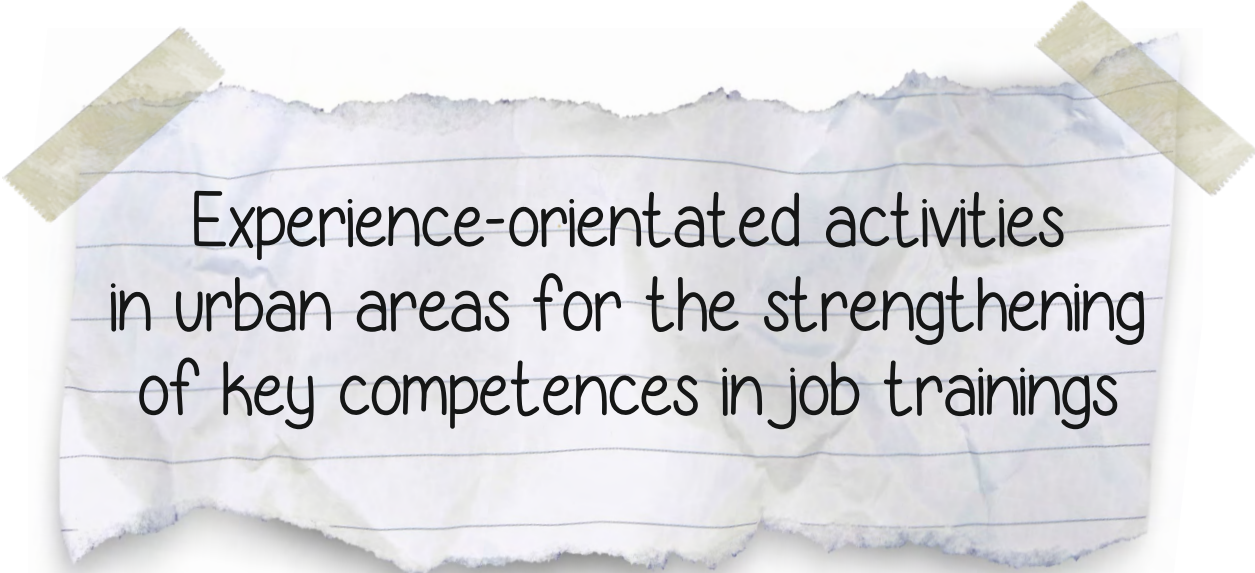




MANUAL



Experience-orientated activities
in urban areas for the strengthening
of key competences in job trainings



CITY BOUND WIEN



in cooperation with:



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All pedagogical material and additional country specific online modules for Germany, Austria, Turkey and Romania are available at our website for free:

www.ivet-venture.org

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FOREWORD

The IVET-VENTURE handbook is a toolkit for teachers and professional educators to promote the development of key competences of students and young adults. Through activity-oriented learning it aims at strengthening their learning-to-learn skills, social competences as well as civic competences. The social and political importance of lifelong learning and active citizenship has grown steadily over the last decades. Both have become priorities in European and national education policies – with good cause! Today's societies are affected by rapid change and complex challenges on social, economical, and political levels. Therefore, being motivated and having the ability to learn and develop throughout one's life is essential for actively engaging in society as well as at the workplace.

The handbook at hand offers detailed instructions on how to plan and implement IVET- VENTURE real live experience seminars. The material is suitable for seminars with students and adults of all ages in urban areas. It offers guidance for the preparation, supervision and wrap-up of outdoor activities. Chapter 1 gives a short introduction of the situation of young people and pinpoints the role of key competences in education. Chapter 2 introduces the activity-oriented City Bound approach and illustrates the potential for learning. Chapter 3 describes the translation of City Bound to the field of IVET. The personal and logistical preconditions which trainers should consider are summarized in Chapter 4. In Chapter 5 you can find plenty of activities ready for integrating them into your IVET VENTURE seminar. The authors included detailed descriptions and also shared their practical experiences with the activities. Useful information for the phases of reflection accompanying the activities are offered in Chapter 6. Country-specific online modules will supplement this handbook.

This publication was developed in the framework of a project titled "IVET-VENTURE – A Participative Approach to Strengthen Key Competences of Trainees". The multilateral IVET-VENTURE project is an implementation of an innovative project funded by the European Commission which runs from October 2013 to September 2015. The project team combines expertise from four countries – Austria, Germany, Romania and Turkey – in the field of political education, youth education and initial vocational education and training (IVET).

With this handbook we hope to inspire you to successfully conduct IVET-VENTURE seminars!

1 INTRODUCTION

EUROPEAN VET

Vocational education and training (VET) is designed to enable participants to develop the practical skills, know-how and understanding needed to find employment in a particular occupation or trade. Existing approaches are diverse and can be separated into three parts: school-based VET programs, workplace-based VET programs and a dual system which combines both the school- and workplace-based. The VET programs offered by the national educational systems in Europe vary from country to country.

LIFELONG LEARNING

For the European Union facilitating lifelong learning (LLL) - which is closely linked to VET - is of highest priority. To ensure that Europeans at all ages will have access to lifelong learning was already the goal of the "Education and Training 2010" strategy.

EUROPEAN LABOUR MARKET SITUATION

According to the recommendations of the Commission and the Council of the European Union, improvements in the field of Vocational and Education Training (VET) are overdue. Investments in education are necessary to yield long-term returns and generate jobs and growth in Europe. The European Strategy for Education and Training prescribes to reduce youth unemployment and the rate of school drop-outs in Initial Vocational and Education Training (IVET). These aims have become major objectives in the strategic framework for European cooperation in Education and Training 2020 (ET 2020). Impacting directly on the employability of young people, this contributes to an increase of their integration on the labour market. At the same time, it is a significant contribution to breaking the cycle of deprivation which leads to social exclusion of so many young people. At this point IVET-VENTURE comes in.

As part of the ET 2020 strategy, Member States have agreed at the highest political level to set national targets on reducing early school leavings to less than 10%, taking their starting position and national circumstances into account. Besides working on structural problems of the European labour market, prevention and early intervention measures for youngsters are very important ways in tackling the problem.

KEY COMPETENCES

The European Union defines key competences as the sum of skills needed to live in contemporary knowledge societies.¹ More specific, they are of prime importance to strengthen the labour market situation of adolescents in IVET.

Since the 1990s, the term 'competence' has increasingly been used for basic and general academic education at lower and upper secondary levels. In many countries the curricula are defined not only in terms of knowledge attainment in different subjects, but also in terms of attitude, skills, abilities,

¹ <http://europass.cedefop.europa.eu/en/education-and-training-glossary> (last accessed 30.06.2015)

capacities, behaviour, values, competencies or competences.² The acquisition of competences has become more and more important for both the ability of lifelong learning and the employability on the labour market. Since the turn of the century a new competence-orientated paradigm dominates educational and vocational debates and has influenced policy targets and outcomes including curricula. On the one hand the development towards competence-based curricula may be explained by the increasing importance of economic considerations such as the increasing role of human capital or the growing competitiveness in the global economy but on the other hand it corresponds with pedagogical core-objectives such as coping with change, critical thinking, raising awareness, taking responsibility, participating in society and democratic decision-making.

The European Union identified eight "key competences for lifelong learning" for a successful integration into the labor market:

- communication in the mother tongue
- communication in foreign languages
- mathematical competence and basic competences in science and technology
- digital competence
- learning to learn
- social and civic competences
- sense of initiative and entrepreneurship
- cultural awareness and expression

In the European Reference Framework on Key Competences for Lifelong Learning (European Parliament and Council, 2006) these competences are defined as a combination of knowledge, skills and attitudes appropriate to context. The further interpretation of the scope and range, specification and implementation is up to the Member States. Initial education and training should support the development of these key competences to a level that enables all young people to play an active role in further learning and working life. Also education and training should give real opportunities to all adults to reinforce, develop and update their key competences throughout life.

The European Commission distinguishes two kinds of key competences: Three 'traditional' and five 'transversal' key competences. The focus lies on the three 'traditional' key competences which are communication in the mother tongue, communication in foreign languages, mathematics, and science and technology. In return the five 'transversal' competences are less well defined, addressed and lack the long-standing association with individual subjects. Instead, these competences have to be taught interdisciplinary. This is a real challenge for the organization of learning and a crucial factor on the capacities of teachers and school leaders. It is also required that schools should be more explicitly responsible for preparing pupils for further learning as a core part of their mission.

² http://www.vbsinternational.eu/files/media/research_article/G_Halasz_A_Michel_-_Key_competences_in_Europe_-_interpretation_policy_and_implementation.pdf (last accessed 30.06.2015)

Key actions are to ensure that measures are taken to introduce transversal skills across all curricula from early stages of education up to higher education, using innovative and student-centred pedagogical approaches.³

Since the key competences are intended to motivate and prepare learners for lifelong learning, they need to be applicable to a range of relevant and authentic contexts. The trainings need to be customized to the needs of young people. For example, can teaching and learning practices be adapted to young people's digital culture? Key competences should result in learning outcomes that are specific enough to provide the basis for planning and assessing learning without reducing it to a series of procedural steps. Furthermore, learners are already equipped with competences. How can these already existing competences be acknowledged, reinforced and made more aware of. Can they be linked into new contexts?

This is where City-Bound comes in. The following chapters will illustrate how the approach is eligible to foster 'transversal' key competences, especially social and civic competences. City-Bound will enable the participants to cope with everyday (vocational) challenges.

Christoph Wolf

³ http://www.cedefop.europa.eu/EN/Files/com669_en.pdf, p. 15 (last accessed 30.06.2015)

2 CITY-BOUND-APPROACH

City-Bound is an experience-based educational approach which uses the city as learning environment. For a few years, City-Bound has increasingly been used in youth work where it was mainly utilised in a job training context. The main goal is to encourage the development of qualifications for work and everyday activities, e.g. communication skills, individual initiative, problem solving competences, organisational skills, ability to feel empathy for others, self-efficacy, etc. In order to handle the exercises presented in City-Bound-Seminars successfully, the participants are required to act actively, interactively and communicatively. City-Bound-Seminars are comprised of a mixture of challenging practical activities and intensive phases of reflection, in which the practical experiences are reviewed and an individual transfer with regard to everyday or work applied actions is aspired.

The IVET-Venture's concept takes up on this activity- and experience-oriented method. Like City-Bound, IVET-Venture uses the city as learning environment. The focus is put on the requirements which the everyday professional life presents to young people during and after their job training, as well as on the resulting necessities of the target groups i.e. of the young people and the business or training institution. Due to the transnationality of the IVET-Venture-Project, cultural characteristics need to be considered during the concept's development.

In order to understand and apply IVET-Venture, it is therefore necessary to provide insight into the fundamental and idea-providing method of "City-Bound".

2.1 CITY-BOUND'S HISTORICAL DEVELOPMENT

The City-Bound-Approach includes central principals of outdoor-pedagogy such as learning through challenges, by action and reflection, by self-monitoring of a group etc. Solely the educational setting is transferred from nature into the city. This approach was exceptional during the formation phase of the City-Bound-Approach, since urban areas carried a negative connotation in theory and practice of progressive education, to which outdoor education traditionally was ranked among. Attention was often called to the pathogenic factors, on polluted air, hectic hustle, loneliness and misery, violence and dangers of urban areas, whereas escaping into the healing and decelerating alternative world, into nature, was promoted (cf. Gierer 1995).

The City-Bound-Approach is not a closed, theoretical draft but has established itself as an outdoor educational comprehensive approach consisting of different elements which have been put to test throughout the 1960s. One of these elements is the practical experience of the "City Challenge", which was developed and tested by Freddie Fuller in England about 50 years ago in the context of his leadership at the first Outward Bound School in Great Britain. In his approach the city became an inherent part of working with socially underprivileged youth (cf. Gierer 1993).

Soon, Freddie Fuller's considerations spread and were taken up elsewhere, e.g. in the Netherlands and in Belgium, countries in which numerous young people with different origin live, whose social and occupational integration contains diverse individual and social problems. Gradually, the essentials of the outdoor education's central idea, such as personality development, social learning, physical movement and helping others were enriched with aspects of occupational and social integration and the examination with the city.

The essentials of the outdoor education's central idea, such as personality development, social learning, physical movement and helping others were gradually enriched with aspects of occupational and social integration and the critical look on the city.

Another reason for the successful transnational expansion of the concept was that outdoor education in cities offered not only a number of connecting factors in youngster's lifestyles and their cultural preferences, but also that the urban approach was logistically and financially simply less complex than outdoor-activities in partly remote areas.

City-Bound – this term becoming increasingly common – could basically be performed right outside the front door. Initially the range of activities oriented themselves - with climbing on house walls, rappelling from bridges or canoeing on urban waters - on traditional outdoor educational activities and the inherent physical dimensions of the challenges. It was only during the last years that an expansion of the target group and the concept took place (cf. Crowther 2005).

Alongside the content of sportive activities in nature, methods that adopt the city's distinctive features and resources gained importance (cf. chapter 4).

Today, there are City-Bound agents in many larger and smaller cities, in numerous countries across several continents, amongst others in New York, Vienna, Berlin, Munich. The particular approaches and target groups vary: there are activating leisure facilities in the work with young people as well as projects for socially and educationally underprivileged adolescents and qualification-training for executive managers.

2.2 CITY-BOUND'S CENTRAL IDEAS

How should activities be built up in order to provide the participants with intensive, sustained experiences and to be recognizable as a part of the City-Bound-Concept? Even though a specific, to each individual group attuned assignment which is free from theoretical limitations is of great importance, some "City-Bound-Characteristics" can be outlined. This can enhance the activities' success. According to this, Crowther names the following central ideas (cf. Crowther 2005):

1. The participants act actively, interactively and communicatively in their activities.
2. The activities should provide the opportunity for a change of perspective.
3. The activities should be challenging.
4. The choice of activities is goal-oriented. The activities should stimulate the development of the personality and create the possibility to discuss and work on developmental subjects.
5. The accumulated experiences will be recessed and internalised in a subsequent reflection.

Ad 1: The activities are always created in a way that requires participants to act actively, interactively and communicative in order to be successful. Most activities are constructed in a way which requires getting in contact with strangers in order to solve the tasks. For the realisation this means that the participants receive a training field in which they have to become active themselves and get in contact with other people. It is the only way to experience themselves, their environment and their interactional strength. The complex organisation of the actions cannot be underestimated. Alongside the continuous reconciliation with the other group members, the reactions of bystanders happen instantly and authentic. It is essential to quickly decode the opposite's signals in order to obtain an overview and act accordingly. Due to acting in the real world, the activity gains authenticity. Unlike in role-plays, this can only be influenced by individual and immediate actions. Therefore, success and failure can be reducible to individual actions.

Ad 2: Within the activities, the possibility of a change of perspective should be provided. City-Bound works with smaller and bigger disruptions. This has the purpose to challenge the "inner system". Rigid and deadlocked habits and attitudes are supposed to be questioned and new experiences should be allowed. Thereby, the term "change of perspective" is applicable in multiple ways. This way it is easily conceivable to initially take on a spatial perspective, e.g. by taking a wheelchair drive through downtown or canoeing along the skyline, followed by questioning one's subjective relevance of the experience in respect of urban image and possibly broaden prior opinions. Additionally, City-Bound-Activities usually confront the participants with social taboos. By inviting the participants to realise uncommon tasks with the help of strangers, they request the participants to break with old habits and to develop and use new strategies of actions.

Ad 3: The activities should challenge the participants and bring them to their individual limits. For a better understanding we would like to present the "learning-zone-scheme" (Lernzonenmodell) according to Tom Senniger which explains how learning is accomplished through challenge. Senniger classifies human behaviour into three zones; the comfort-zone, the learning-zone and the panic-zone (cf. Senniger 2012).



Fig. 1: learning-zone-scheme.
Modified from Senniger 2012.

Comfort-zone: The comfort-zone contains all familiar actions and manners. The majority of daily routine takes place in the comfort-zone. The comfort-zone demands the skills which are conscious and which we can recall and utilise with confidence and routine.

Learning-zone: The learning-zone contains those actions and manners that we experience as new and unfamiliar. The transition from the comfort-zone into the learning-zone is perceivable by insecurity and fear. We get nervous, the heart beats faster and we get clammy hands.

