, each adds a profession starting with the same letter (e.g., Interesting Innovator Inga). In the third round, they add a characteristic movement associated with that attribute or profession.

Autograph Hunt
The leader distributes pre-prepared sheets to participants with 25-30 different traits listed. Participants must find someone in the group who matches a trait and ask them to sign under it. Each participant can sign only once on a sheet. Some example traits:
Find someone who...
- is the only child in the family
- plays a musical instrument
- lives on the third floor
- is a vegetarian
- owns a dog
- plays basketball

The winner is the one who first finds a match for each trait listed on the sheet.
The game has many variations but is always aimed at promoting introductions and communication. Traits can be tailored to the participants' age or the themes of the activities (e.g. traits with different professional interests in career sessions).

My Business Card
Each participant receives a sheet on which they must write or draw (as agreed by the group or decided by the leader) some things about themselves they would like to share with others, such as characteristics, moods, hobbies, etc. This sheet is pinned to their clothing. Everyone walks

around quietly reading what others have written. Then, sitting in a circle, they discuss what they remembered about each other and what they found interesting, etc.

Who Likes Red?

The game leader thinks of traits by which they will ask participants to divide into smaller groups. Traits can be varied, such as favourite colour, number of jewellery items, favourite season, number of pets at home, number of siblings in the family, etc. The leader explains the task of grouping according to these traits, explaining that participants must quickly introduce themselves in the small groups related to the trait (e.g. "I am John, I have two dogs at home - a Rottweiler and a Beagle, and they don't get along very well").

Catch the Ball

Participants stand in a circle. The leader introduces the task - to throw a small ball to each other, saying a fact about themselves. The leader specifies a topic that participants will speak about when catching the ball, such as "An interesting fact about me," "An achievement I am proud of," "A quality I need to improve," "Memories that are important to me," etc. It's important that participants don't give just a short formal answer but describe it a bit more.

This task can be used to check students' knowledge on a topic. The leader can ask participants to state one fact about the previous lecture's topic, for example, "What do I remember about the topic 'World War II'?"

2. **Brainstorming methods**

Brainstorming is an effective way to solve problems and current tasks, based on stimulating the creative activity of team members. The aim of the brainstorming session is to generate as many ideas as possible and determine the best solution in different ways. A simple brainstorm can be a turning point in the fate of a project or an entire product.

Participants select a topic in which to seek new ideas and perspective (may use SMART or some other goal-setting technique) or clearly state the problem for which a solution will be sought.

Instructions for brainstorming participants:

1) Do not interrupt, criticise, say "no", argue!

2) Your idea appeared, even the craziest - write it down!

3) If you do not agree, write down the objection - we will discuss later!

4) If you don't understand, don't stop, don't clarify, write down the questions!

5) Smile, non-verbally support others!

Factory of new ideas

You need metaphor cards or cards with pictures (dixit etc.), sticky notes (a lot), free space and chairs, a clock or timer.

This technique will be useful for students, work team, creative teams to generate ideas. The goal is to find new ideas on a specific topic. The number of participants is not limited.

Everything starts with the name of the topic, for example, a new product, values, a new behaviour, an option where to go on an excursion, development of a motivation programme.

Participants sit in a circle and the facilitator/ team leader introduces the topic. The metaphor cards are already arranged in the room on a table or floor, face up, for everyone to choose from (one card for each participant). Ask everyone to face the outside of the circle, with their backs to the centre.

The task for each participant is to write as many ideas and words on the topic as possible within one minute while looking at the card, and then stick the pieces of paper on the other side of the card.

Then the participants pass their cards to the right to the next participant and receive a new card from the left. They should add their ideas. Time again – 1 minute. With each subsequent shift, the facilitator shortens the time a little but does not tell the participants.

When the participant gets his card back, the game ends. Everyone turns to face the centre again. And then you can see what is written on the sticky notes. Participants read all ideas and create/ chooses the best one by their opinion. Then could be discussions about the ideas.

It is preferable for the facilitator to write down the main points.

When all the ideas have been collected, the team chooses the most relevant/important ones to implement and prepares a time plan with responsible persons and deadlines.

Generating ideas

The brainstorming phase is the most important stage where real solutions to the problem arise among dozens of possibilities. It should be a continuous flow of ideas, from the most ordinary to the fantastic. The more active the brainstorming participants are, the greater the chance of successful ideas.

In this step, everyone writes, draws, thinks and expresses their ideas. That's why it's important to follow the rules to keep everyone safe.

