

# YOUTH ON STAGE



THE BOOKLET OF ACTIVITIES ON

## INTER - GENERATIONAL DIFFERENCES

Detailed guidelines of implementing the activities with various groups.



The booklet contains outlines of four different workshops created and tested in Slovakia, Georgia, UK and Poland. The booklet is done under the KA2 project "Youth on Stage", funded by Erasmus+ Youth Programme.





### THEMES AND AIM

The aim of the workshop is to make young people aware of the general difficulties they may experience in the labour market and to give them a few tips on how to deal with difficult situations in terms of communication. The workshop is to fulfill the following functions:

- integrative - at the beginning of the workshop there is a warm-up with a welcome and later the participants are divided into discussion groups.
- educational - the workshop includes a presentation of intergenerational differences (what are x, y, with what they are, what they are characterized by, what are their goals and values) and communication techniques in the field of adopting difficult messages.
- Experimental - young people are divided into practical and discussion groups in order to implement the theory in action.

### GROUP SIZE AND AGE RANGE

The workshop is designed for disadvantaged youth, youth workers and/or employers from the Social Integration Centre.

Starting exercise - psychodramatically introducing oneself - use the sling to show the course of the workshop.

Introduction - exchange of experience about the generations - whether they observe such a phenomenon or see intergenerational differences at work. Group sharing.

A bit of theory - what XYZ generations are, what they differ from each other - a game of recognizing phrases that would be said by a person from a given generation in a specific situation.

For example:

1. It's because you are in your phone all the time.
2. You express everything through Emojis.
3. I hate phone calls.

- presentation of the generations through Video: Focusing on generations Y and Z in terms of soft competences and their translation into stable employment problems

- presentation - Receiving difficult messages - NVC method (responding to a message as on request, need, feeling, observation)

- presentation - Message reception exercise - the participants choose in pairs and practice on themselves how to receive difficult messages.

### INSTRUCTIONS

## TIPS FOR FACILITATORS

- 1. Get acquainted with the topic of generations and the presentation
- 2. Allow the group to act freely, but stick to the set time.
- 3. Study the energy level in the group and manage it through breaks, warm-up games, faster task changes
- 4. Create a friendly and safe atmosphere with a sense of humour

## DEBRIEFING

Feedback from the group under a sheet of paper on which they write what was difficult and what was pleasant for them. A few words to summarise and reflect on how intergenerational differences can lead to good, complementary cooperation.

## DEBRIEFING

At the end participants give the feedback on cards - red and green - which was helpful to them, and what was difficult, a round with impressions. Finally, an exercise is planned to finish the meeting in a relaxed atmosphere and with good memories of the workshop - the Gordian knot. Everyone stands in a circle, closes their eyes and stretches out their hands. As a sign of the leader they go with their eyes closed to the centre of the circle and find somebody's hand in the dark. In this way a knot is created, which then, without letting go of the hands, has to be dissolved.

## HANDOUTS AND MATERIALS

The video:

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

The Gordian Knot:

<http://www.wilderdom.com/games/descriptions/HumanKnot.html>

Information about generations:

<http://fourhooks.com/marketing/the-generation-guide-millennials-gen-x-y-z-and-baby-boomers-art5910718593/>



# BUILD THE BRIDGES

Workshop idea from Georgia

## THEMES AND AIM

The main aim of the workshop is to start talking about the generational differences and to start thinking how to deal with them in everyday life.

## GROUP SIZE AND AGE RANGE

30 people  
one group from 17-30, and another from 30-55 age groups.

## THE BEGINNING OF THE ACTIVITY

The activity starts with the small energizer called "HI-HA-WHO".

- The group is standing in a circle;
- One person is putting the palms together and rise them above head saying HI. Two persons beside the HI person are also putting the palms together and point them to HI Person's waist saying HA, and the person in the middle points WHO to someone else in the group and it goes on. Ones who will forget to say HI or point the palms, will be kicked out from the circle.

This helps the group to focus on same thing and create more informal spirit.

After the facilitator gathers the group in the circle and divides the team into two teams according to their age: 17-30 and 30-55.

Then five volunteers from each age group create the Observers – third team.

At the end we have three groups – Observers, Generation 1 and generation 2.

Generation 1 and Generation 2 are given the identical topics to discuss.