Panic-zone: The panic-zone contains those actions and manners which overextend us. In this zone we feel that stakes are too high and not manageable. As a result we become incapable of acting. Therefore, learning is not possible in this zone.

According to Senniger, a learning process is initiated by leaving the familiar (comfort-zone). To learn something we need to loosen our individual balance and get confronted to a situation which demands a new motion of answer. Going by Senniger this means that someone who is willing to learn needs to leave the learning-inefficient comfort-zone and enter the destabilizing and high-risky learning-zone in order to make progress. Only by doing so, one gets the chance to be confronted with unfamiliar situations and by overcoming those, a learning process can be achieved. Challenges are subjective and overcoming them can cause a crisis. It is the City-Bound-Supervisor's job to provide enough space while creating the activities to ensure the participants can find individual challenges. This space needs to include the solutions to the individual activities as well as the planning of the overall procedure. Therefore it is necessary that the City-Bound-Supervisor does not push through a precast fixed program but reacts flexible and appropriate towards the participants (cf. chapter 4.1). For this reason there is a need to demand but not to overextend. Especially the individual challenges, which most City-Bound-Measures lead to, provide this opportunity.

Ad 4: The activities should be goal-oriented in order to work on the personal and group-based development needs. The particular goal-orientations can be very diverse, depending on the participant and the context of usage. Hence, an interview with an important public person can provide a great potential of development for a reserved participant whereas an eloquent Chatterbox is more likely to gather new experiences in silence. Alongside the superior workshop-goals, it is essential for the purpose of competence extension to consider the individual skills and areas of development of each participant and adjust the tasks accordingly.

Ad 5: A essential principal of the City-Bound-Project is the subsequent reflection in which the experiences, which were accumulated during the activities, will be recessed and internalised (cf. chapter 6). Transferring this into the everyday (work) life of the participants can be part of this. Questions like: How does the participant feel before, during and after fulfilling the task? How could the intended activity-goal be achieved resp. why could the intended goal not be achieved? What does

the participant want to do differently next time? In what way can the individual experiences be helpful/used in everyday (work) life? etc. The reflection talks stand in a timed and contextual correlation with each task. Even though cognitive perceptions in view of transformation to everyday life seem to be obvious through the close-to-everyday structure (The City-Bound-Activities' challenges are similar to the challenges of everyday life), the supervisors still have the responsibility to conduct collective reflections. Furthermore, the conclusions drawn after the reflection should reappear in the further process-planning i.e. the supervisors are to adjust the following activities according to the established needs. As a consequence this means, every process-planning needs to be done openly as well as the supervisors need to act flexible.

2.3 LEARNING PROSPECTS FROM CITY-BOUND

The city as learning environment carries an educational potential which can initiate learning processes on different levels. The diverse learning of City-Bound prospects can be roughly subdivided into three parts: learning prospects on the level of the subject/individual, learning prospects for a group and in regard to acquisition processes of the habitat "city". The following table provides a short overview (Deubzer/Feige 2004):

Subject-oriented learning prospects	Learning prospects for a group	Learning prospects in regard to the city
<ul style="list-style-type: none"> • Practice contact and communication skills • Taking responsibility • Getting oneself into the unknown • Test boundaries • Detect individual merits and demerits • Empathy • Self-initiative • Reduction of prejudices • Experience self-efficacy • Orientation and mobility 	<ul style="list-style-type: none"> • Social interaction in the group • Conflict-resolving strategies • Dealing with prejudices and firm role models • Division of labour • Organisation skills • Acceptance of other's merits and demerits • Consideration towards others 	<ul style="list-style-type: none"> • Independent orientation • Acquiring the infrastructure of the area • Discover diversity of environment • Realisation of joint responsibility • Detect systems and understand backgrounds • Convey political systems

To make the learning prospects understandable on different levels the three "classic" City-Bound-Activities and their educational potential will be introduced in the following (cf. Deyfferth 2012 p. 18).

A - THE GROUP PHOTO

The seminar's supervisor gives the group the task to take a group photo at a public place with 30 (often even more) people with different cultural backgrounds, age, size, gender. Additionally, there should be two dogs, a buggy and a bicycle or the like in the photograph. However, the seminar participants may not appear in the picture themselves. The given criteria for the group photo can be very different depending on the target group. The time frame to complete the task varies between 30 and 90 minutes.

This relatively easy sounding task contains complex learning prospects. On the individual level both contact and communication skills can, for instance, be practised but one's inhibition level can also be reduced. After all, strangers need to be approached and be induced to do something which seems incomprehensible to them. The participants of the City-Bound-Seminar can additionally detect their own merits and demerits. You can tell quickly whether one finds it easy or difficult to approach others, how one handles the sometimes surprising reactions of the passersby and what one's own part is in the creation of the group photo. Therefore, one has to learn to cope with frustration, e.g. when the passersby do not want to participate or react with a lack of understanding or even with anger. The task demands patience and persistence from the learners. On the other hand it allows the experience of self-efficacy when convincing strangers to take some of their time to listen and to agree to be part of the picture.

On the group level the task of the "group photo" initially demands social interaction and organisation inside of the group. It is necessary to develop a plan together on how to arouse the passersby's interest and to decide about who approaches whom. At the same time the workload is roughly divided up and it is agreed upon who, for instance, ensures all the criteria is fulfilled, who takes care of the willing passersby who have to wait until the group size that is needed for the fulfilment of the task is reached and so on. The different subtasks cannot be taken up by a single people, but require intensive agreements and cooperation within the group. This gives the group the chance to transform into a team which can continue to work together on the activities that are to follow. One can also find learning prospects considering the social, work and living environment "city", e.g. the task "Group Photo" requires the group to perceive the people they are meeting consciously, to deal with them actively and to recognise their homogeneity. The diversity that characterises the external and special dimensions, the manifold functions and options for usage which streets, town squares and parks provide opens itself to a reflexive, conscious acquisition resp. restructuring. Therefore, the town square which, up to now, only was part of the more or less unconscious way to work becomes a place on which one accomplishes a challenging task during the City-Bound-Action, changing the square for a moment, and therefore exemplary experiences the perception of one's own shaping options.

B - SCOTLAND YARD

Learning Prospects

- social interaction within a group
- orientation in the city and mobility
- using public transportation

Size of the group

- small groups

Material

- one route map per group
- one mobile phone per group
- tickets for the public transportation system in a sufficient number
- noticeable clothing for Mr. X (e.g. reflective vest and sunglasses)

Time

- 1.5 to 3 hours

Instructions

You need a headquarter, usually played by the supervisors, hunters (groups containing 3 - 4 people) and a "criminal" (1 - 3 people). Hunter: You are hunting a criminal. It is the small groups' task to catch him in a predetermined area. Every small group comes up with a name for them and is equipped with a mobile phone, the telephone number of the headquarters, a route map and a valid ticket. While the criminal gets dressed and is given a head start for his escape, you can coordinate the hunt in your small groups or together as a large group. After approx. 10 to 15 minutes the hunt starts. The following rules need to be considered (The rules apply to everyone, including the criminal):

- You may only ride 2 stops at once, after two stops you need to exit the train, get in touch with headquarters and tell them your current location. You may also ask for the criminals and the other groups' location.
- You may only get in touch with each other by following predetermined criteria (e.g. 2 additional calls for each group or predefined communication structure group A may only call group B, B only group C and group C only D etc.)
- The following wild-cards can be used once after consulting headquarters: 5 stops in a rows; 3 stops in a row; 1 stop

If you see the criminal, you must arrest him. In order to do this you need to catch him by touching him and contact headquarters. Depending on the time passed by, headquarters decide whether the game is finished and the criminal must be taken to the starting point while maintaining physical contact or that the game will be continued and the criminal is exchanged – two or three of the catchers will be the new criminal. In both cases, headquarters informs all small groups.

	<p>Criminal: You are trying to hide away in the predetermined area so that no hunter group can catch you. You get a prestart to go to your starting point and after information from the headquarter you are allowed to start and try to hide with the above mentioned rules. If you are caught by physical contact you still have the possibility to run away if the contact breaks, but you are not allowed to fight yourself free.</p>
Variations	<p>There are many alternatives to the game "Scotland Yard", e.g. it could be a chase on foot in a predetermined area of town. The digitalised world even has a corresponding App (X mobile) which supports this scenario. The above-named rules can be fitted for each city and group.</p>
Practical experiences	<p>Experience has shown that both hunter and the criminal can get carried away and get into dangerous situations while chasing the criminal such as pursuits in the traffic system. Such situations should be addressed in advance. In some cases the small groups lose connection to the game as they go into the opposite direction as the criminal in the beginning. In this case, one should support the groups and, e.g. advise them to use their 5 stations in a row –wild-card in order to get back in the game. If the criminal is not caught after about 1.5 hours it is recommendable to arrange a final showdown at, e.g. the central station. In this case, the criminal is asked by phone to submerge at the central station for 30 minutes and he may not stay longer than 10 minutes at one place. If he manages to not get caught, he wins the game. All small groups get informed by headquarters that the criminal was seen at central station and that he will be there for 30 minutes. Thus, the final chase begins.</p>

C - BLIND DATE

Multiple possibilities for perspective changes can be found in the task "Blind Date". For this task the participants are divided up into groups of two and dispersed in an urban area. One person gets blindfolded and receives a t-shirt marked with the sentence "Excuse me, I need help, I need to get to the town hall immediately". The second person who is able to see is responsible for the safety of the "blind" team member and documents the course of action. First, the "blind" person needs to draw attention to him-/herself and find passersby who will lead him/her to the town hall safely. The second person stays in the background, takes photographs of the happenings and only intervenes if the situation becomes dangerous. When the goal is reached, the two switch roles and start round number two. Depending on the participants and the intended goal, the task can vary e.g. the participants could lead each other in a first step and go without the help of strangers (cf. chapter 5.2.). *The individual learning prospects* which this task provides are diverse. First, one needs to agree and accept to be "blind" for a certain amount of time and to perceive the city with different senses.

Especially during the first phase contact skills are practised as the "blind" group member depends on the help from strangers. He needs to draw attention to himself without knowing who is around him. Once a passerby agrees to help he has to hand over responsibility to the stranger completely. An asymmetrical dependency results to this helping person without whom the goal "town hall" could not be reached. Additionally, one has to get into an entirely new situation in which one realises one's own merits and demerits: "How do I feel? What is it like for me to hand over responsibility? How difficult is it for me to accept the help of others?"

In terms of the *habitat "city"* this task contributes to experience the city in a new way and to only perceive its sounds and smells for a while. For a short time a bond of trust might result towards fellow men, feelings of gratefulness for the spontaneous help arise and the meaning of shared responsibility towards others who are in need of help might become clearer.

Group oriented learning prospects are limited to the trusting cooperation in the team of two. Finally it should also be noted that the educational potential which is structurally laid out in the outlined tasks, is solely to be understood as an option. Whether or not the chances are taken up by the participants equally remains open like in every educational practice.

3 IVET-VENTURE-APPROACH

The IVET-Venture-Approach is directed towards the target group of young people who are doing an in-firm or external, educational form of job training. IVET-Venture wants to draw on the interests and lifestyles of young people as an innovative and outdoor-educational concept of learning. IVET-Venture counts on the trainee's active participation and, with this, connects to the interests of young people about action-oriented, transparent and changeable settings of learning.

Parallel to this, IVET-Venture takes up the employers' critic that numerous trainees cannot live up to the complex requirements and the modern, constantly changing job market anymore. In addition to gaps in the educational-theoretical which are repeatedly pointed out, there is also a lack of communication skills, independence, self-initiative and creative ideas. Young people are especially overstrained in stress and conflict situations. By providing settings of learning in which practical tasks are presented "playfully" yet in a real, authentic environment, completed by self-reflecting phases, IVET-Venture wants to take up this problem. By doing so, young people who are close to starting or in the midst of their job training get the chance to put themselves to test of real, challenging situations and to develop further.

3.1 IVET-VENTURE'S AIM

Through the IVET-Venture-Project, the sectoral and geographical transfer of the City-Bound-Approach to further target groups is intended. The concrete goal is to strengthen the adolescents' key competences to support their active participation in the social, political and economical parts of life. Primarily, the following key competences, identified by the European Union, should be strengthened: social competence/citizenship education, self-initiative/entrepreneurship competence and learning competence. These three areas of competences are differentially stated in the following on the basis of the European frame of reference "key competences for lifelong learning":

Social competences/citizenship education contains personal, interpersonal and intercultural competences and is concerned with all forms of behaviour which facilitate subjects to take part in social and work life efficiently and constructively. They are strongly connected to the individual well-being and involve the comprehension of behaviour and manners in different environments. The core of this competence is the skill to communicate constructively in different settings and to express and understand different stances. Furthermore, everyone should be able to deal with frustration and stress constructively, overcome prejudices and make and agree to compromises. The citizenship education prepares everyone, based on the knowledge of social and political concepts and structures, to participate actively in the civic life on a local, national and European level.

Self-initiative and entrepreneurship competence contains the skill to implement ideas. The foundation for this is creativity, innovation, risk-taking and the skill to organise projects. It is necessary to recognise opportunities for personal and professional activities to become active anticipatorily and to create one's own career. Other required qualifications are: planning and organising, motivation and determination, the skill to work independently as well as in a team and the evaluation of one's own merits and demerits.

Learning competence – Learning how to learn is the competence to start and continue a learning process. Alongside pragmatic entrance requirements for learning, like the ability to write and read, the personal learning requirements and learning strategies with the corresponding learning propositions should be determined. A positive, problem-solving-oriented attitude and a certain amount of flexibility, self-confidence, frustration tolerance and motivation are necessary in order to handle obstacles and changes and to ensure continuous, lifelong learning. The learning competence contains both autonomous learning and learning with others. Using the advantages of a heterogeneous group and sharing one's own experiences with others is implicit.

3.2 PRACTICAL REALISATION

IVET-Venture goes far beyond the usual, plain transfer of knowledge, leaves everyday learning and work places behind and motivates to design one's own environment. Every activity is created in a way that forces the participants to get into contact with mainly unfamiliar people in order to be successful. IVET-Venture promotes and supports the key competences outlined above. The two following example will clarify this:

With tasks like "*City Research*" the learning competence can be strengthened. In order to live up to motivation and curiosity as the driving force of the learning competence, it is not only about the monotonous collection of data but about the individual contextualisation of the lived-in world. By, e.g., having to create a manual about the topic "Job training finished – what now? – following options after the job training in my city and surroundings", it is of importance to collect information independently, find sources of information regarding learning opportunities and to overcome obstacles. If there is a time limit, efficiency in time and information management is encouraged as well. Ultimately, positive learning experiences can be collected, a prerequisite for continuous, lifelong learning.

With the help of the task *"Having a public cup of coffee"*, social competences/citizenship education can be promoted. For this task the group needs to develop a scenario at a public place. Approximately 40 to 60 cups of coffee should be handed out to passersby, the necessary material as well as tea and coffee will be provided. Thereby, as many people as possible should get into conversation with each other at a coffee table which was prepared just for this task. Additionally, the participating groups are asked not to reveal the seminar's context in which this task is taking place. Instead, they need to find their own, group internal explanation which they may share with the passersby. They could, e.g. say that they are a group of friends who passed an exam successfully and now would like to celebrate this with others. Especially during the planning phase, creativity and the exchange of points of view are vital. The participants need to communicate their ideas, agree to compromises and, in the case of obstacles, be able to take up frustration. Due to the constructive setting, reality can, in this case, be changed through the participants' active dedication.

During the following reflection, connections to the world of work can be drawn and thus allow a transfer of the experience. In order to encourage the unfolding of entrepreneur competences through this task, it is also thinkable to set the above mentioned task without providing the necessary materials, e.g. by only giving them a pack of coffee and tea, thus forcing the group to organise everything else independently (cf. chapter 4). The skill to implement ideas, to coordinate and agree with other group members about the background of the activity and the organisation of the necessary materials (chairs, tables, cups, coffee etc.) within a strictly defined time limit are named as essential entrepreneur competences and come into effect during this version of the task.