Collecting ideas:

Gather ideas and visualise them all in one place, such as a whiteboard or a large sheet of paper (more information in the next chapter).

Constructive feedback:

Only constructive criticism! It is important to be able not only to listen, but also to hear. Do not interrupt the participants and give everyone a chance to express themselves. Any idea, even the craziest, has the right to exist. Criticism during brainstorming can slow down the process and hurt participants.

Classification of ideas:

After active brainstorming, the stage of evaluating and ranking ideas begins. It's time to think about prioritisation techniques and, if possible, use an accessible prioritisation tool that will help you quickly visualise the most important and secondary ideas.

Breakdown of ideas:

1) quick wins – high priority ideas

2) high stakes – high priority ideas that can be completed a little later

3) maybe – ideas with less value and urgency, those that can be postponed

4) sinking - last priority ideas

Actions:

Decide on the most suitable idea and create a work plan for its implementation.

Easy and Forced Connections

In the 'Easy and Forced Connections' activity, participants will first explore the similarities and differences among their suggested ideas. They will start by grouping similar ideas and identifying common challenges and needs that these ideas address.

Participants will collect ideas according to topics, activities or deadlines. They can agree from the start on what the grouping criteria are, or they can group the ideas under a common title as the process progresses. There are variants for grouping by topics, for example, real ideas and unrealistic, or by nouns, verbs, or by topics. One person can do this, or the whole group.

The group can vote on each idea to which classification variant the idea belongs.

An example. Brainstorm topic "Improve Communication"

Ideas:
Call each other more often
Don't talk when others are talking
Learn to listen
Start singing if someone annoys you
Walk away if bored
Create a communication application
Say what you think right away
Don't talk
Getting angry like a child
Fall on the floor and cry when others don't listen to you
Punch him in the face during a discussion to be heard
Write long emails with exclamation points
Act like a pig/shark
Develop telepathic abilities/ ability to read the minds of others
Don't do anything, let everything work itself out
Create a new communication instruction
Create communication working groups
Everyone goes to therapy
Change the workplace if you don't like it
Punish yourself for poor communication
Tickle your feet
Tell anecdotes
Read the funeral oration
To kill and bury a person

Real ideas/ options/ positive	Unrealistic ideas/ negative ideas
Tell anecdotes	*Read the funeral oration*
Everyone goes to therapy	*To kill and bury a person*
Create a new communication instruction	*Punish yourself for poor communication*
Create communication working groups	*Tickle your feet*
Act like a pig/shark	*Change the workplace if you don't like it*
Write long emails with exclamation points	*Don't do anything, let everything work itself out*
Create a communication application	
Say what you think right away	*Develop telepathic abilities/ ability to read the minds of others*
Don't talk	
Walk away if bored	*Getting angry like a child*
Start singing if someone annoys you	*Fall on the floor and cry when others don't listen to you*
Call each other more often	
Don't talk when others are talking	*Punch him in the face during a discussion to be heard*
Learn to listen	

Once participants have generated a list of potential ideas or solutions, they will proceed to prioritise them and select one idea to develop further. They will use an Impact-Effort Matrix to facilitate this process.

Participants will assess each idea based on its impact and the effort required to implement it. They will plot the ideas on the matrix, with one axis representing impact and the other representing effort. Ideas that fall into the high-impact, low-effort quadrant will be prioritised.

This exercise helps participants identify feasible and high-value ideas and fosters discussion on how to execute and realise the chosen idea. Finally, participants will agree on a specific idea to focus on for development.

3. <u>Energisers</u>

Usually used when a group is flagging or stuck, or after lunch, to refresh and get the blood flowing. Should involve brisk physical movement, some can involve brisk brain activity too. It can serve other purposes appropriate to that specific point of proceedings, for example an exercise that you can then debrief to draw out issues related to team-work, co-operation or diversity.

Orange Nose

The leader names a colour and a body part, for example, "orange nose." Participants must find something in the room that is orange and touch it with the named body part. The leader continues by naming the next colour and object.

To add a competitive spirit to the task, the last person to touch the object can either become the leader or leave the game.

Rock-Paper-Scissors

Participants split into pairs and play the children's game "Rock-Paper-Scissors" (rock beats scissors, scissors beat paper, paper beats rock). The winner becomes the leader of the pair, and the other puts their hands on the winner's shoulders as they go to find another pair. When they meet another pair, they play "Rock-Paper-Scissors" again, pair against pair. The winning pair becomes the leading pair, and the other pair stands behind them with hands on their shoulders, forming a line to play against another double pair. The game ends when two long lines meet, and one line becomes the winner, forming a single long line that can circle up for the next task. The entire long line can loudly cheer for their leader.