- How do you use technologies (Gadgets, Social Media, Internet...)?
- Can you learn from youngsters/middle age people and what?
- What is a job and a career for you?
- What is a change for you, what does it make you feel?
- What is a success for you?
- How do you see professionalism and experience?

## INSTRUCTIONS TO THE MAIN PART OF THE WORKSHOP

The participants have 30 minutes to discuss these topics and appoint one person, who will express/brief/present their opinion on the BRIDGE, while meeting the representative of another generation.



## INSTRUCTIONS TO THE MAIN PART OF THE WORKSHOP

Once the discussion is over, you introduce the BRIDGE. (There are two chairs, or blankets on the floor, facing each other). "This is the bridge, the moment in our lives, when we meet the person of different age group, mentality or ideology and we do not have the other choice, if we will not agree on something, we will not be able to cross this bridge and reach our destination safe and sound. So we invite you to this BRIDGE to discuss topic after topic, agree, disagree and make conclusions together.)

First representative from each group comes to sit on the chair and faces the other person. From this moment they have 3 minutes to defend their positions, agree on each other or just discuss once again. This happens for each of the topics.

During the whole process Observers' group visits two discussions and makes the notes of:

- How the discussion is going;
- Who is talking more or agrees more on topics;
- What is the team spirit?
- Is there some arguments they did not mention during the meeting on bridge?

As everyone has met on the bridge. The floor is given to the Observers' team, which is giving the brief analyzes of the process, arguments and etc.

## TIPS FOR FACILITATORS

- Explain the rules of discussions and a BRIDGE dialogue clearly, answer all the questions that group might have, if needed few times;
- Be careful not to highlight the differences between the age groups too roughly (not to upset anyone);
- Keep the eye on time;
- Check the groups time after time, in case they have some questions;

## DEBRIEFING

For debriefing the group is given the questions of:

- What were your expectations before the activities started?
- How did the discussion go?
- Were you able to fully express your opinions?
- Did you change your mind?
- Did you understand something which was not clear before?
- How do you feel now?

Will this influence your attitude towards different generations from now on?

# STEP OR STOP!

Workshop idea from UK

## THEMES AND AIM

- Class and different generations' perspective on it.
- Aspiration (parents/ family aspirations for the young people and for themselves)
- Finance (economic circumstances of parents/family and what they think is 'worth' paying for)
- Educational levels of parents/family and their experience of education.
- Any additional needs faced by parents/family (eg low levels of literacy, health issues etc.)

The workshop plan aims to open up this area for discussion and enables young people to begin to think about these issues and explore them in a safe environment.

We would propose conducting the workshop with NEET (Not in Employment, Education or Training) young people as well as separately with youth/ employment support workers.  
Groups of 20 Young People  
NEET Young People aged 18 - 25

## GROUP SIZE AND AGE RANGE

## INTRO OF THE WORKSHOP

Introduction to workshop leaders and overview of what we are going to be asking of participants through the course of the workshop.

Warm up games / Ice breakers

E.g. - Finding Nemo - A simple energetic game to break down barriers and relax the group.

Continuum lines:

There is a line on the floor (made of tape or anything else). Facilitator asks participants to place themselves on the line. 1 - not very important, 10 - very important.

## EXCERCISE 1

How do the young people perceive their position in their families and their communities and how does this affect their ability to enter the labour market?

E.g. with continuum lines you can explore different views on life like "Is pleasing your parents important", 1 for not very important, 10 for very important" enabling participants to start to think about how they position themselves in their world and what influences them.

Other questions will include:

- Do teachers /tutors want the best for you?
- Do you think qualifications are important?
- Do you think planning for your future is important?

## EXERCISE 2

Question: Who are the people in your life that influence you? How do they influence your choices? How do they help and hinder you with your work aspirations?

Portrait game: The group play a game to collectively draw a self - portrait. This is extended so people add characteristics to the portrait eg “What are your favourite hobbies?”, “What do you think is your best quality?” What do you think is your greatest skill? What is your dream?” The portraits are shared briefly with the group and each member is asked to look at their portrait and create one goal per person.

Next participants are asked to write on the back of the self-portrait up to five people who they think influence their lives. Ask them to order these and arrange them on their self -portrait in order of who they feel has the most influence on their lives.