Due to its creative design opportunities, the multiple learning prospects as well as the mostly few requirements and inexpensive ways of realising, the transfer onto other sectors and countries would seem ideal. City Bound/IVET-Venture is rather unknown in professional basic training. This is, however, where communication skills, constructive dedication, self-confidence, creativity and independent organisation of work processes are of special importance in order to support the course of education of each individual and make the transition from job training into the actual job easier. In order to live up to the heterogeneous group of trainees regarding age, competences, area of training etc., IVET-Venture offers a framework in which there is a place for the participants' individual needs of learning. Within the tasks, those learning incentives that seem meaning- and helpful to the learner can be taken up.

4 WHAT IS NEEDED TO SUPERVISE EXPERIENCE-ORIENTED ACTIVITIES IN URBAN AREAS?

The advice listed in the following chapter supports the planning of IVET-Venture and outlines the demand profile for leaning IVET-Venture-Activities. For that purpose in general, educational guidelines which need to be considered in the realisation of the experience-oriented offers will be unfolded and transferred to the specific requirements of IVET-Venture-Activities. When a transfer to the project's different partner countries takes place, country-specific characteristics that are available, both regarding the pedagogical basic understanding as well as particular requirements regarding specific target audiences of "Vocational Training", need to be incorporated into the concept.

4.1 REQUIREMENTS FOR SUPERVISION

One can generally say that educational processes and interventions have neither a guarantee for success nor a clear way to identify sources of error. In contrast to industrial production processes, educational procedures depend on many factors which cannot be strictly isolated from each other. The term "technological deficiency" ("Technologiedefizit", Niklas Luhmann) has been coined in connection to education and upbringing. IVET-Venture-Activities add that they are structurally aimed for an openness of the process and therefore imply an additional degree of uncertainty regarding the outcome. Many activities depend on the group or the situation and thus are not completely predictable. For instance, reactions of the participating passersby cannot be planned and demand flexible reactions of the participants and supervisors. This is exactly what constitutes the concept's quality. They are immediate and take place in "situations of dialogue" with alive actors resp. in lively social environments. Thus, the mastering of an IVET-Venture-Task usually gains special importance to the participants since the task was completed realistically and not in an artificially constructed setting. First, however, the requirements which educational supervisors of IVET-Venture-Projects need to fulfil will be presented. It is differentiated between the rather basic competences like local knowledge, methodology repertoire, a working network in the area of action etc. and those process-oriented leadership-competences that are necessary to accompany and reflect the experience-oriented activities.

4.1.1 PREPARATION AND MATERIAL

Part of the most important requirements to conduct IVET-Venture-Activities is a broad knowledge regarding the space of play and action which is designated for the project. Only this knowledge can provide the sovereignty of action that is needed for the planning resp. the flexible reversal of an activity. Hence, it is absolutely necessary to explore the space of action and the relevant parameters necessary for the project, e.g. the downtown area, common local public transportation, the latest schedules and city maps etc. The various special settings of the city which have been chosen for the IVET-Venture-Seminar need to be checked regarding the realisation of the planned activities. *Are there public, busy sites? How many people can be found here regularly? When are these sites busy, when*


are they not? Where are drawback-places for the participating groups, e.g. to realise interreflections as undisturbed as possible? Which operational infrastructure, which medium-sized resp. large firms or administrative institution can be found? Since the participants are normally on their own during the activities, the realisation and feasibility of the individual tasks relies on exact planning, detailed anticipation of difficulties and their accomplishment level, differentiated diagnosis of the participants' merits and demerits and a pinpointed briefing. It basically needs to be ensured that the tasks are challenging, yet manageable. It has, e.g. to be guaranteed that for the task to take a group photo of 35 passersby (cf. chapter 5) the participants will quickly find a place where there is a fair chance to motivate the needed number of people to participate.

Furthermore, it is important to be in contact with institutions and firms that are supposed to be included in the course of action. For this, the already mentioned network of contact persons at local institutions and firms is helpful as it can ensure a smooth realisation later on. In reverse, however, this does not mean that the supervisors need to prepare every task too detailed as it would reduce the aspiration level regarding the mastering of the task by the participants themselves sustainably. It can, in fact, be part of an IVET-Venture-Activity to work with open endings and the risk of failure in order to encourage the participants to look for alternative solutions. Opening-hours of participating institutions and the absence of people needed to solve the activities should, however, be researched in advance and be known to the supervisors. In addition, the group should have a fixed meeting point, preferably a seminar room, for the entire time of the activity. It provides sufficient silence and privacy, especially for the phases of reflection and is also useful for a shared beginning and ending of the day. It is necessary to get an overview of the needed materials in the run-up to the IVET-Venture-Event in order to provide them for the participants. Alongside city and traffic maps, digital cameras in a sufficient number (there should be one camera for every 2-3 participants, if they do not have their own camera) are part of the basic hardware for an IVET-Venture-Seminar. The cameras are needed to document the realised tasks. In order to ensure the possibility of getting in touch with the supervisors or, for some tasks, with the other small groups, every group needs to have at least one mobile phone. Some activities require further materials.

Depending on the size of the participating groups, IVET-Venture-Seminars should always be guided by at least two accompanying educators. This way regular interexchange of collegial advice amongst the supervisors can, according to each situation, lead to new versions of practical modules and new activities. A differentiated repertoire of methods and sovereign handling of the various and diverse IVET-Venture-Activities is a central requirement for a flexible process creation and enables the supervisors to achieve a group-oriented and educational approach. In this case, the term "method-expertise" implies that the accompanying educators know, next to the already planned activities, a further spectrum of alternative assignments and are able to adapt these activities for the different team members and the particular setting. Alongside sufficient knowledge of experience-oriented exercises in an urban area, the workshop-supervisor should also have practical experiences in the realisation of reflective processes and know as many reflective methods as possible (cf. chapter 5.2.). Depending on the length and the parameters of the event, a sufficient number of activities need to be included and the necessary material be provided.

4.1.2 PROCESS-ORIENTED OCCUPATIONAL COMPETENCES

Many IVET-Venture-Activities are of high inviting nature; the participants often enjoy them, especially if tasks have to be accomplished within a group. Nonetheless, just stringing together attractive and exciting activities, even if the corresponding evaluation sheets following the event prove of a high satisfaction among the participants, do not suffice for a successful and educational process. The professional skills of the supervisors which can accompany and encourage this process are of central meaning, e.g. the skill to be in productive contact with the group, have a feel for the participants' needs and to react accordingly and appreciative. In the following part we would like to elaborate on the relevant process-related competences of action we believe are in order to facilitate the IVET-Venture-Activities.

 **Participants' attendance:** Mostly closed groups sign up for IVET-Venture-Seminars. A number of 6 to 30 participants is possible. Since IVET-Venture-Offers are integrated in operational or scholastic contexts, a voluntary participation in the activities is not always given as the trainees or students cannot decide on the educational content. What we have here is a conflict of objectives which has to be analysed carefully and, if needed, be addressed within the group. A public tender in firms or schools would be an option to allow a voluntary participation in an IVET-Venture-Offer.

Prior to the IVET-Venture-Seminar a preliminary clarification of the event's goal perspective is necessary between the project's supervisors and the person in charge. A result of this preliminary clarification is the formulation of a goal resp. the aim of the IVET-Venture-Activity. However, the project supervisors need to be able to adapt themselves to the target groups at the beginning of each activity, to "diagnose" individual and group-oriented preconditions and - if necessary - to verify the formulated goal in regard to the group's preconditions and to modify those in agreement with the cooperation partner. During this opening sequence of the project the participants are not only asked differentiated about their understanding of the context, their age, their social background and their higher-level goals but also about their wishes and needs which should be integrated into the activities as good as possible. In a seminar's context one often talks about unofficial and official goals. Thereby, unofficial goals describe the wishes and needs of the participants. Generally it is assumed that each participant is arriving with personal goals. These do not necessarily have to be in context with the seminar's context. If the discrepancy between the higher-level and individual goal is too big and cannot be considered, the reaching of the seminar's goals might fail. The opportunity to taking a part in shaping the seminar, signalizes to the young people that they are being taken serious and that there is a real interest in their perspectives. It also encourages individual and active participation in the further course of the seminar. An increase of motivation and interest in the activities can be expected. In practical terms it means to find out about participants expectations and wishes at the beginning of a seminar and to review them regularly. The integration of individual wishes into the seminar at the beginning can strengthen the trust into the leadership. Consideration of apparently basal wishes e.g. time for sightseeing or for independent city exploration has thereby significance that shouldn't be underestimated.



Challenge by choice: The decision on how an activity in the IVET-Venture-Measure in executed resides with each individual who can be supported by the supervisors if needed. Each activity provides the participants with sufficient room for configuration i.e. for the activity Blind Date, every participant may choose the distance to the goal individually. The supervisors may encourage choosing a rather long distance in order to be led by many different people but in the end the decision resides with everyone individually. It may also happen during this activity that a person decides to only take on the role of the documenter. In order to provide individual support, a "value-free" attitude of the supervisors is essential. The participants need to feel like their decisions are being taken seriously at all times and like they can talk to the supervisors openly. The purpose and reason of the tasks should be transparent to the participants at all times. It may be necessary to get into conversations with individual participants and to work out the next activities cooperatively. Therefore, it is even more important to structure the course of the IVET-Venture-Projects according to the principle of challenge in order to give the participants a certain amount of self-determined acting during this phase. The IVET-Venture-Activity associated firm or school supervisor needs to respect this basic structure. It needs to be ensured and agreed upon that the participants' ways of acting and expressing themselves during the activities will not lead to a negative evaluation in the everyday work or school life. It can make sense to create individual phases without the presence of companions. If the seminar supervisor is also the training supervisor it is recommended to have an extern and neutral partner, e.g. a City Bound pedagogue, who takes care of a unbiased atmosphere and if required takes single parts alone. The authors view is that in an optimal way training supervisors don't instruct their own trainees in an IVET-Venture program. Furthermore it is important to consider that a unbiased atmosphere implies a tenor that is always open for the outcome of the tasks. It is necessary to say goodbye to individual and best practice ways of solutions and scenarios and to react adequate and to value the proceeding of the participants.



Empathetic facilitatio: Empathetic proceeding and a sincere interest in the participants are central requirements for the course of the project. Thus, the IVET-Venture-Seminar's supervisors always have to face the challenge to question their own standards and expectations throughout the course. Of course some activities imply certain learning prospects and experiences; however, the supervisors always need to be open towards alternative developments and endings. Experiences and desired learning success must not be contracted. During the reflections there has to be enough room at all times for the participants' experiences and feelings. In order to motivate young people to get involved with challenging situations in individual and group tasks, it is important to accompany them appropriately and to be in conversation with them. Regular talks and inter-reflections with individuals and the group can be helpful tools.

- What makes you feel uneasy?
- What do you think might happen?
- What helped you solving a different problem?
- What do you need in order to solve the task?

Such key questions take a closer look on the actual process and can be helpful during the completion of the task. This way, the participants get encouraged to reflect the process, to talk about assurance and insecurity and to look for constructive solutions together with the supervisor (and others). The common evaluation within the reflective phases also provides the supervisors with important informations regarding the further process structuring, e.g. the level of challenge for individuals and groups (cf. Klein/WuStrau 2014).



Showing appreciation: The supervisors need to be aware at all times that the appreciation of the participants comes first. Many activities simply demand, alongside wanting to do it, a big amount of courage. With this in mind it is essential for the supervisors to have experienced for themselves the individual tasks and the inner-psychological perspectives and therefore be aware of the participant's perspective. The analysis of one's own insecurities and fears will make it easier for the supervisors to accompany the learning process professionally and to take the participants seriously. If the IVET-Venture's supervisors don't know the participants previously, it is recommended to start with low threshold activities, to get a first impression of the group. Besides small City Bound activities, different games to get to know each other and warm up activities suit this requirement. The individual handling within the group with the set activities should be observed neutral and be taken as indicator for the next steps within the program. If it proves that the group e.g. isn't able to get into contact with foreigners, that can mean to first play communicative games within the group and to rise their challenge step by step and to turn them to more and more contact with other people.



Give trust: It is desirable that the participants solve the tasks independently and without the supervisors' assistance since only then they will be able to take responsibility for their actions and the corresponding consequences. This way success and failure can only be referred to yourself. Experience has shown that by handing over responsibility and placing confidence in the participants, their motivation and self-initiative will increase. The feeling to be trusted and to become active independently is an intense learning experience and of immense importance for the reinforcement of the participant's self-confidence and the extension of their self-efficiency-attribution. This process requires a high amount of spontaneity and flexibility of the supervisors. They are not able to observe the participants during the solving of the task, thus they are hold in suspense about the activity's outcome and the participants' states of mind until the group gets back together on the agreed time.

4.2 SAFETY ASPECTS WHEN CONDUCTING IVET-VENTURE-ACTIVITIES

IVET-Venture-Activities basically have the same aspects of safety as similar experience- and outdoor-educational events have. "The city as a field of experience and the special feature of that the participants having to solve many tasks alone without support, demand a cautious and anticipatory view on legal framework and safety aspects." (Klein/Wustrau 2014). Country-specific characteristics such as required insurance and provisions of the regulatory law and the law for protection of children and youth need to be considered.

Hereafter, the required parameters in Germany will be outlined exemplary. A liability and casualty insurance is fundamental for every participant. Generally, teenagers in Germany are insured via their school resp. their firm. However, this needs to be verified in advance to the activities. During an educational activity, the duty of supervision usually lays with the educational chaperon resp. the activity supervisor. Hence, the participants are only allowed to walk off in small groups if the supervisor is present or the legal guardian gives a written consent. It must be noted here that the activity supervisor might have to prove that the participants' ability to move around town and use the traffic network has been verified in advance e.g. by previously mentioning in conversation with parents these abilities as necessary requirements to take part in IVET-Venture offers or by observing and attending groups in their first task. Furthermore, it needs to be ensured that the supervisors can be reached via telephone at all times. Therefore, supervisors and participants need to exchange phone numbers. If possible, every participant or at least one in each group needs to have a mobile phone. For the obligatory individual task within an IVET-Venture-Seminar – during which the participants are in the city on their own – a separate declaration of consent needs to be given by the legal guardian. With attaining full age, these declarations become irrelevant.

Alongside the physical integrity, the participants' psychological integrity needs to be ensured. For this, close contact between the supervisor and the groups/individuals is essential. The supervisors should know about the participants' states of mind at all times and, if appropriate, address scenarios that could lead to emotional distress in advance. This includes, e.g. harassment by strangers or unexpected, intense reactions of passersby while solving the tasks.

Thereby the supervisors are always moving in an area of conflict between a necessary encouragement of the participants on the one hand and the delineation of problems on the other hand. The pedagogical challenge for the supervisors therefore is to solve that area of conflict with regard to the available resources of coping and potentials of the involved groups and individuals. The pedagogical professionalism expresses itself in a way of "representative interpretation", namely the possibility, to interpret carefully the structure of sense of each case and to give adequate suggestions.

It might be appropriate to inform the local authorities about major events in public areas which will come up in the course of the program (e.g. "Having a public cup of coffee", "The demonstration" or the like, cf. chapter 5) even though this might influence the process-oriented procedures, it will prevent that the laborious initiated activities have to be aborted early.

4.3 STRUCTURE AND PREPARATION OF AN IVET-VENTURE-SEMINAR

The following elaborations deal with the IVET-Venture-Seminars' structures. Even though it is aimed at a flexible seminar-organisation which is oriented on the process of the group, there still is a scenario with concrete sequences which should be considered in order to make the event-planning easier.

TARGET AGREEMENT

Prior to the activities, the super-ordinate target agreements and the parameters need to be defined. The parameters include the agreement on the number of possible participants and their structure, the time span of the activities, the place and premises, provisions, recess-planning etc. When agreeing on a target, it is initially not so much about one or two detailed formulated target-perspective, but more about a broad orientation which will be helpful when choosing methods and activities (see 4.1.2.) This implies whether the focus of the activities primarily lies with the improvement of communication or the acquirement of foreign competences, with working in a team or in alternating groups, with orientation and mobility or the like. Working out the target perspectives during the preparatory phase of the activity allow a preliminary didactical draft, yield a first course of action and will be made concrete and adjusted according to the group and the individuals at the beginning and during the seminar.