Sports Stadium

The leader calls out different sports, and participants must imitate that sport for at least 10 seconds. After a short warm-up, the game's pace is accelerated. The leader can also call out imaginary sports.

Some examples of sports:

• Archery, Golf player, Swimmer, Artistic gymnastics, Chess, Kangaroo boxing etc.

This game is dynamic and energy-boosting, making it suitable for raising energy levels in the group and preparing them for the next tasks.

4. **Main part**

The tasks of the main part can be very different. Everything depends on the goal and the result you want to achieve. Several techniques are described below with examples.To create ideas - use creativity techniques: brainstorming, simulations, SWOT, pros and cons. Comparison methods and prioritisation techniques are used to analyse and draw conclusions.

Parking Space
At the start of a meeting or workshop, explain to the group that you are going to use a "parking lot" to help us work more effectively. Write a large "P" at the top of the flipchart paper and tape it to a prominent wall. Explain that whenever a point is raised, or questions are asked that don't directly relate to the subject of the session, you will write it on a post-it note and stick it onto the flipchart paper.
As the meeting/workshop comes to a close, ensure that there is time to address the points and questions on the parking lot with the whole group.
If there are any questions left unanswered, make sure that you or a group member follows up on them.

Buzz groups
Buzz groups are made up of two to four people who work together for a short time to complete a task, to discuss a topic or to solve a problem.
Buzz groups get their name from two characteristics of their activity:
1. There is generally quite a noisy buzz in the room.
2. Working in this way sets ideas buzzing in the group and in peoples' minds.

When to use:
• to maintain interest and to get people involved.
• to stimulate learning by discussing and expressing thoughts.
• to offer information and experiences to further build during the session.
• to help participants to get acquainted with each other.

Process
• Form buzz groups of two to four people by asking everybody to turn to their neighbours, without moving from where they are sitting.
• Give them a simple task or question, which takes from 5 to 10 minutes (maximum).
• After completing their task ask some people to report or express experiences.

Closure
Use the outcomes as starting point for the rest of the programme.
It is a simple way to 'neutralise' people, who dominate the discussion in plenary sessions.
Using buzz groups in the beginning of a session helps to create an informal atmosphere.

Discussion

Discussion is useful for exploring issues, solving problems and making decisions. The discussion method is also one of the major ways to get a group to explore personal attitudes.

When to use:

• To explore issues and personal attitudes

• To solve problems and make decisions

PROCESS

1. Objective. "What is the reason for the discussion? What <u>outcome</u> do you want?"

As the discussion leader you have to ensure that the discussion stays focussed on the objective. Start the discussion with an introduction and an opening question or statement. Don't forget to mention how much time there is, and to organise the reporting. Your role as discussion leader is to facilitate the discussion, and not to participate. This is especially difficult when you disagree, or when you would like to add some information.

2. Subject. "What is the <u>discussion about</u>?"

The discussion is about an issue or question, to be clearly stated at the beginning.

3. Programme/time schedule. "What is good <u>timing</u> for the different stages in the discussion?"

Each discussion starts with an introduction of the objective and the subject. Then there is the discussion itself. At the end there needs to be enough time for conclusions.

4. Reporting. "Who is taking <u>notes</u>?"

During the discussion you might write some key words.

5. Closing. What will be reported and how depends on the objective. Sometimes each group gives a summary. As facilitator you can compare outcomes and draw <u>general conclusions</u>.

Questions

One of the most important skills is the ability to ask different **questions**. Question types are also facilitator techniques that are used throughout the process.

Opening questions	• What are your thoughts about this? • What experiences do you have, that relate to this topic? • What opportunities do you see?
Inclusive questions that bring other participants into the conversation.	• What do other people think? • Does anyone have a different perspective? • Mister or Misses, what are your views on this?