Next play the ‘Steps and Stops game.’ Everyone takes another piece of paper and on one side draw around their hand and on one side draw around their feet. Then create two spaces, a start space and an end space. Using the work goal of one of the workshop leaders or the character from the spectacle story ask if the group can help the person get from the start space to their goal at the end space using their list of influencers. Eg “Do you think Mr Hussen is a stop or step to helping Amy get to her goal. Do you think Mum is a stop or step. Can you change a stop in to a step. Can a step sometimes become a stop?” Explore with the group why. Encourage them to also their own ‘Step’ when they are stuck. How can we help ourselves if our influencers aren’t helping us?

## TIPS FOR FACILITATORS

- Allow for flexible answers and timings
- Have a strong understanding of the games before playing
- Make the workshop space comfortable and welcoming
- Have fun

## DEBRIEFING

Share responses from the groups and lead a discussion around the feedback. Are there any recurring themes or new thoughts/ ideas that people want to share? Ask them to look at their own self portrait and their own goal. How do they think their influencers can be steps or stops in achieving their goal? How could they help themselves to overcome an influencer who creates a stop for them? How can they be a step for themselves?

# "MAGIC MEDICINE"

Workshop idea from Slovakia

## THEMES AND AIM

The diversity and specifics of main actors on the labour market.

Main goal of our workshop is to provide students – future HR managers – together with their teachers – experienced mentors – with a tool of main characteristics of employers on the labour market.

Aim of the activity is to find out the differences among different stakeholders and generations, and use this differences for building up more efficient and inclusive working environment.

## GROUP SIZE AND AGE RANGE

- Group of 30 students, absolvents and teachers of adult education
- Group of 40 students, absolvents and teachers of adult education, HR managers and wider public.

First of all participants brainstorm the structure of the labour market from the employers' point of view (brainstorming). First they do it on post-it papers individually.

After they work in 3 groups, identifying kinds of employees – horizontally, They make the list and present to other two groups. Facilitator tried to find the common typos and selects the inputs.

## INSTRUCTIONS

After the groups agree on specific types of employees that are more common on the market. (E.g. Roma people, NEET, ethnic minorities and etc.) They make the SWOT analysis of characteristics and specifics of each group. It is an individual work in 3 groups, followed by presentation the results, There is space for questions and discussion on SWOT.

The second part of the workshop is dedicated to the Case Study - Daily routine of HR manager (variation of the "magic medicine" game);

The last part is the Movie with Discussion:  
- <https://www.onlinezivakniznica.sk> (story of Anetka, Maťo and Sára);

## TIPS FOR FACILITATORS

- Explain horizontal structure of labour market and each point of SWOT analysis;
- Observe groups and facilitate the team work if stuck;
- Explain the game rules briefly and clearly;

## DEBRIEFING

Share responses from the groups and lead a discussion around the feedback. Are there any recurring themes or new thoughts/ ideas that people want to share?

- Labour Market - <https://goo.gl/s4We71>
- <https://goo.gl/CmUwRm>
- Youth on Labour Market in Slovakia - <https://goo.gl/UHvgRS>
- Analysis on employment - <https://goo.gl/3d8YH6>
- The movie - <https://goo.gl/1jyKJN>

## MATERIALS

## HANDOUTS FOR THE GAME

	Martin	Štěpánka	Petr	Katka	Karel
Age	7	16	30	45	65
Infection	Birth	Contact	Contact (infidelity)	Transfusion	At work
Occupation	No	Prostitute	Freelancer	Teacher	Doctor
Family	Loving parents and 3 siblings	Escaped from domestic violence	married, 2 adopted kids	Divorced, no kids, disinherited	2 kids aged 15 and 18 years, married
Survival chances	95%	70%	50%	40%	15%
other	Roma nationality	Engaged	Regrets the infidelity	Different night – different man	Researcher the HIV

Participants are divided into groups of at least three. The number of groups does not matter, or the groups do not compete against each other. Each group gets a blank table that is in the appendix. There are several different people and several categories or attributes that these people have. The organizer, as the only one, has a spreadsheet with complete information and precise information about each person.

Groups are placed in a situation where they have a "miracle" drug for AIDS, but can only save one person. The task of the groups is to decide and choose one person from the list in the table that receives the medicine and which will save live. The difficulty is that in the beginning, players do not know anything, they have the possibility to request only 23 information (table cells) out of 30 from the organizer. The information can not be exchanged between each other.

On the basis of this information, the group must choose the most suitable candidate for the vaccine - "a miracle cure". The decision must be defended and also explained. There is no right answer.

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Erasmus+

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