STAGE MODEL

It is helpful to structure the activities in a way that the activities difficulty level increases incrementally resp. the group sizes decreases gradually. As the evaluation of the IVET-Venture-Tasks is liable on strong subjective categorisations, it is difficult for the supervisors to scale the tasks into the categories "easy" or "difficult" in advance. This is, however, easier when it comes to the changing size of the group. Larger groups give the participants the possibility to get involved at their own discretion. It gives them the chance to take the observer's position first and to only get actively involved partially. Held-back people can, for instance, observe how other group members solve tasks successfully, gain confidence and get increasingly involved in the course of the activity. This is why the incremental built-up of IVET-Venture-Seminars by beginning with larger groups, continue in smaller groups and end with the individual task which usually is at the end of the seminars is recommended (cf. Eichinger 1995). It has, however, to be mentioned that there are exceptions which are educationally meaningful if, for instance, it becomes obvious that individual participants find it easier to act within smaller groups. Larger groups might cast a damp on them, lead to insecurity or make them withdraw themselves. Depending on the group it might be reasonable to start with smaller groups and end with activities in largergroups. Naturally, the supervisors' individual evaluation of the activities is always considered during the task-configuration. The following sketch displays a summary of the described performances with practical examples for the corresponding course of the seminar. The individual tasks named in the sketch are illustrated further in chapter 5.2 of this manual. .

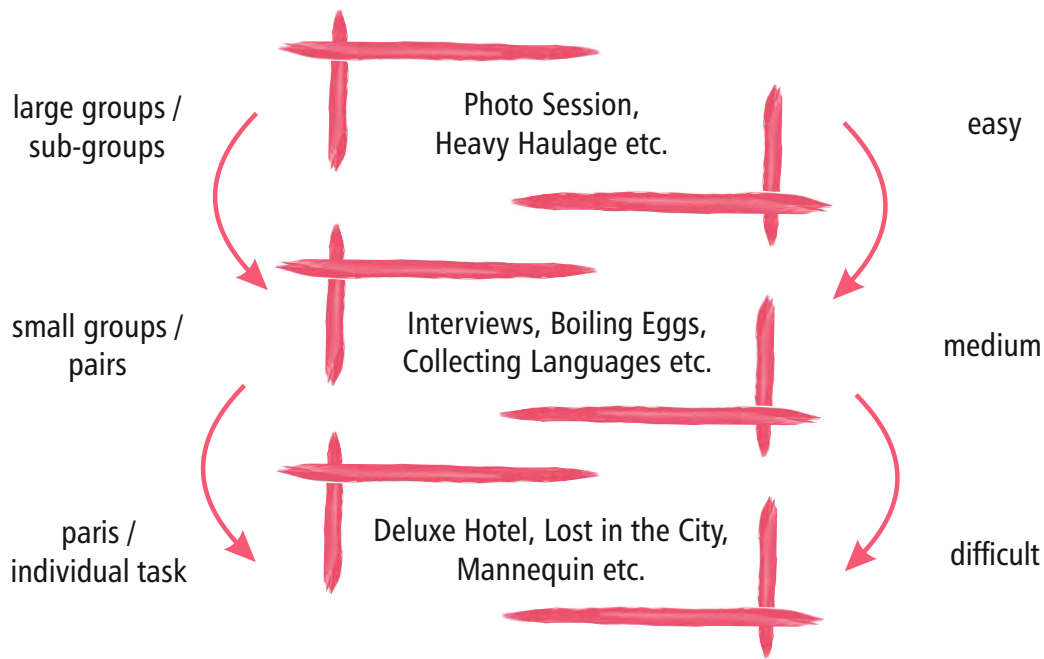


Fig. 2: Stage model. Own figure.

PREPARATIONS

As previously stated in chapter 4.1.1., it is important to provide a sufficient number of City and traffic maps. Furthermore, there needs to be an adequate number of cameras and mobile phones with enough balance, depending on the number of participants. It is essential for every participant to receive their seminar-supervisors' and, if necessary, other guardians' numbers at the beginning of the event. Also, everyone needs to be familiar with the address of the seminar's location. In advance prepared cards for the participants with all the necessary information simplify the beginning of the seminar and help to avoid the timely exchange and saving of information. Every external person involved in the educational activities in the course of the IVET-Venture-Seminar needs to be informed closely about their role and the expectations on them. If not, the failure of an activity (e.g. due to harsh rejection of person supposed to be interviewed or the like) needs to be anticipated and worked out accordingly. A broad event planning should be conceptualised in advance in written form. The required material must be at hand. Course changes on short notice can only happen if the administration is able to provide the required material resp. if the basic conditions do not interfere with the realisation of the modification.

5. PRACTICAL PART

5.1 ADVICE FOR THE PRACTICAL PART

The exercises in this chapter are listed in an alphabetical order. The descriptions of the individual tasks are subdivided into name, learning prospects, material, size of group, time, instruction, versions & additions and practical experiences.

The **learning prospects** are based upon chapter 2 of this book. The learning prospects named at the beginning of the activity are the ones we think can be promoted the most. The participants' individuality and their approach to the solution can, however, open up further areas of learning.

Most tasks need little to no **material**. The already mentioned mobile phones, digital cameras, city maps, paper and pens, as well as small objects for trading are part of the basic equipment.

The time includes only the **time of completion** and has to be seen as an approximate value. The time needed to get from and to the Seminar's location needs to be considered separately.

We divided the **size of the group** into individuals, pairs, small groups and/or large groups. The group constellation needs to be chosen according to the corresponding desired level of difficulty.

The **instructions** should to be formulated precisely and comprehensible. For some tasks it might be reasonable to hand the participants a written copy.

Versions & additions give an overview over possible extensions of the task as well as additional advice for the instruction.

Practical experiences deal with the personal impressions we have made with the tasks. These are only to be understood as suggestions for the practical realisation.

The tasks presented in the practical part are developed mainly in the educational practice of the bsj e.V Marburg (a non-profit youth organisation that works with the physical aspects and potentials of life styles) and City Bound Vienna, referring to the book "Adventure City Bound, ideas for games in social learning in the city" by Tanja Klein and Christian Wustrau.

5.2 ACTIVITIES FOR THE BEGINNING

5

NAME &...

The participants introduce themselves with their name and add e.g. what they would like to be in a city / the individual dream job or similar. In some cases it makes sense to shortly explain their statement. E.g. in the city I would like to be a taxi because...

DUCK DOWN!

All participants sit or stand in a circle. One participant stands in the centre of the circle. This person points to someone and says "Duck down!". The relevant person obeys the commando and ducks down. The two direct neighbours look at each other and have to say the name of the counterpart as fast as possible. The faster one wins and stays at his/her place, the slower person replaces the person in the centre and a new round starts.

WHO HAS ALREADY...?

The participants sit in a circle, one person stays in the centre. This person is allowed to ask a question which starts with the words: "Who has already...?" Thereby only questions are allowed that apply to oneself, respectively that oneself can answer with yes. All participants on whom the question applies have to stand up and find a new seat/place as fast as possible. It is not allowed to move just one seat further or to take the old seat again in each question round. The person who has asked the question also takes a seat, so someone will remain and continue the game with a new question.

TO CLAP ONES NAME

The participants say their name in a row and clap simultaneously all its syllables. After a first introduction round there is a second one in which each names has to be clapped from the whole group without saying it.

CATCH A FINGER

The group forms a circle and each person stretches out the left hand with the palm of his/her hand facing upwards. Afterwards every participant puts his/her right index finger in the left hand of his/her neighbour. In each left hand is an index finger. Following a signal, performed by the supervisor or a participant (one-two-go), everybody tries to rescue his/her own index finger (by moving away) and to catch the other person's index finger in the left hand. The game can be repeated a few times. Of course it is possible to change the hands in a following round.

PILLOW RACE

The group is sitting in a circle of chairs; through counting (alternating one or two) they create two teams. Each team gets a pillow, which is allocated on two people from the adverse team sitting vis a vis. The goal of the game is to overtake with the own pillow the pillow of the other group. The pillow is only allowed to be passed over from one person to the other person of one group (depends if you counted one or two). The other group is not allowed to block the pillow of the opponents. If one team is losing their pillow, they have to pick it up as fast as possible and bring it back into the game. The game ends e.g. if one team has won 3 rounds.

COW STABLE

The group has to make teams of three persons. One or two persons can remain. Each group of three people has to build a cow stable. This consists of a stable (therefore two people hold the others hands, facing inwards) and a cow (the third person that is in the stable, therefore he/she has to stand between the hands). The aim of the person without a stable is to get a place in a cow stable, either as part of the stable or cow. To dissolve the existing cow stables and therefore get the chance for a place, there are three different commands.

- Stable: Those people building the stable have to split and find a new cow.
- Cow: All cows have to leave their stable and find a new one.
- Cow stable: All participants give up their position and build a new team of three, no matter in which function.

The person who gave the command tries to become part of a cow stable and someone new will remain and is in the position to say the next command.



THE FASTEST NAME GAME OF THE WORLD

The participants are sitting in a circle. In the first round everybody is saying his/her name. The supervisor begins and stops the time of each round. Before the first round starts, it makes sense to ask the group how long one round will possibly last. Normally, it can be faster and in one or two more rounds the group gets the chance to increase the speed. In another round, the task is to say the name of the left (or right) neighbour instead of the own name in the same amount of time. Here the group also gets one or two more rounds to get the chance to increase their tempo. The game can be finished e.g. with a round where every participant says the own name backwards.

TO ORBIT SOMEONE THREE TIMES

All participants stand in a circle and get the task to choose one person of the group unrecognized and without talking. On a start signal of the supervisor at once everybody tries to circle their chosen person. The activity can be done another time with newly chosen people. It is also possible to choose two people and to circle them at once.

Variation: Angels and devils. All participants are asked to choose one person, unrecognized and without talking, who symbolises the angel in that game and likewise a person who symbolises the devil. On a signal everybody tries to get the angel in between him/her and the devil. This happens by adapting the position continuously (the angels and devils are not allowed to be touched).

EXCHANGE ITEMS

Items are handed over with the word "This is my... and it has following story...". This story has to be told on: "This is the item of.... and....". In the end the item should find its owner again. He/she can say if the told story is true or if a myth has aroused on the way.

In the beginning of the game the participants are asked to choose a personal item. After this has been done, all participants start at once. In pairs they start to introduce themselves and to exchange their chosen item. Only in the first contact it is their own item, already in the second contact they introduce themselves with their own names but exchange the items and the corresponding story of someone else. E.g.: My name is Claudia and this is Bernd's watch which is In exchange she gets Gitte's ring and its story from Sissi. At her next exchange Claudia passes over Gitte's ring and so on. After a few contacts the participants get together in a circle and each participant introduces him-/herself and the item s/he actually holds in his/her hands and then hand it over to the person to whom it belongs.

EVERYBODY CATCHES EVERYBODY

In the beginning of the game the playing field is determined and possibly marked. Then pairs are formed, which have to catch each other during the game. If one partner catches the other the roles will be changed, but the caught partner has to revolve around his/herself three times before s/he is allowed to catch his/her partner. The game can be repeated at will. It makes sense to agree on a clear Stop-signal in the beginning.

FAN-SCHNICK-SCHNACK-SCHNUCK

Playing Fan-Schnick-Schnack-Schnuck the typical symbols Scissors, Stone and Paper are used:

- Scissors = Index and middle finger are stretched out and moved like a scissor.
- Stone = the hand shows a fist
- Paper = the hand is stretched out flat

Exactly like in the game of the same name the scissor breaks at the stone, but cuts the paper. The paper wraps the stone but is cut through by the scissor, and the stone is wrapped by the paper but wins against the scissor that breaks at the stone.

In the beginning the participants run around, find a partner to compete against each other. Therefore they move the "Playerhand" three times and say Schnick-Schnack-Schnuck. At Schnuck they clearly show one of the symbols. The participant with the stronger symbol wins (see above) and gets his opponent as fan. That means the one who lost the game follows the winner and supports him/her in the next competition. The group of fans gets bigger with every victory. If one person competes against someone with a group of fans and wins, the one who loses and the whole fan group follow the winner.

The game ends when the last two participants face each other with their fan groups and duel themselves with strong and loud support. The winner is celebrated by all.

5.3 EXERCISE DESCRIPTIONS

5

APPOINTMENT WITH THE BOSS

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • exploring new living environments • occupational orientation
Material	<ul style="list-style-type: none"> • paper & pens, if necessary recording device
Size of the group	<ul style="list-style-type: none"> • individuals; pairs
Time	<ul style="list-style-type: none"> • 1 to 2 hours
Instructions	Organise an appointment for an interview with the boss of a company, firm or a bank.
Variations	The task can be introduced in two different variations: (1) The task consists of two parts. First, get an appointment via phone for your interview and conduct your interview afterwards. (2) Choose a firm, go there and try to get a spontaneous interview with an executive.

BLIND DATE

Learning Prospects	<ul style="list-style-type: none"> • Contact and communication with strangers • Getting involved with the unfamiliar • Experience individual boundaries and expand them
Material	<ul style="list-style-type: none"> • T-shirts according to the number of participants, half of the t-shirts with the print: "Excuse me, I need help. I need to get to the town hall immediately", the other half with the print: "Please do not talk to me. I am only documenting".
Size of the group	<ul style="list-style-type: none"> • individuals; pairs
Time	<ul style="list-style-type: none"> • 2 to 3 hours
Instructions	Get together in pairs. There are two roles which will be switched out in the course of the activity. One person receives the T-shirt with the print "Excuse me, I need help. I need to get to the town hall immediately". This person is blind and starts at a self-chosen starting point. It is his/her goal to reach the town hall (with the help of passersby). The second person on the team undertakes the documentation and ensures the safe course of

the task. He/she wears a t-shirt with the print: "Please do not talk to me. I am only documenting" and must not talk to anyone during the activity. His/her task is to document the course of action with key words and, if necessary, pictures and s/he may only interact in the case of an emergency.

Practical Experience

Empirically, the pressure is fairly high prior to and during the activity. The participants often describe a feeling of self-surrender and loss of control. Bringing down the sense of seeing is very difficult for some participants and should be presented and accompanied in a sensible way. In order to ensure that all participants agree to the activity, it may help to suggest to insecure people to pick a short distance in order to shorten the time of the activity. The possibility to increase the distance (i.e. a second run) in case of success should also be given. Furthermore, it is important to define the role of the documenter clearly. Participants often fail to accomplish the role due to premature and unwanted interaction with the activities as they find it difficult to see their partner waiting. Suggestions like a change of location (e.g. to a busier starting point) may be conceived by the blind person as encroaching and prevent withstanding the self-chosen challenge. Finally, we would like to point out that explicit safety instructions need to be given prior to the activity. If the blind person e.g. decides to find his/her way alone, this may only happen in a reduced-traffic area. Entering and exiting a train may also only happen with the support of others



BOILING EGGS

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • reduction of prejudices • experiencing self-efficacy
Material	<ul style="list-style-type: none"> • one raw egg per person
Size of the group	<ul style="list-style-type: none"> • pairs, small groups up to 3 people
Time	<ul style="list-style-type: none"> • 1 to 1.5 hours
Instructions	Get together in pairs/small groups. Your task is to get your eggs boiled. You are asked to do this at rather uncommon places such as a bank or a jeweller. You may also knock on the doors of private houses. If there is enough time, try to boil your eggs at two different places.
Variations	Instead of boiling an egg, the participants could also receive the task to have a raw product such as sausage, barbecue-cheese, corn, microwave-popcorn, mashed potatoes or a pack of pudding powder prepared.

CITY RESEARCH

Learning Prospects	<ul style="list-style-type: none"> • organisation skill – from idea to action • exploration of the social area • sensibility for living environment
Material	<ul style="list-style-type: none"> • pens, paper, city maps, participants' mobile phones or cameras
Size of the group	<ul style="list-style-type: none"> • individuals, pairs, small groups with max. 3 people
Time	<ul style="list-style-type: none"> • 2 to 3 hours
Instructions	Find the predefined training company and conduct a research with pictures about the topic "the world of trainees". Possible questions: How many trainees work in the company? What do you consider when choosing your trainees? Are there special offers for trainees? Is there a chance to become a permanent employee after the training? Afterwards, record the gathered information in a plan and present your results.
Suggestions	It is usually difficult to be granted access into a company without pre-announcement, therefore, prearranged appointments for the interviews are recommended. This can be part of the activity and be the participants' job or it can be prepared by the supervisors. Different focuses can be put on the city research subjects: leisure-time interests, offers for teenagers.