Observation Getting a clear picture.	• What went on? What happened? • What did you observe? What were your impressions? • How did you feel about that? What moved you? • What struck, fascinated, or attracted you about it? • Who had the same experience? Who reacted differently? • Were there any surprises/puzzlement?
Interactive questions	• What is an example of …? • How would you define this? • Which aspects do you see here?
Reflection Gaining insight. Giving meaning	• What does that mean to you? • How was that significant, good/bad, characteristic, typical? • What insight or conclusion lies underneath that feeling/judgement? • How might it have been different? • What does that suggest to you about yourself/your group? • How did you come to the idea for that action?
Clarifying questions that resolve ambiguity and explore further.	• Please, tell me more! • Can you give me an example of that? • Can you please explain in more detail?
Planning for action	• How could you apply/transfer that? • What would you like to do with that? • How could you repeat it again? • How could you make it better? (consequences, modifications,) • What will you do differently next time? • What do you need to know more?
Reflective questions that encourage deeper exploration.	• What are the underlying concepts, values? • Are they different from what you expected? What are the differences? • Do you have an explanation? • Does that remind you of anything? • What is the meaning or intention? Does it make sense?
Theory Generalisation	• How would you formulate these new insights? • What assumptions would you make for future action? • Could you express your thoughts about this issue in one sentence?
Summarising questions	• So, if I understand it well ……..? • Am I correct, when I …?
Reflection at the end of a session	• Does somebody want to say something? • Anything remarkable that strikes you? • Differences? • How was the exercise? How did it work for you?

The World Café

The World Café method is based on the experience that people interact in more meaningful ways when they are in relatively informal relaxed and unthreatening environments. That is why the method's name refers cafés, where people meet at a table or a bar and have creative conversations and eventually take some notes on their tablecloth or paper about interesting ideas.
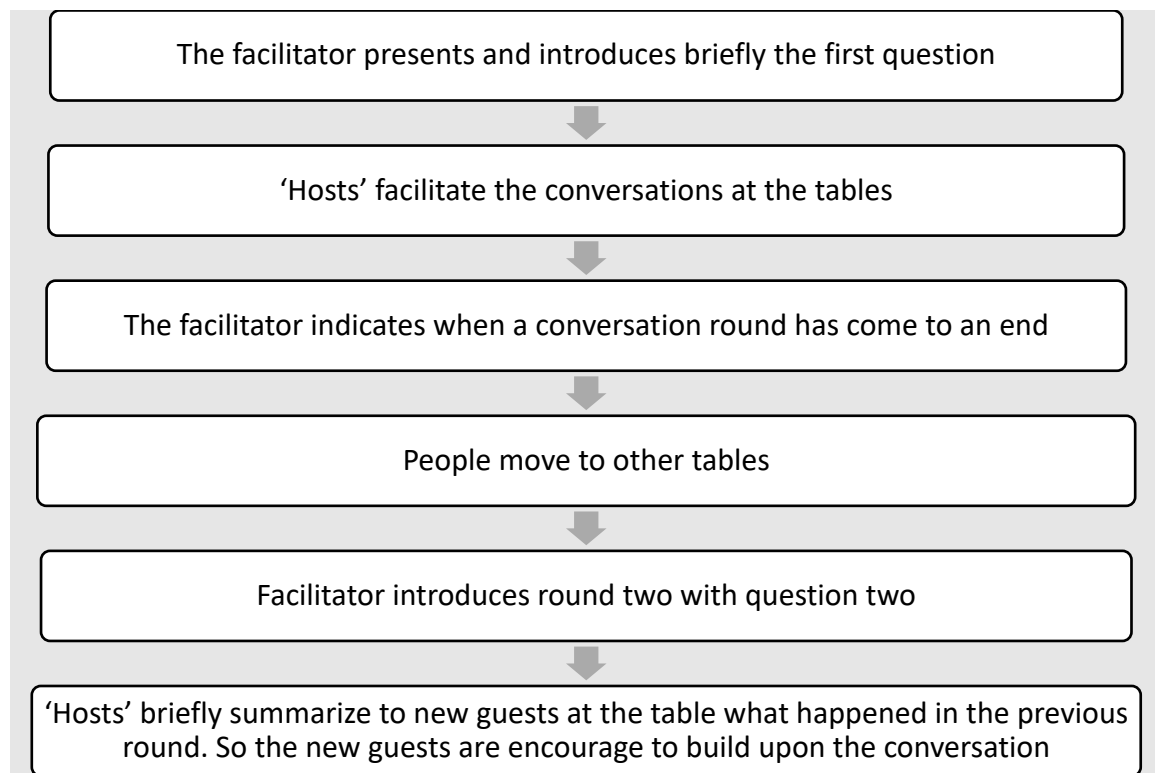
Organising a world café requires some upfront preparation. It lets (large) groups interact and have creative conversations (i.e. exchange of ideas) over a relatively short period of time. A clear and compelling theme is formulated up-front into a series interrelated discussion topics / questions (typically 3) and an interested and committed group is invited (minimum 12 participants, maximum not defined).

The minimum time required is typically between 45 minutes and 1,5 hour.