COLLECTING LANGUAGES / STORIES

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • experiencing intercultural varieties • getting to know the living environment
Material	<ul style="list-style-type: none"> • paper & pens, if necessary recording devices
Size of the group	<ul style="list-style-type: none"> • pairs, small groups
Time	<ul style="list-style-type: none"> • 30 minutes to 1 hour
Instructions	Collect the translation of the sentence "Welcome to ..." in at least 10 languages. Ideally, there is a country-typical gesture for welcoming which you can learn. You may want to write the sentences down in phonetics in order to be able to present them later on. The languages spoken within the group do not count and the internet may not be used.
Variations	Have three people who were not born in this city but live here now tell you a personal story. Possible questions: Where do you come from? Why do you now live in XY? What do you especially like about XY?
Practical Experiences	We have experienced that the usage of clip-boards often is associated with fundraising or the like. Therefore, we strongly advise to go without them.

DELUXE HOTEL

Learning Prospects	<ul style="list-style-type: none"> • reduction of prejudices • strengthening of the creative potential • orientation in the urban area
Material	<ul style="list-style-type: none"> • camera or participants' smartphones
Size of the group	<ul style="list-style-type: none"> • individuals, pairs
Time	<ul style="list-style-type: none"> • 1 to 2 hours
Instructions	We have selected a choice of the most expensive hotels in town. It is your task to find one of these hotels and to have the staff show you the most expensive suite. A photograph for proof would be great.
Variations	It can be an additional challenge for this task to have the participants come up with their own individual reason on why they want to see the room, e.g. a room for their sister's wedding, a gift for their parents' wedding anniversary or the like.
Practical Experiences	One can influence the successful outcome of this task by contacting the hotels in advance and have them agree to show the suites to the participants. However, it needs to be ensured that the hotel staff pretends to know nothing. If this cannot be guaranteed, the participants need to know they are expected in the hotel. Nevertheless, experience has shown that the hotels usually are very cooperative and will show their rooms if asked appropriately. But if it does not work out, it might be a good idea to have a back-up hotel whose staff is known and where the participants who failed can go.





DREAM HOUSE

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • experience and expand individual boundaries • self-initiative
Material	<ul style="list-style-type: none"> • paper, pens, digital camera/smartphone
Size of the group	<ul style="list-style-type: none"> • individual, pairs
Time	<ul style="list-style-type: none"> • 2 to 3 hours
Instructions	<p>It is your task to find the house of your dreams. Choose a part of town where you start your search. Once you have agreed on an object, take a picture and conduct an interview with the house's occupants. The goal is to get invited to a house tour by the occupants. If the occupants are not there, try to agree on another house. Possible interview questions:</p> <ul style="list-style-type: none"> • How long have you lived here? • Do you like to live here? Please explain your answer! • What do you especially appreciate about your house? • Is there anything special to the house? • Is it the house of your dreams?
Variations	<p>As a variation of this task, you could have to find your personal anti-house i.e. a house that you do not like at all.</p>
Practical Experiences	<p>During this task participants often experience a higher level of courtesy while establishing contact. While encounters in public have a coincidental character and the possibility of evasion, intrusion into someone's private space, which is often considered a taboo, is now in the foreground. However, there are always people willing to show their homes.</p>

EGG EXCHANGE

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • experiencing self-efficacy • taking over responsibility
Material	<ul style="list-style-type: none"> • raw or boiled egg, one egg per person
Size of the group	<ul style="list-style-type: none"> • pairs, small groups up to 3 people
Time	<ul style="list-style-type: none"> • 1 to 2 hours
Instructions	Get together in pairs and swap your eggs into other food products. The goal is to eventually have enough food for the entire large group. This means you might have to switch multiple times. Subsequently, the exchanged food will be eaten together in a comfortable setting.
Variations	The eggs could also be exchanged into a souvenir of the city.
Practical Experiences	Markets provide a good opportunity to exchange food as well as areas where there are many local or small stores. Just as seen on the picture, it is almost always possible to end up with a smaller or bigger picnic.

EGG RALLY

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • self-initiative • social interaction within a group
Material	<ul style="list-style-type: none"> • a sufficient number of raw eggs, potatoes or the like may also be used
Size of the group	<ul style="list-style-type: none"> • pairs, small groups up to max. 5 people
Time	<ul style="list-style-type: none"> • depending on distance 30 minutes to 3 hours
Instructions	Get into small groups of 4 or 5 people. Every small group receives as many eggs as there are participants. It is each small group's task to transport their group's eggs to a pre-defined goal. All groups start together. The team which has their eggs at the goal (the supervisors) first, wins. The following rules need to be considered: (1) You may not touch the eggs at any point throughout the activity; (2) Passersby may help; each helping person may only carry one egg

Variations	Each person may not carry the egg farther than 100 steps. The challenges of this activity can be increased by making the distance longer and expanding the time frame. Thus, it is possible to have the egg being carried from one end of town to the other.
Practical Experiences	The three tasks Egg-Rally, Boiling Eggs and Egg Exchange can take place as single task or, in the named order, as a sequence of tasks.

EVERYDAY QUESTIONS

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • self-initiative
Material	<ul style="list-style-type: none"> • in advance prepared everyday questions, paper & pens
Size of the group	<ul style="list-style-type: none"> • individuals, pairs
Time	<ul style="list-style-type: none"> • 30 minutes to 1 hour
Instructions	Get together in pairs and pick one of the prepared papers with a question. You are now supposed to find answers to the question by asking passersby on the street or possible experts. Only be content if you understand your answers thoroughly. Questions can be: How is newspaper produced? How is an original Viennese Sacher cake made? How did the city gets its name? It is not allowed to use the internet or smartphones to find the solution.



EXPOSED IN THE CITY

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • Initiative • Orientation • Self-dependent use of city maps and public transport
Material	<ul style="list-style-type: none"> • tickets, maps for the city and public transport
Size of the group	<ul style="list-style-type: none"> • Individuals, pairs
Time	<ul style="list-style-type: none"> • 1 to 2,5 hours
Instructions	<p>The participants will be exposed as pairs or individual at different locations in the city and have to find back self-dependent to the place where the seminar takes place - without contact with passerbys. The distance to the aim, should be adjusted individual to the competences of the participants. With big groups it is also possible to let part of the group start from the seminar room to a predetermined aim.</p>
Variations	<p>The task could also be to let the participants solve the task and find their way back without maps just by asking passerbys. That is up to the set aim of the participants respectively the offer.</p>

FORGOT THE WORDS

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • social interaction within a group
Material	<ul style="list-style-type: none"> • pens and paper
Size of the group	<ul style="list-style-type: none"> • small groups
Time	<ul style="list-style-type: none"> • 1 to 1.5 hours
Instructions	<p>I will hum a melody to you. It is your task to research the missing lyrics with your group. You should do this without using the internet or your phones. Every small group researches a verse and the chorus and at the end, you will perform the song together during a public gig.</p>
Variations	<p>For this activity it is also possible to leave out the public gig and to simply gather the verses.</p>
Practical Experiences	<p>The chosen song should be known to most of the population. The participants however should preferably not know the song. If the activities take place in an unknown city it could, e.g. be a typical song about the city, the anthem of the local soccer club or the like.</p>

HAVING A PUBLIC CUP OF COFFEE

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • discover personal space of creativity in the city • organisation skill - from idea to action • social interaction within a group
Material	<ul style="list-style-type: none"> • table and chairs, possibly picnic tables, hot coffee & tea (in thermos), sugar and milk, cups and spoons in a sufficient amount
Size of the group	<ul style="list-style-type: none"> • small groups with at least 6 people, large group
Time	<ul style="list-style-type: none"> • 2 to 3 hours
Instructions	<p>Host a public coffee event at a busy place. Set up tables and seating possibilities and invite strangers to have some coffee. At least 40 cups of coffee should be distributed and the participating people motivated to get into conversations.</p>
Variations	<ul style="list-style-type: none"> • Just as the task Deluxe Hotel the additional challenge could be to have the group come up with their own reason for the activity, e.g. a successful exam which is celebrated, an activity to make the city become more lively etc. The voting and agreeing within the group would pose an additional component of the task. • In order to raise the level of difficulty, the task can be posed without the necessary materials. Coffee powder and tea will be the only things provided, the rest needs to be organised by the participants. • The public coffee break can also be organised for a specific target group, e.g. tourists, elderly people, students, homeless people. • Another version is to provide the participants with everything that is needed for a meal. The group needs to agree on an uncommon place for the meal such as the steps of a statue, a playground's sandbox etc. where they set their "table" and eat together.
Suggestions	<p>You may want to inform the local police or the public order office about this exercise. This would, however, lead to the fact that the task needs to take place at a predetermined place. Furthermore, it can be helpful to decide where the coffee table should be in advance. This is especially useful for those participants who do not know the city.</p>

HEAVY HAULAGE

Learning Prospects	<ul style="list-style-type: none"> • social interaction within a group • contact and communication with strangers • discover personal space of creativity in the city
Material	<ul style="list-style-type: none"> • carrying device – a ring with as many cords as there are people, a box with content: candy, personal object etc.
Size of the group	<ul style="list-style-type: none"> • large group
Time	<ul style="list-style-type: none"> • 1 to 1.5 hours depending on the distance needed to be covered
Instructions	<p>Transport a box across a predefined route. You may not touch the box during the activity and there must be at least 4 strangers participating in the task. As a support, you get a carrying device with cords. There are following rules about the usage: (1) The cords need to be tight at all times; (2) The cords may not be wrapped around the hands; (3) The box may not be touched by you at any point.</p>
Variations	<p>Before the transport, the box gets filled together. Everyone should put a personal object inside and shortly explain the importance of the object. Not every participant gets a cord to hold. The task of the participants without a cord could be, e.g. to approach strangers, to clear the way, to ensure safety etc. The roles can be switched at all times, e.g. from holding a cord to not holding one and the other way round.</p>
Practical Experiences	<p>Ideally, the route should contain a pedestrian area, shopping promenade or a big square. Crossing over a heavily trafficked road should be avoided. We have noticed that the cords have a high attraction which often leads to starting the task before the distribution of roles is finished. Due to this, the task can be started with a 10 minutes discussion period during which the cords may not be touched. The task can also be handed off to the groups right after the instruction. The organisation of the planning process or the lack of it lies with the group and can, if necessary, be addressed during reflection.</p>

ICE CREAM INVITATION

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • get to know new living environment
Material	<ul style="list-style-type: none"> • 2,00 to 4,00 Euros per person
Size of the group	<ul style="list-style-type: none"> • individuals, pairs
Time	<ul style="list-style-type: none"> • 1 to 1.5 hours
Instructions	Find a grown-up who will let you invite him/her to have some ice-cream. Try to start a conversation with this person and to find out things about his/her job.
Variations	Watch different people while they work and decide who, according to your opinion, deserves a coffee. Invite this person to have a coffee and try to start a conversation about the person's career. Try to spend a lunch break with a working person and to find out things about him/her. What is s/he working with? What were job training and the occupational development like? Are there any improvements s/he is hoping for?



INDIVIDUAL CHALLENGE

Learning Prospects	<ul style="list-style-type: none"> • experience and expand personal boundaries • reduction of prejudices • admitting and overcoming one's fears
Size of the group	<ul style="list-style-type: none"> • individuals
Time	<ul style="list-style-type: none"> • 2 to 3 hours
Instructions	<p>Find yourself a personal challenge themed: I am doing something I have always wanted but never dared to do. Ideas for the individual challenge:</p> <ul style="list-style-type: none"> • Poetry: read a poem at a public place • Mannequin: Be a mannequin for some time • Dress to impress: Try on a dress/tuxedo for a special occasion (e.g. wedding) and have your picture taken • Test-a-bed: Ask for advice while selecting a bed in a store and ask a staff member to lie down next to you while testing the bed. • Highest point: Take a picture of the city from the top of its highest building
Variations	<p>There are different ways to execute the individual tasks. In a best case scenario, each participant is able to formulate his/her task by him/herself. Based on the question: What have I always wanted but never dared to do in the city? Or what could be an individual challenge for you in the urban area? They formulate their individual challenge by themselves after they've consulted their supervisor. The above named examples can be named as such during the instruction.</p>
Practical experiences	<p>Experience has shown that, especially younger participants, often find it difficult to formulate an according task. In this case it might be advisable to write down different tasks on index cards which then can be drawn. If the picked task seems to demand too little or too much, an exchange may be possible after consulting the supervisors.</p>

INTERNSHIP

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • organisation skill – from idea to action • occupational orientation
Material	<ul style="list-style-type: none"> • possibly an internship certificate
Size of the group	<ul style="list-style-type: none"> • individuals
Time	<ul style="list-style-type: none"> • 2.5 to 3 hours
Instructions	Find an internship with a job of your choice. Collect as much information as possible in advance in order to convince the job trainer of a training company to give you the internship for 1.5 hours.
Variations	In order to make the task useful for occupational orientation, an internet research as well as an agreement to the internship appointment by phone should take place in advance. Therefore, it is helpful to work out the approach during the phone call with the whole group.

JOB HUNTER

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • get to know new living environments • occupational orientation
Material	<ul style="list-style-type: none"> • paper & pen, camera
Size of the group	<ul style="list-style-type: none"> • individuals, pairs
Time	<ul style="list-style-type: none"> • 1 to 2 hours
Instructions	Find five people with different kinds of jobs whom you may photograph while they are doing their job. Conduct an interview about their job. Possible questions: How did you come by your job? Which requirements were needed? What does a normal workday look like? What is the most interesting thing about your job?
Variations	The different kinds of jobs may also be preset, e.g. a road sweeper, someone who works in sales, some in a managing position etc.

PHOTO SESSION

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • becoming aware of one's own merits and demerits • experiencing self-efficacy • social interaction within a group
Material	<ul style="list-style-type: none"> • digital camera and, if necessary, a laptop and according cable
Size of the group	<ul style="list-style-type: none"> • small groups with at least 5 people, large groups
Time	<ul style="list-style-type: none"> • 30 minutes to 1.5 hours
Instructions	<p>Take a picture of approx. 30 people who get together specifically for the picture. The group should consist of people from 3 different countries, a buggy, a dog, a bicycle and a person in working clothes in the picture. Only individuals or small groups may be asked. People in the picture must have agreed to being in it and look into the camera. You may not be in the picture.</p>
Variations	<p>Formula for the supervisors: 1.5 to 2 strangers in the picture for each participant. There are many creative ways to solve this exercise. We have seen that the small groups got together in a large group in order to accomplish the task. Photos of tour groups and employee pictures have been photographed. Firm instructions and special criteria for the photo could prevent these alternative acting strategies in advance. In our opinion it is important to never evaluate creative ways of solution in a negative way, but to see them as part of the solution and, if necessary, question them during the reflection.</p>



SCOTLAND YARD

Learning Prospects	<ul style="list-style-type: none"> • social interaction within a group • orientation in the city and mobility • using public transportation
Material	<ul style="list-style-type: none"> • one route map per group • one mobile phone per group • tickets for the public transportation system in a sufficient number • noticeable clothing for Mr. X (e.g. reflective vest and sunglasses)
Size of the group	<ul style="list-style-type: none"> • small groups
Time	<ul style="list-style-type: none"> • 1.5 to 3 hours
Instructions	<p>You need a headquarter, usually played by the supervisors, hunters (groups containing 3-4 people) and a "criminal" (1-3people). Hunter: You are hunting a criminal. It is the small groups' task to catch him in a predetermined area. Every small group comes up with a name for them and is equipped with a mobile phone, the telephone number of the headquarter, a route map and a valid ticket. While the criminal gets dressed and is given a head start for his escape, you can coordinate the hunt in your small groups or together as a large group. After approx. 10 to 15 minutes the hunt starts. The following rules need to be considered (The rules apply to everyone, including the criminal):</p> <ul style="list-style-type: none"> • You may only ride 2 stops at once, after two stops you need to exit the train, get in touch with headquarters and tell them your current location. You may also ask for the criminal's location and the other groups' location. • You may only get in touch with each other by following predetermined criteria (e.g. 2 additional calls for each group or predefined communication structure group A may only call group B, B only group C and group C only D etc.) • The following wild-cards can be used once after consulting headquarters: 5 stops in a rows; 3 stops in a row; 1 stop



If you see the criminal, you must arrest him. In order to do this you need to catch him by touching him and contact headquarters. Depending on the time passed by, headquarters decide whether the game is finished and the criminal must be taken to the starting point while maintaining physical contact (if the physical contact breaks, the criminal can escape again) or if the game will be continued and the criminal is exchanged – two or three of the catchers will be the new criminal. In both cases the headquarter informs all small groups.

Criminal: You are trying to hide away in the predetermined area so that no hunter group can catch you. You get a prestart to go to your starting point and after information from the headquarter you are allowed to start and try to hide with the above mentioned rules. If you are caught by physical contact you still have the possibility to run away if the contact breaks, but you are not allowed to fight yourself free.

Variations	There are many alternatives to the game "Scotland Yard", e.g. it could be a chase on foot in a predetermined area of town. The digitalised world even has a corresponding App (X mobile) which supports this scenario. The above-named rules can be fitted for each city and group.
Practical Experiences	Experience has shown that both hunter and the criminal can get carried away and get into dangerous situations while chasing the criminal such as pursuits in the traffic system. Such situations should be addressed in advance. In some cases the small groups lose connection to the game as they go into the opposite direction as the criminal in the beginning. In this case, one should support the groups and, e.g. advise them to use their 5 stations in a row-wild-card in order to get back in the game. If the criminal is not caught after about 1.5 hours it is recommended to arrange a final showdown at, e.g. the central station. In this case, the criminal is asked by phone to submerge at the central station for 30 minutes and he may not stay longer than 10 minutes at one place. If he manages to not get caught, he wins the game. All small groups get informed by headquarters that the criminal was seen at central station and that he will be there for 30 minutes. This way the final chase begins.

STORY TIME

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • experience self-efficacy
Material	<ul style="list-style-type: none"> • paper & pens
Size of the group	<ul style="list-style-type: none"> • individuals, pairs
Time	<ul style="list-style-type: none"> • 30 minutes to 1 hour
Instructions	Write a story together with strangers. Start the story with one sentence and everyone who takes part can contribute one sentence.
Variations	The story can be written about a certain subject by providing the title as an indication, e.g. "Announcement of the day!", "A fairytale for dreaming", "A heavenly workplace!", "From shoe blacker to millionaire" or the like. Furthermore, the participants could offer to send the finished story to all contributors via email.

STRINGS OF LIGHT

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • experience self-efficacy • social interaction within a group • discover personal space of creativity in the city
Material	<ul style="list-style-type: none"> • grave lights or tea candles in jam jars or fire proof paper bags, matches
Size of the group	<ul style="list-style-type: none"> • large groups
Time	<ul style="list-style-type: none"> • 1 to 2 hours - during dusk or in darkness
Instructions	Organise a string of light and convince as many people as possible to take part. Pick a fitting place for the realisation such as a big square, across a bridge etc.
Variations	Preset the number of participating people, e.g. at least 30. Connect the string of lights to a certain subject, e.g. a current political event, a subject the town is currently dealing with etc. The string of lights needs to create a circle around something, e.g. a monument, a church etc.
Practical experiences:	During the realisation, safety needs to be ensured; if necessary, check the surroundings for possible dangers, e.g. a close by gas station, dryness in the park etc. It is recommended to bring fire extinguishers and perhaps invite the local fire department to the event.

TEAMWORK WITH HANDICAP

Learning Prospects	<ul style="list-style-type: none"> • social interaction within a group • experiencing and broadening individual boundaries • strengthening of empathy
Material	<ul style="list-style-type: none"> • ropes or cords, blindfolds
Size of the group	<ul style="list-style-type: none"> • small groups with 3 people
Time	<ul style="list-style-type: none"> • 1 to 1.5 hours
Instructions	<p>You are out in groups of three and have to solve tasks. However, you have different kinds of handicaps within the group. In each group of three, there is only one person who may talk, the second person is blindfolded and the third person's leg is bound to the person's leg who is allowed to talk. Together, you need to accomplish the following tasks: Ride the subway for two stops; buy a pack of cookies in a store; go into a coffee shop and have a coffee. Come to your starting point after you are done.</p>
Variations	<p>The teamwork with handicap can also be presented as a competition between the participating groups. The fastest group wins. In order to provide different impressions, the parts within the groups should be switched if the game is taking longer.</p>
Suggestions	<p>Point out to work with each other carefully and to watch each participant's safety.</p>

THE ONE WHO BRINGS IT WINS!

Learning Prospects	<ul style="list-style-type: none"> • contact and communication with strangers • self-initiative
Material	<ul style="list-style-type: none"> • cards with questions and the corresponding answers
Size of the group	<ul style="list-style-type: none"> • small group with 4 to max. 6 people
Time	<ul style="list-style-type: none"> • 1 hour
Instructions	<p>Get into small groups of four. One after another you will be asked questions, e.g. "Which vehicle has 2 wheels and needs human energy in order to move?" The game's task is to actually go and get the answer instead of just saying it. The group, which brings the answer first (a bicycle in this case), scores for its team. In order to solve the task you may talk to</p>

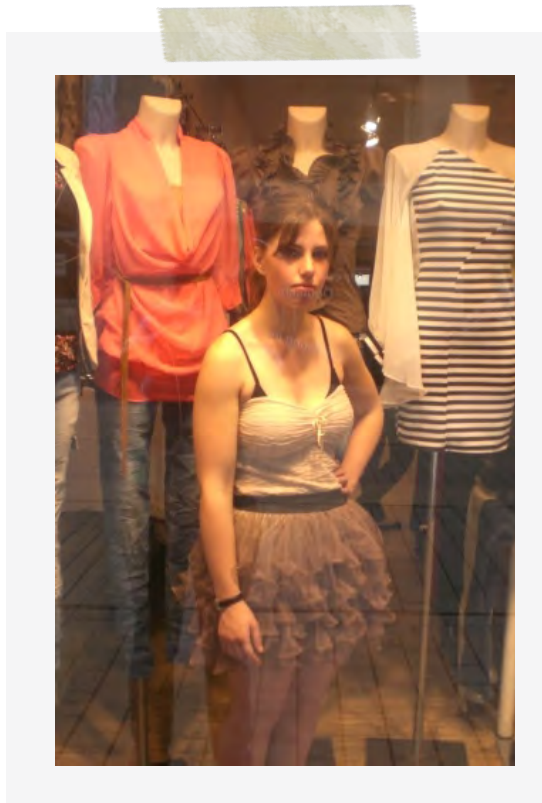
	<p>people who then can take the answer (the bike) to the supervisors. After four rounds there is a final round and the team who has the highest score wins. Rules:</p> <ul style="list-style-type: none"> • You may not use objects that are present in the team • You may not buy anything • You have 8 minutes in each round. <p>(If no player managed to bring the object after this time, no one scores.)</p>
Variations	<p>Every group that brings the object in the set time frame scores. Assuming that there are five groups, the first one gets 5 points, the second group 4 points etc. Through this, every group stays in the game even if another group already solved the task.</p>

URBAN EXPLOARATION

Learning Prospects	<ul style="list-style-type: none"> • orientation in the urban area • exploration of the social area • contact and communication with strangers
Material	<ul style="list-style-type: none"> • city maps, route maps, tickets
Size of the group	<ul style="list-style-type: none"> • individuals, pairs, small groups with max. 3 people
Time	<ul style="list-style-type: none"> • 1 to 2 hours
Instructions	<p>You have to explore a (to you unknown) part of town. For this, you ride the public transportation for 7 stops without inquiring or planning in advance and then exit. At your finishing point you need to find out where exactly you are. Mark your location on your map. Afterwards, gather impressions and search for special features in a radius of approx. 500 to 1000 meters and write them down. Additionally, try to include people who are able to give you more information about your location. Once you are done with your exploration, take the shortest way back to your point of origin.</p>
Variations	<p>The group could be send to a commercial or industrial district where they actively have to enter a office building or company grounds in order to find out which companies are located there. In order to prove their successful research, the groups could be asked to bring the company's business card.</p>

WE DECIDE TOO!

Learning Prospects	<ul style="list-style-type: none"> • discover personal space of creativity in the city • experience self-efficacy • social interaction within a group
Material	<ul style="list-style-type: none"> • paper, pens, table, sheets for banners, fabric paint, paintbrushes
Size of the group	<ul style="list-style-type: none"> • depends on the effort
Instructions	Organise a demonstration about a topic of your choice. With the provided material you can create everything you need for a demonstration. Create flyers, banners, signing-sheets and try to organise a protest march and to motivate as many people as possible to participate and support your cause.
Variations	In order to enable the participants to get involved with the subject intensively, it might make sense to choose subjects which concern the participants living environment. It is important that the subject is developed together and the whole group supports it. To ensure a smooth realisation of the activity the police should be informed in advance.



6 REFLECTION IN EXPERIENCE-ORIENTED SETTINGS

6

6.1 IMPORTANCE OF REFLECTION

Reflections are of great importance for successful IVET-Venture-Tasks. During planning it is important to find that degree of reflection which suits the group, the topic, the context, time etc. After the successful completion of the IVET-Venture-Tasks, the participants usually come back with subjective exciting experiences and a strong need to talk. Regardless of the task's outcome, they often overcame their individual boundaries in contact with strangers and experienced adventurous situations. They may also have been confronted with unpleasant reactions of passers-by and difficult situations.

To reflect means to take a retrospect of the experience and the individual meaning of it. Thoughts, feelings and experiences are exchanged and questioned with regard to their effect on the participants. Therefore, it is very important to create a safe environment for reflections. In order to enable this, it should be pointed out to the participants that everything that is said will stay within the group, may not be commented or judged and that everyone should have the chance to be heard. Thereby, a talking-object may help – the one holding the object talks, the others listen. Based on the idea of process-oriented learning, the subjects that come up during reflection should co-determine the further course of the seminar.

Besides the time scheduled for the activities, there should be enough time and an appropriate location for the reflection. This is often considered as difficult in the city as there are only a few quiet places which provide an appropriate discussion atmosphere. Additionally, the weather conditions are not always predictable and a warm and dry location should be available. Thus, it is recommended to have a central seminar room where the reflections can take place.

6.2 PHASES OF REFLECTION

Reflections do not only consist of letting one talk and listening to another, but reflections should rather give the participants the chance to look from the inside out. While at the beginning of reflection the participants tell their stories and are allowed to talk about their experiences chronologically, in the further process they should see the subjective meaning behind their experiences. Finally, they should take a look forward.

There will not be enough time to consider all aspects equally in every reflection; however, in the following a model will be introduced which supports the consideration of the named aspects.

CYCLE OF EXPERIENCE-LEARNING

Review: The review is all about reporting. The participants may simply start talking. In this, open-mindedness of the supervisors and open questions are important in order to learn about the facts or the participants' subjects and feelings. Through interested and curious questions like: How was it? Who did you meet? What did you do? Did you have a strategy? Was it easy/difficult? Was there a special moment/person? How did others react to you? etc. held-back participants can be encouraged to talk. During the progressed course of the seminar, it is even possible to focus on one aspect during the review, e.g. the individual feelings during the activity. Introducing questions could be: What was your most concise feeling during the task? How did you feel during the contact with people? How pleased are you with the course/outcome of the activities? etc.


Analysis and interpretation: Here, the individual meanings behind the participants' perceptions, experiences and encounters should be considered. Alongside the personal experience of one's role in the group ("How did you feel inside the group?"; "How pleased are you with the group's achievements?"; "Which role did you have inside the group and how did you feel with it?"; "Were your wishes heard?" etc.), the interpretation of external perception ("What do you think your counterpart thought?"; "How did the participating passers-by feel?") can be incorporated in this.


Determination of alternative modes of behaviour: As stated before, during this phase conclusions for the further procedures should be drawn. Questions like: Which new things did you learn about yourself? What do you need in order to accomplish the next challenges? Which strategies proved to be helpful and should be kept up? Do you know similar situations in your everyday life? etc. are essential in constructing this phase. It might make sense to not having these questions at the end of every reflection, but to conduct a final evaluation with questions about concrete steps of acting in the future (transfer into everyday life) at the end of the seminar.


The cycle of experience-learning must not be understood as a rigid instruction regarding the procedures during the reflection but is rather an orientation.

6.3 METHODS OF REFLECTION

The phases of reflection can take place in various constellations and with various methods. Possible are plenum rounds, phases of evaluation in small groups and pairs as well as individual phases of reflection e.g. to write a diary. Also the selection of methods can vary and not just always be accomplished in form of persistent conversations. A variety of non-verbal methods are suitable to initiate individual processes of reflection and to establish occasion for conversations for the further process. To keep the participants motivated for the review, it can make sense to vary between playful methods and elaborate reflections.

 **Large group reflections** are recommended if e.g. topics are discussed that are relevant for the whole group e.g. voting of frame conditions in the beginning and end of a day. In addition they enable the supervisors and the members of a group to get a feeling for the atmosphere of the group and individuals. Furthermore they are applicable to offer the participants a spectrum of experiences as wide as possible after the activities and to offer them e.g. different approaches and ways of solution in coping with tasks.

 **Reflections in small groups** offer, especially with big groups, the chance to shorten the phase of evaluation but still make a review. Furthermore they can satisfy the often existing high demand of participants to talk after a task and offer the possibility that normally more participants can get a change to speak. Especially participants that do not easily talk in big groups get the chance to take active part in the discussion through these changes in frame. In addition small groups are suited e.g. for situations when the whole group has to make a decision together. First, the discussion about a special topic can be outsourced into small groups. The results of the small groups' discussions will then be discussed in a plenum and if necessary discussed again - however, in this case with representatives of the small groups. The downside is that, depending on the numbers of small groups, the supervisors cannot be present in every small group and thus only get feedbacks of individual participants. Small groups can be arranged so that the participants can choose their groups themselves or that the supervisors divide the groups. While self-chosen groups offer the chance for a trustful atmosphere and presumably open and honest naming of feelings, they hold in the risk that no critical questions are asked and no new suggestions and perspectives develop. Furthermore, they hold the risk that individual participants get excluded and eventually confirmed in their role as outsiders.

 **Individual reflections** provide the opportunity to get an individual insight. They normally remain uncommented and rest on subjective perception. If necessary, a short evaluation can take part in the plenum after the individual reflection, in which the participants are asked about their central ideas.

6.3.1 REFLECTIONS OF SMALL GROUPS / LARGE GROUPS

6

LINE UP

Description	Line ups are suitable as an access to a topic or seminar in order to get a good overall impression of the group. Furthermore, they offer the chance of non-verbal evaluation of tasks, in which you get an overall impression even without using language.
Time	about 30 minutes
Process	<p>The centre of the room will be marked with an object e.g. a bottle. The supervisors ask the participants to rate a statement by positioning themselves all the more closer to the centre of the room, as they agree with the statement. Also the supervisors ask individual participants to issue a short statement concerning their position in the room. This task can help the supervisors in evaluating the competences and insecurities of the group and participants. Possible statements:</p> <ul style="list-style-type: none"> • I do feel comfortable in the city! • I prefer loneliness! • It is easy for me to get into contact with foreign people! • I like to be the centre of attention! • I easily orientate myself at unknown places! • I feel confident using public transportation!
Chances	All participants are integrated and asked for their feedback. The participants' attitude, approach, feelings, thoughts and mood are given space and get noticeable.
Obstacles	In some extent non-verbal feedbacks are imprecise and bring up questions which slow down the evaluation, or they do not meet adequately the inner experience of the participants. Furthermore, non-verbal reflections offer the participants the possibility to withdraw themselves from the evaluation and do not take it too serious (to just position themselves somewhere).

FLASH-LIGHT

Description	Suitable reflection to get a quick picture of the mood in the group.
Time	5 to 10 minutes
Process	A flash-light round is a feedback round during which the participants, one after the other, answer to a reflection question with only 1-3 words.
Variations	It is also possible to allow 1-3 sentences forming an answer to the reflection question. The participants could also express their mood by making a sound/noise or by making a face.
Chances	All participants are integrated and asked for their feedback.
Obstacles	One word statements are partly imprecise and bring up questions which can delay the flash light. Or they are not accurate for the participants inside experience.