The World Café process is useful when:
- You want to generate input, share knowledge, stimulate innovative thinking, and explore action possibilities around real life issues and questions;
- To engage people - whether they are meeting for the first time, or are in established relationships - in a real conversation;
- To conduct in-depth exploration of key strategic challenges or opportunities;
- To deepen relationships and mutual ownership of outcomes in an existing group;
- To create meaningful interaction between a speaker and the audience;
- At the event, the facilitator introduces the general topic and the procedure;
- The facilitator identifies 'hosts', one for each table, who have the assignment to facilitate the conversation at the table and its documentation on the table cloth (in principle in a totally free way: words, graphics, drawings, etc…);
- The event typically consists of 3 rounds of conversations. Throughout the event the 'host' remains at the assigned table, all other participants may move freely to any other table in between the 3 conversation rounds;

The facilitator presents and introduces briefly the first question

↓

'Hosts' facilitate the conversations at the tables

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The facilitator indicates when a conversation round has come to an end

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People move to other tables

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Facilitator introduces round two with question two

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'Hosts' briefly summarize to new guests at the table what happened in the previous round. So the new guests are encourage to build upon the conversation

At the end of the 3 rounds of conversations, all participants reconvene in plenary and the 'hosts' present in broad lines the main outcomes of the table conversations.
The facilitator ends the event following reflection and summarises the outcomes.

Example
*Main topic **Improve Communication***

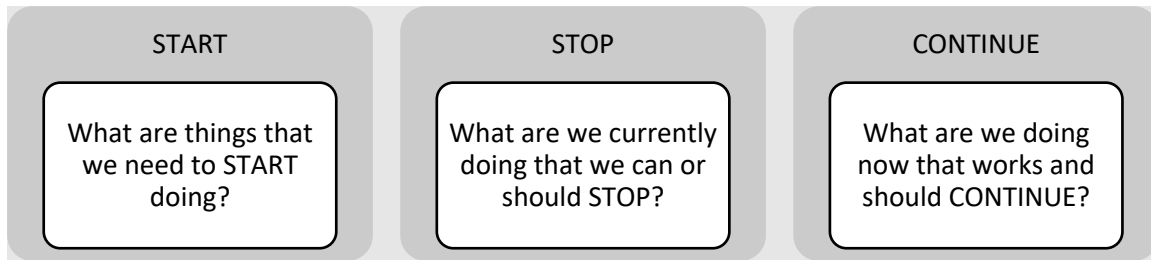| 1. Table - At workplace	2. Table - At home	3. Table -online
•1st round - what is the main problem with communication at workplace •2nd - options to improve the communcation at the workplace •3rd - what we can do to improve communication at the workplace •4th - "hosts" presents results	•1st round - what is the main problem with communication at home •2nd - options to improve the communcation at the home •3rd - what we can do to improve communication at the home •4th - "hosts" presents results	•1st round - what is the main problem with communication at workplace •2nd - options to improve the communcation online •3rd - what we can do to improve communication online •4th - "hosts" presents results

The facilitator ends the event following reflection and summarises the outcomes. The next stage could be to make a plan for the group on how to improve communication at "one place".

Start, Stop, Continue

This exercise is broad enough to work well as an opening or closing exercise. It's useful for framing discussions at "problem-solving" meetings, or as a way to brainstorm aspirational steps toward a vision.

Additionally, it can be a great framework for feedback.

START	STOP	CONTINUE
What are things that we need to START doing?	What are we currently doing that we can or should STOP?	What are we doing now that works and should CONTINUE?

Have individuals share their suggestions in a round-robin format: each participant mentions one suggestion and then moves to the following participant. Keep going around the circle until all the ideas have been collected. Write the ideas on a flipchart.

5. <u>Closure methods</u>

Let participants reflect on the ways they will use / implement the outcomes.

Round table

• 'What factors will serve to *prevent* you from implementing the desired changes?" (e.g.: non-supportive supervision, time pressure, irrelevant material)

• "What steps can you take to increase the likelihood of changing your behaviour?" (e.g.: develop a support group or buddy system, solicit your supervisor's support, attend follow-up sessions).

Postcard to yourself

• Participants write a postcard to themselves to remind them of what they intend to do "first thing in the morning" after coming home.

• The cards will be mailed to them in a few days.

Letter to yourself

• Participants write a letter to themselves about the outcomes and their ideas/vision for the future.

• The letter is sealed in an envelope with the proper mail address

• The letters will be mailed to them in 4 - 6 months.

An evaluative remark: "I enjoyed the experience (or that part of it)", "I felt tense or stimulated", "I think it is important or boring", etc.