FISHBOWL

Description	Suitable reflection for large groups.
Time	20-30 minutes
Process	Two seating-circles are made. A bigger circle on the outside and a smaller one on the inside (consisting of 4 to 6 seating possibilities). During Fishbowl only the inner circle reflects, the outer circle listens. One seat is always vacant in the inner circle on which someone from the outer circle may sit down if s/he wants to join the reflection and ask a question or make a comment. As soon as the question is answered or the comment is made the person has to leave the inner circle.
Variations	This method can also be applied after a group conversation or discussion.
Chances	Especially with bigger groups a conversation can be focussed by using this method. While participants in big circles often stay uninvolved and wander from the subject, with the fishbowl they will probably follow the inner communication attentively.
Obstacles	Individual group members can be excluded or do not dare to take the empty chair, so that maybe their feelings and thoughts are not considered.

THUMB-BAROMETER

Description	Suitable reflection to get a quick picture of the atmosphere in the group.
Time	5 to 10 minutes
Process	<p>By using their thumbs, the participants need to take positions to their statements at which the thumbs-up means a 100% agreement and the thumbs-down a 100% disagreement. In between, everything is possible. A horizontal thumb means a 50% agreement. Following this, the supervisors or the participants may ask questions concerning the position of the thumb. Possible questions:</p> <ul style="list-style-type: none"> • "How do you feel in contact with foreign people?" • "How do you feel with the reaction of passers-by?" • "How do you feel when you get rejected?" • "How satisfied are you with the process of the task?" • "How satisfied are you with the result of the task?"
Variations	<p>When positioning their thumbs the participants should have their eyes closed in order to prevent being influenced by others. After setting the position of their thumbs, all participants should open their eyes simultaneously. Alternatively the statements can be done behind the back and shown at simultaneously a common signal. Instead of using thumbs, fingers can be used to show a rating from 0-10 or 0-5.</p>
Chances	<p>This method offers a good basis for starting a conversation and gives a fast overview of the atmosphere, respectively the positions within the group. All participants are involved to position themselves to a given question.</p>
Obstacles	Imprecise and often general if uncommented

DISCUSSION

Description	Suitable to deepen topics
Time	15-60 minutes (has to be limited in time)
Process	The discussion can be initiated by supervisors e.g. through a theses that aims at a confrontation ("It is easier to address people that are pleasant to us.") or a provocative question ("My impression is that the group avoids talking open about problems, is that true?") or to pick up topics that appear within the process of the seminar. Frequent topics are e.g. stigmatizing of people after the task collecting languages or the question of value after the task egg exchange. Also topics like lies and truth ("Are we not lying, if we pretend that we need help, although it is just a game?") can be discussed together.
Chances	Topics that are avoided by the group are laid open and can be worked on.
Obstacles	There is the risk that the supervisors bring in topics which are not relevant for the group.

HARVEST

Description	Suitable reflection to uncover personal aims.
Material	index cards, pens, pin board
Time	30-45 minutes
Process	Prior to the seminar, the participants write their goals and expectations on index cards and pin them to the board. At the end of the seminar, all achieved goals are taken down from the board with an explanation. The goals which were not achieved stay on the board and can be discussed.
Chances	This method offers participants to deal with their own objectives in the beginning of the seminar. They get a chance to identify themselves with the tasks and the seminar.
Obstacles	There is the risk that in the end too much attention is put on objectives that have not been achieved, which can lead to a negative atmosphere. A possibility to absorb this is to elaborate with the participants if the named objectives are still important for them, and if so what might be the next steps to achieve them.

FIVE-FINGER-REFLEXION

Description	Suitable method for reflections at the end of a day.
Material	flip chart, paper and pens
Time	30 to 45 minutes
Process	A hand is drawn on the flip chart and every finger is given a meaning: Thumb = "This was great"; Index finger = "I would like to point this out"; Middle finger = "This sucked"; Ring finger = "What I will keep in mind"; Pinky = "This came off badly". The participants should say one sentence to each finger.
Variations	For the purpose of anonymisation the evaluation can also be done in written form e.g. by drawing a hand on a flip chart. The participants position themselves in assigning cards to the different statements to all the fingers.
Chances	All participants are integrated and demanded to give feedback to the five questions.
Obstacles	If every participant is asked to say something to each finger it can easily lead to repetitions and takes a lot of time.

DIAGRAM OF FEELINGS

Description	Suitable method to get a visual overview of the seminar.
Material	flip chart, paper, pens
Time	15 to 30 minutes
Process	A coordinate system is drawn on a big piece of paper. The numbers -10 to +10 are added to the y-axis and represent the satisfaction-axis. The activities are put on the x-axis in chronological order and represent the activity-axis. Either after every agenda item, during the breaks or at the end of the day the participants' emotional state should be charted, in which -10 is very bad and + 10 very good.
Chances	This makes remembering one's own feelings before and after the tasks easier and therefore offers a good basis for a concluding reflection.
Objectives	One's own opinion and positioning gets affected by the positioning in the coordinate system of the others.

FEELING-CARDS / POSTCARDS

Description	Suitable reflection to help groups express their own feelings.
Material	Feeling-Cards (cards with different adjectives that express emotions) or cards with different pictures (landscape, emoticons, cities, etc.).
Time	20 to 30 minutes
Process	The cards are placed on the floor in the middle of the circle. One after the other, the participants are invited to choose a picture/emotion-expression that corresponds with their current state of mind. The chosen card should be laid down visible in front of the person, so that others can also take that card if this is necessary. Besides asking for feelings, the invitation can also be e.g. to take a picture that symbolises the last task or something the like.
Variations	The potential of cards to work on reflection is big. Besides self-made Feeling-Cards, an individual collection of postcards and emoticons, there are a lot of purchasable cards like e.g. "Feeling-Monsters", Fishes, Portraits in different moods, etc.
Chances	All participants are integrated and asked for their feedback. A pattern of different feelings can be helpful.
Obstacles	If the selection of cards or materials which stand for feelings is not big enough, the overall impression can be falsified. If there are too many cards it can possibly get confusing for the participants. Furthermore, the cards can side-track participants of their own feelings. To some extent participants might take cards that are especially attractive for them without reflection.

STAR-MONEY

Description	Suitable to strengthen the participants in a positive way.
Time	5-10 minutes per person
Process	This method is suitable to give feedback on individual tasks or on small group tasks. The participants (or the small groups) tell the large group about their experiences with one IVET-Venture-Task. After this, they leave the room for a short moment. Now, the group members can interchange with each other or the supervisors. The goal is to name positive things. Once everyone has found something positive, the participant/s waiting outside can re-enter the room. They will receive their "Star-Money" in terms of positive and constructive feedback.
Chances	Awareness of one's own strengths.
Obstacles	Some participants get different positive feedbacks while others always get to hear the same. In addition, there is the risk that the sum of feedbacks has a large variety and some participants do get less positive feedbacks. Due to this reason, it might make sense to limit the sum of feedbacks (e.g. three positive notices/or something that you have done especially good/ three strengths or similar).

A WALK WITH TWO

Description	Suitable for intense discussion.
Time	20-30 minutes
Process	Talk about a predetermined topic while going on a walk in pairs. An exchange of the reviewed topics can take place in a subsequent large group-reflection. Possible topics: <ul style="list-style-type: none"> • "My best moment during the seminar." • "Something I will keep in mind." • "Was there a situation in which my perspective has changed?" • "How are experiences I made linked to my everyday life?"
Chances	The individual perception can be deepened which might give more time for the exploration of each individual. Change in setting and movement offers a different approach to reflective talk.
Obstacles	Distraction due to outside influences prohibits a focussed discussion about the topic.

TALK IN PAIRS (MUTTERING GROUPS)

Description	Suitable for short intense reflections.
Time	5-15 minutes
Process	The participants talk in pairs about certain questions or topics with their neighbour. For the following question the participants exchange their thoughts with their neighbour on the other side. After talking in two pairs, the discussed topic can be shared with the whole group.
Chances	This method works perfect to integrate one-on-one talks in the seminar's process if you keep on working with the whole group afterwards.
Obstacles	Possibly, the neighbour is not an appropriate person to talk about the given topic.

YES - NO

Description	Suitable to get a good overall picture of the group.
Material	rope or masking tape
Time	20-30 minutes
Process	<p>With the help of a rope, the room is divided into two halves. One half stands for "Yes" the other for "No". Now, some statements are read out loud:</p> <ul style="list-style-type: none"> • "I felt comfortable at all times!" • "It is easy for me to get into contact with passers-by/to ask for help!" • "I feel confident in using city maps!" • "I can orient myself!" • "I have learned something new!" <p>Depending on approval, the participants should go to the corresponding side of the room or stand in-between the opposite poles YES and NO. After everyone has taken their place, the participants can be asked to explain their position.</p>
Chances	All participants are integrated and asked to clearly position themselves to YES or NO.
Obstacles	Often there is not enough time that all participants can comment their positions. Thus some assignments can stay speculative.

WHAT WILL I TAKE WITH ME - WHAT WILL I LEAVE BEHIND?

Description	Suitable for the end of a seminar.
Material	paper, pens, dustbin
Time	20-30 minutes
Process	Everyone receives two pieces of paper. On one, positive experiences should be written down ("What will I take with me?"), and on the other one negative experiences ("What will I leave behind?"). Afterwards, the participants read their papers out loud and either throw them in the dustbin ("What will I leave behind?") or put them in the pocket or in a treasure chest ("What will I take with me?"). Depending on the process, there is the option to do these things with individual meaningful papers without comment.
Chances	The feedback is everlasting and can be given to a group.
Obstacles	In big groups this method of evaluation can absorb a lot of time.

TARGET

Description	Suitable to get a visual overall impression of a certain topic.
Time	about 15 minutes
Process	A target is drawn on a flip chart paper. The participants get one glue dot (or more glue dots for more aspects, that are relevant in the evaluation) and are invited to rank a situation. The closer the dot is placed to the centre of the target the more the participants agree with the statement, so e.g. the satisfaction with the seminar tasks, the rating of the individual achievement or similar can be sampled. The distribution of the dots can be anonymous and uncommented, as well as open.
Chances	The feedback stays visible during the seminar and can be viewed anytime.
Obstacles	Especially if there are a lot of topics which are evaluated on the target, it can make a confusing picture.

6.3.2 INDIVIDUAL REFLECTIONS

LETTER TO MYSELF

Description	Suitable to let the participants remember experiences after a while.
Material	paper, pens, envelopes
Time	30 to 60 minutes
Process	At the end of the seminar, the participants are supposed to write down a letter to themselves with all their gathered experiences which they went through in the seminar, as well as special impressions. The letter is put in an envelope addressed to themselves and will be sent to them by the supervisors three months later.
Variations	As part of IVET-Venture offers, it has worked effectively to let this method follow an individual challenge. Besides broadening the concrete experiences in the single task, the participants are invited to make a retrospect on the overall offer and to phrase which previous experiences added to be able to raise the challenge of the individual challenge. Alternatively, the participants get a postcard at the end of the seminar, which they will send to themselves. They can be asked to e.g. name a highlight of the seminar or to formulate a thought which they do not want to forget.
Chances	Due to the letter, the participants can remember their former experiences and can possibly try to tie them into their everyday life. Often participants phrase concrete aims and steps which they want to have achieved/done by the time of the reception of the letter. After they got the letter these aims can be checked and maybe get expanded or changed.
Chances	Writing the letter is quite individual. In some circumstances the participants do not engage into it and do not write anything at all. If the letter is the only reflection at the end of the seminar, feelings and notices will not be made public. Also, the supervisors do not get to know the thoughts and feelings.

DIARY

Description	Suitable as personal reflection that accompanies participants.
Material	one notebook each, pens
Time	10 to 20 minutes each day
Process	Every participant receives their personal diary at the beginning of the seminar. After every task or at the end of the day, the participants have to write down their experiences and impressions. They are invited to write down especially concise situations and questions to e.g. use them for the closing reflection of the seminar. Furthermore, the supervisors can bring up topics which the participants discuss in their diary and analyse with regard to subjective importance. If it is suitable for the group, a joint exchange on the diaries' content can take place at the end.
Variations	A diary is especially useful if it is a long-term seminar in order to process all the new impressions and experiences.
Chances	A diary is a particularly intense form of written reflection. Thoughts and experiences which are put into writing can be read and thought again every time.
Obstacles	The discussion just takes place on a personal level, therefore, in any case there have to be more ways of reflection used.

7 GENERAL SUGGESTIONS TO SUPERVISE IVET-VENTURE-SEMINARS

7.1 PRELIMINARY NOTE

IVET-Venture-Seminars aim for the advancement of defined key competences (cf. Chapter 1. and 3.1.). This approach connotes several risks: The intention to support competences implies a deficiency – as competences only have to be supported if they do not appear sufficient enough. Hereby, the risk exists that individual specialities, strengths and abilities are not assigned enough value in the light of competence-rasters of basic and transversal competences. IVET-Venture tries to support young people who are in the transition school – job or in connection with apprenticeships to be able to integrate into the requirements of existing job related systems and to fulfil the defined competences in order to increase their chances in the job market. Here, a typical dilemma of any kind of educational practice becomes evident, as young people are being both prepared for the required standards of adulthood, to which society always counts the required standards of business practice, as well as supported in the development of their personality and individual autonomy. Thus, it seems necessary to us to point out the fact that the competence catalogue, as decided on by the European Union, cannot be final and is in urgent need of an upgrade: e.g. aspects of critical thinking, solidarity, cosmopolitanism etc. With this, topics of development are mentioned that go far beyond the adaptability, the matching for the job market and the idea of a human subject which is mainly understood as human resource. IVET-Venture-Activities should include these overarching educational perspectives. Unfortunately, the theoretical aspects of education which arise from this dilemma cannot be discussed sufficiently at this point.

7.2 CREATING A CONSTRUCTIVE ATMOSPHERE IN THE SEMINAR PROCESS

For the successful course of the seminars, a constructive, appreciative and trusting atmosphere is of importance. The participants will most likely only be willing to meet new challenges and talk about individual difficulties and problems if they feel accepted and appreciated by the seminar supervisors and the group.

For the supervision of settings in operational terms, said conduct has to be ensured at all times just as the willingness to critically scrutinise the course of seminar. It can be assumed that at the beginning of the seminar, the participants are confronted with a number of unfamiliar things and are uncertain about the imposed expectations and the prevailing rules.

This is valid for a supervisor unfamiliar to the group as well as in situations where the seminar supervisor is also the training supervisor or the educating teacher. While the insecurity in the first case likely stems from the unfamiliar person, his/her style of leadership and his/her expectations. The new setting may lead to insecurity in the case of a familiar supervisor and may apply pressure to perform on individuals. Adversarial situations from the past may also complicate an unbiased involvement in the course of the seminar.

7.3 ARRIVING AT THE NEW SETTING

These are the reasons, the priority at the beginning of a seminar should be the development of a structure contributing to an initial security. Clearly defined parameters, the naming of official and objective goals of cooperation (For what reason did we come together?) and the establishment of a conversational structure (e.g. Addressing each other formally or informally, Challenge by Choice, etc.) contribute to this.⁴ If necessary it may be useful to clearly dissociate the IVET-Venture-Setting from the everyday life at school/work and to exercise the changed roles of leadership (moderating, accompanying, not evaluating). In the case of a pre-existing conflict, a conversation prior to the event is suggested, during which the conditions for the participation in the seminar are clearly negotiated and aligned.

In order to emphasise the changed seminar setting visually, we suggest sitting in a circle. Additionally, it is advised to get into action quickly and to incorporate the participants actively in the events. We suggest that the supervisors participate in the warm-up games in order to help the participants gain easier access to the games, which subjectively might be perceived as embarrassing. Furthermore, this will provide an alternative role model and emphasise the new setting. As described before, it is recommended, to roughly draft the course of the seminar - aside from icebreakers and warm-up games – (also draft visually on a flip chart paper or a wall poster) and to name the official goals, e.g. "The seminar's goal is for you to get in touch with strangers and ask them for their support while solving your tasks. In order to do so, we will provide you with - to some extent - unusual tasks which you are supposed to solve with your colleagues. Additionally, everyone is expected to be able to use public transportation independently at the end of the event. Thus, we will incorporate them into the course of the seminar with the goal that by the end of this week, you will be able to cope with a task by yourself and manage the way to your task independently and without help. etc. It is important to consider that the named goals might daunt the participants." The handling of examples should be sensitive. In some groups, certain examples may trigger a positively connoted tension and excitement whereas other participants might be unsettled and, in the worst case, almost paralysed. In the latter case we suggest offensive-oriented, less problematic handling, in which e.g. you indicate that the activities are prepared step-by-step and will initially be solved in cooperation with others. Furthermore, it is recommended to illustrate the concept of the Challenge by Choice (cf. Chapter 4.1.2.) at this point. Hereby it should be made clear in a sensitive way that Challenge by Choice does not refer to the general participation but to the configuration and solution of the tasks, e.g.: *"You have the possibility to self-determine your task's level of difficulty. You could e.g. pick an eloquent partner who perceives those tasks as exciting and enjoys being in contact with strangers. You also have the chance to pair up with someone who feels insecure as well in order to develop a strategy together to solve your task. Furthermore, the choice of your counterpart/Company is multi-variant. You could e.g. go to a place, where you are confident that you can solve your task here (e.g. Bar/Diner/Restaurant or the like) or purposely go to an unusual place (Bank, Hairdresser or the like)".* Depending on the group, more examples may be helpful. However, this must be decided for each individual case. Too many comments from the supervisors often overload the starting situation and irritate due to their

⁴ Vgl. E. Stahl: Dynamik in Gruppen, Handbuch der Gruppenleitung, Verlagsgruppe Beltz, Berlin 2002, S.67ff.

overabundance. Thus, it may be useful to postpone some of the information, e.g. following the activities. Many worries and fears of the participants are put into perspective after the first one or two activities which contain many positive experiences and connections and are mastered successfully by the collective group. Based on these experiences, the participants usually dare to do more and are able to take on rejection and critique in the further course without questioning their whole participation.

Furthermore, the participants' expectations and worries should be taken into account during the first part of the seminar. The supervisors are hereby urged to react appreciative and constructive to every response in order to strengthen the participants' feelings of being taken seriously and respected. Even mundane topics, which are not compatible with the course of the seminar e.g. sufficient breaks, going shopping or the like, should be considered appropriately and should not be depreciated. At this point, it is rather about handling eligible wishes sensitively. Especially the handling of those situations shape the participant's image of leadership just as the reaction to refusal and rejection does. Are alternative solution processes approved and accepted? Is refusal sanctioned or does it serve as a starting point to a new conversation? Is this based on genuine interest and curiosity or ultimately solely to change the participants' mind? etc. The individual reactions are landmark setting for the participants' further handling of challenges in the course of the seminar. It stands to reason that sanctions and rejection will probably lead to withdrawal and blocking and may initially scare of motivated and committed participants as well.

The significance of leadership interventions is often underestimated. Everyone has expectations towards the handling and solving of activities without being aware of it. Deviating from them often evokes irritation and leads to thoughtless reactions (e.g. like: "You really made it easy for yourselves, this was a very simple solution, until now it has always been solved differently.", or the like) which are often interpreted as being rejecting or not being appreciative by the equally irritated participants. Due to this, it is of immense importance that the own expectations are examined critically and that the own experiences with the handling of the task are not transferred to the participants. By implications, this does not mean that irritations and surprises should not be mentioned rather than that this needs to happen with an appreciative attitude.

Moreover, a constructive conversational atmosphere needs to be established at the beginning of the seminar in which the participants have the chance to listen and everyone gets a chance to speak. Devaluing reactions to individual contributions should not be ignored by the supervisors but being taken up and commented on. From our point of view, a clear positioning of the supervisors towards the handling of individual devaluing statements is necessary in order to establish a setting free of fear. The challenge hereby is to prohibit the devaluation without exposing the involved persons.

7.4 DEALING WITH CONFLICTS

In the following section we would like to offer some suggestions as how to deal with conflicts. Hereby, it is important to consider that this is as multi-variant as the conflicts themselves. Aside from conflicts which concern the group, the conflict can have its origin in individual difficulties with the task within the scope of the seminar, with the supervisors or between individual group members. In groups which

have existed for some time, there may be gridlocked friendships, opinions and attitudes, bullying structures or the like which are being transferred into the seminar context.

Thus, regardless of our suggestions, a detailed examination of each individual case and a reaction adapted to it is required. Our remarks may provide an orientation and assistance, yet they must be expanded accordingly.

From the authors' viewpoint, conflicts have priority and should be taken into account as soon as possible in the course of the seminar and, in the best case, be solved. Otherwise they will probably prevent a smooth course of the seminar which usually shows itself by tough and incommunicative reflection processes, a destructive work atmosphere right up to refusal of tasks and, in the worst case, quitting of individual people.

However, it may be wise to postpone individual conflicts at times. Especially at the beginning of the seminar, the supervisors should spare the participants unnecessary conflicts and possibly defer them. If for instance, at the beginning of a seminar which lasts several days disagreements occur on the topic of the seminar times, we suggest the supervisors take up the topic explicitly but postpone the discussion about it to a later point in time, in agreement with the group.⁵ The situation is similar in the case of IVET-Venture-Activities with disagreements concerning the group process resp. the cooperation of the group. Within IVET-Venture-Activities, the large group plays a subordinate role (cf. Chapter 4.3). Only very few activities are solved by the entire group and if they are, it is with regard to the fact that solving the task with the entire group will reinforce individual participants. Essentially, the tasks are about the engagement of the individual with the contact and confrontation of strangers. Yet, criticising the agreements and the cooperation within the group often happens during the following reflection; this may have been bottled up from earlier experiences and is now reintroduced adversarial. Even though a group dynamic evaluation (like e.g. "How did you work together?"; "Which roles existed?"; "Did everyone know what he/she was supposed to do?" etc.) is possible at this point, it may not be necessary. Those discussions often take up a lot of time and the participants stay in their rigid patterns. Furthermore, they usually will not have another chance to prove themselves as a large group in the course of the seminar after a detailed debate – e.g. about the solving of tasks as a whole group – as the course of the seminar, just as described in chapter 4.3., usually aims to go step by step from a big group to a small group and from there to the individual.

Even though we advise against neglecting contribution in that regard, we do advise however, to time them and to continue with specific questions with the emphasis on subjective dealing with contact with strangers and with the solving of the tasks (like e.g. "How was it for you to address passersby?"; "Did you follow a strategy?"; "Were there reactions which you could handle well resp. not well at all?" etc.). At some points, a direct approach to the topic may be helpful. A possible moderation could have the following direction:

⁵ Vgl. E. Stahl: Dynamik in Gruppen, Handbuch der Gruppenleitung, Verlagsgruppe Beltz, Berlin 2002, S.91f.

"There obviously is some critique concerning the cooperation of the group which we do not want to cut off at this point; however, we would like to point out that there will not be any more challenges for the entire group in the course of the seminar. You will rather work in changing small groups and as pairs in which it is important to coordinate your needs and wishes with each other. Thus, we suggest that we formulate constructive criticism and that you communicate what you, every single one of you needs for a constructive cooperation."

The participants are actively asked to deal with their own part of the perceived interruption and, based on that, to express what they need from their fellow participants in the course of the seminar in order to successfully continue their work. If creating this process authentically is successful, a tough discussion with mutual assignment of guilt could be avoided and a direct focus on the individual and their altercation with themselves can take place. Additionally, the supervisors should make the differences productive by emphasising that all wishes are valid and clarify the different handling of situations. They may even invite individual participants deliberately to try different strategies beyond the common procedures and to reflect upon them subsequently. Simply said, it is about establishing a culture in which differences are being understood as varieties and possibilities.⁶

Without a doubt, there are conflicts and difficult situations which cannot be postponed and need sufficient room for solving them. If it only regards a few participants e.g. difficulties in a small group while solving a task together (so called interpersonal conflicts), it may make sense to discuss this conflict outside of the big group. Finding a solution with the entire group present might overwork the other participants' patience and lead to additional fuel for the conflict with contribution from the outside (e.g. from the best friends of the involved people or the like) which needlessly worsens the conflict. In our opinion, a talk with the whole group only makes sense if more people beyond the small groups are involved or if the conflict is exemplary for problems within the group and all participants can profit from its solution. It is similar with problems that occur between individual participants and the seminar supervisors. These should initially be discussed in direct contact, possibly in the presence of one additional person each (both parties bring a neutral person to resolve the problem). It is important that the discussion's outcome is made public within the whole group as such conflicts usually spread within the group.

Dealing with failure and thereof resulting individual conflicts, resp. frustrating and rejecting behaviour, are a special challenge. On the one hand, the affected person must be taken care of appropriately, supported and if necessary have someone take off the pressure; on the other hand, failing should also be understood as a chance to reflect on one's own behaviour critically. Hereby, there is always a risk of not being able to work out the individual strengths and to promote those and then of the participant to interpret and establish the failure as individual failure and thus rejecting further challenges. Therefore, it must be made possible to determine alternative strategies of behaviour and to encourage the participant to try these playfully. It may also make sense to mix up pairs and groups depending on their different resources and to have them learn from each other. In practice, this means that e.g. eloquent

⁶ Vgl. E. Stahl: Dynamik in Gruppen, Handbuch der Gruppenleitung, Verlagsguppe Beltz, Berlin 2002, S.98f.

participants who are open to contact with people, pair up with participants who have trouble with addressing people directly. From our experience, the latter will hold back during the first contacts and observe their partner's approach, but will join in more and more actively during the course of the seminar. In individual cases it may make sense to point out that they should support each other and that everyone needs to actively get in touch with strangers at least once. This way, contact difficulties often regulate themselves.

Generally, it is always about giving room to the conflict and difficult situations and the associated emotions. The seminar's supervisors should always react openly to and interested in difficulties. People who speak out critically and express their state honestly should be encouraged and acknowledged and not be overlooked. The concrete treatment of the individual conflicts depends on the individual case and should be thought through accordingly. For that, it may be appropriate for the supervisors to openly express during a difficult situation that they need a short break in order to discuss the next steps.

7.5 THE SPLIT BETWEEN DEMANDING AND OVERSTRAINING

As stated before, the handling of activities in the context of IVET-Venture-Activities is very subjective and depends on different factors. While some participants feel challenged by the set task and might even develop some kind of athletic ambition, others feel scared off and confronted with individual boundaries and taboos. In this area of tension, it is the supervisors' task field to enable all the participants to have educational experiences and to handle their individual boundaries without overstraining them let alone triggering traumatic processes.

Thus, it is very important to start low-level at the beginning of the activities and to set tasks which are solved by the entire or by fairly large subgroups. This enables insecure participants to find a role in which they stay capable of acting and are not overstrained. During the following reflection it is important that the supervisors get an overview of each participant's involvement and the individual sense of well-being while solving the task. Hereby, the first reflections and line-ups are of special importance as they allow a first impression for the supervisors which can contribute to an overall picture later on. If individual participants express insecurity, an acknowledging and appreciative attitude is important. Moreover, strategies for solving the negative feelings and the handling of challenges should be developed at the same time in cooperation with the participant (e.g. by making queries like: "What may help you to take on such a task?"; "Would it have been helpful if you had not had to act alone?"; "When was the feeling at its strongest and how did you solve it for yourself?" etc.) If necessary, it may be helpful to support participants individually with inter-conversations and p.r.n. agree on a kind of backstop during particularly challenging tasks; e.g. accompaniment by a trusted person, a short conversation with the supervisors via phone before entering the activity and the clearly defined permission to withdraw from the activity. With extremely insecure participants, it makes sense to individually adjust the task's structure to the participant's abilities and capabilities and raise them gradually. Notwithstanding, the often mentioned concept of voluntariness is valid for every participant, as stated in chapter 4.1.2. In fact, in our opinion it does not suffice for the supervisors to

only mention it at the beginning – it must be a perceptible attitude throughout the course of the seminar, e.g. by the supervisors' reactions to alternative solving strategies or the termination of tasks. Prior to the seminar, the supervisors should – in case they do not know the group – gather information on the group from their attendant. Hereby, it is not about every single detail but rather about a general overview of the attitude within the group and, if necessary, distinct individuals. The supervisors should definitely clarify if e.g. physical or psychological sicknesses are present. Consequently, this may mean that a participant will not take part in the seminar (e.g. people with social phobias) or that the approach and the necessary accompaniment are agreed upon beforehand.

Generally our experiences show that the participating people, regardless of their age, have a good sense of individual boundaries and that it rarely comes to overtraining. Rather, the predominant number in our seminars expresses a positive tension and excitement prior to the activities which, after successful accomplishment, leads to pride and satisfaction. Hereby, the evaluation of success is subject and does not necessarily mean the solving of the task in the set way. Subsequently, situations of overstraining often prove themselves to be a general subject for that person who e.g. expresses during the following reflection conversation that he/she finds it generally hard to set boundaries and watch his/her needs. From our point of view, this offers an important chance to take up the personal subject of the participant, handle it reflectively and e.g. exchange views on what his/her individual needs are and how they can be taking into consideration in his/her every-day life. It is not uncommon for the participants with such a difficulty to use the individual task at the end of the seminar to resolve this exact question by e.g. fulfilling a special wish. Consequently, we would like to motivate IVET-Venture-Supervisors to be courageous when choosing their activities and trust the self-regulation and the self-protection of the participating people. Furthermore, many participants have networks available within the group which will strengthen and catch them in difficult and risky situations. Yet, this does not lift the responsibility from the supervisors to be in close contact with the participants and to be able to adjust the task according to the group and the individuals at all times.

7.6 THE SIGNIFICANCE OF REFLECTION

Reflections are elementary when conducting IVET-Venture-Activities. Referring to John Dewey's concept that learning always builds itself upon experience and fulfils the experience in hindsight (cf. Dewey, J 1938), reflections accompany the IVET-Venture-Practice consistently. Hereby, they are multifaceted in their design and length and draw on a big repertoire of methods (cf. chapter 6). Beyond the remarks in this chapter, they can serve as guidance to the supervisors for the further planning of the course of the seminar and the level of difficulty of the activities. During the reflection units following the activities, the supervisors get the chance to question e.g. general experiences, individual states of mind, difficult situations, the individual level of difficulty of the activities, wishes from the group for the supervisors etc. Independently, reflections give rise to the participants to exchange their individual experiences and thereby learning from each other and profiting from each other. In order to do so, a constructive atmosphere free of judgement is important, which mainly resonates from the supervisors' attitude and reaction.

In the IVET-Venture-Context, a focus on individually important moments and perceptions is challenging. The participants often tend to get stuck in the telling of stories. They report e.g. encounters and conversations with passersby involved in the action in detail and word by word and ignore individually important feelings, thoughts, fears, etc. In situations like this, it is difficult to change the teller's perspective without breaking off his flow of speech. This may be accomplished by well placed interposed questions (e.g.: "What did your counterpart's reaction trigger in you?"; "Do you remember how you felt when you entered the store, before you first made contact?"; "You are telling a lot about successful encounters, were there situation that felt uncomfortable to you?"; "What was going on in that moment?"; "How did you solve that situation?"; "How do you think you affected your counterpart?"). Alternatively, the supervisors can focus the participants on certain key subjects by choosing a method or by posing closed introductory questions (e.g. find a picture that, to you, shows the central element of the activity and briefly explain your choice of picture). In some cases it may make sense, in terms of the participants' incorporation, to follow the flow of speech and to postpone the deepening of relevant subjects to a later point in time.

Finally, some important factors are named here, which influence the choosing and conducting of reflections and which need to be considered by the supervisors:

1. The setting of pedagogic goals: Goals defined beforehand do not only determine the design of the IVET-Venture-Seminars, but furthermore take influence on the reflection; not least to examine those. If e.g. "Getting in contact with strangers" is set as a goal beforehand, the questioning during the reflection will probably aim at finding out how the participants are feeling relating to that goal.
2. The group structure: The methodical design of reflections and the type of questioning etc. should always orientate itself on the age, level of education, size of the group, level of motivation etc. of the participants.
3. Framework conditions: Is it a matter of a frequent, short activity or a one-time seminar of e.g. 5 days? Is the chosen place suitable for an intensive reflection (is it quiet, are there sitting accommodations, are the weather conditions reasonable etc.)? Is there enough time?
4. Observations: With observations, the collected impressions and the supervisors' perception in respect of individual textual questions (like e.g.: "Are there certain topics that need to be named intensively?"; "How is the atmosphere within the group?"; "How do the members of the group treat each other?"), or in respect of individual people etc. are meant. During the reflection, the supervisors get the chance to review their observations and additionally set new priorities with regard to content.

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