



# **INTELLECTUAL OUTPUT 4:**

**DESCRIPTION AND RESULT COLLECTION  
OF THE LOCAL TRAINING COURSES**



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# 1. DESCRIPTION OF THE GROUPS

## 1.1 - ITALY

In Italy, the “Local training course about the method Fairy Tales Life” took place in the presence of 8 participants at the CDSR in Stranaidea, Turin, between May and June 2021.

The course was divided into four sessions of 3 hours. The group was made up of educators, psychologists, psychotherapists and socio-health workers who collaborate directly with Stranaidea.

In the first meeting, our attention was focused on getting to know the participants, deepening their previous knowledge in the field of non-formal education, their professional experiences and their needs in managing groups or individual users.

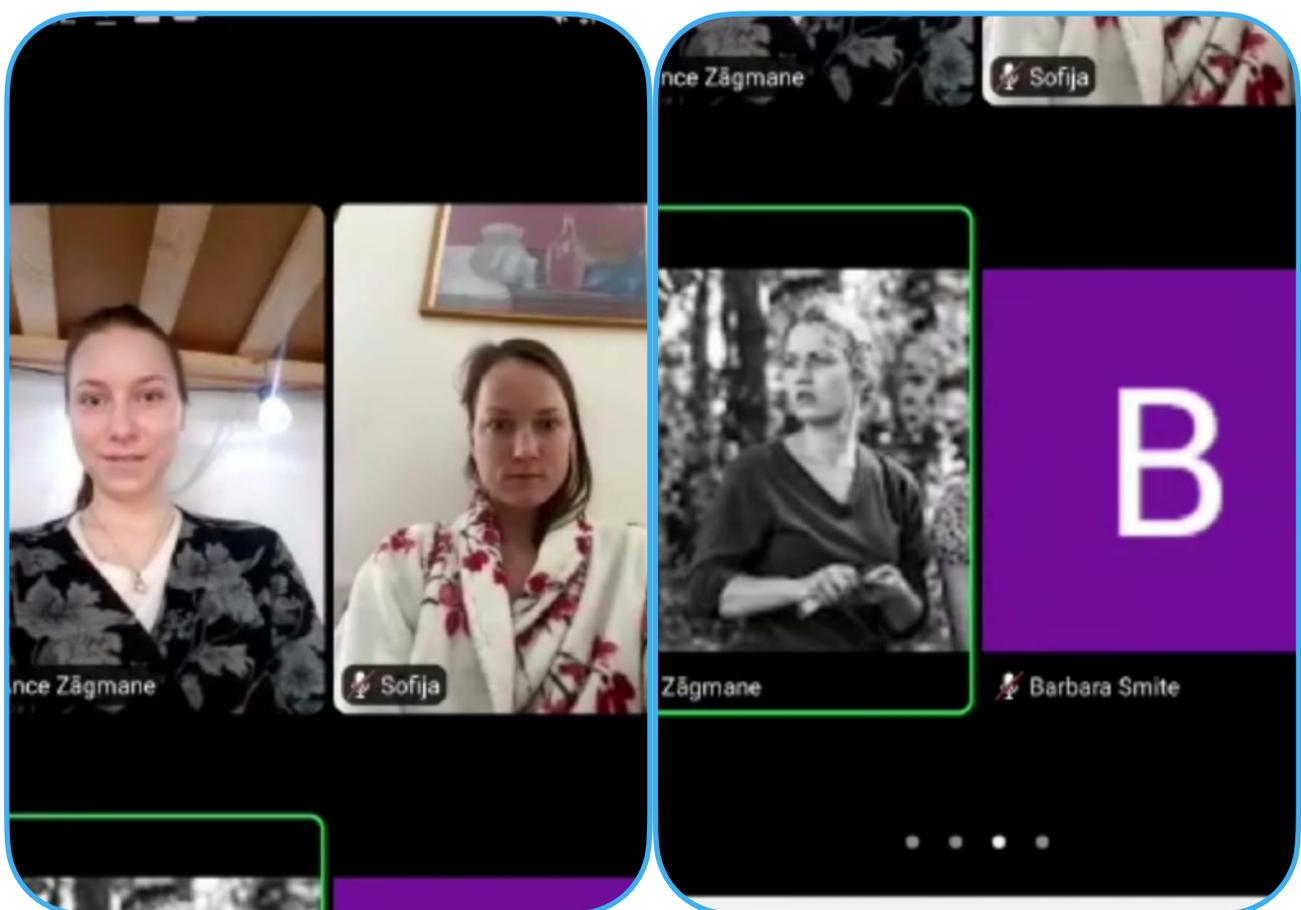


## 1.2 - LATVIA

In Latvia the “Local training course about the method Fairy Tales Life” took place in the presence of 8 participants at the online meeting, in December between 04.12. - 13.12. 2021.

The course was divided into four sessions of 1,5 hours. The group was made up of educators, one “social work” student and volunteers in non-formal education who collaborated directly with Jaunpils administration.

In the first part, we were focusing on getting to know each other and understanding each background as educators also for team building. With some participants, we met at different times.



## 1.3 - HUNGARY

In Hungary we have held a two days training in 2021 June between 26 and 27 on the methods of the Fairy Tales Life project, the 8 participants were a mix of Hungarian and international people interested in the topic and in general in Erasmus plus projects.

The group was made from 4 men and 4 women coming from different backgrounds like social workers, architects and people who studied public policy making.

The training was divided between two days, both days we were outside in a park in Margaret Island and on each day there were 3 sessions of two hours and 30 mins breaks in between. The first day we mainly focused on discussing different types of school experiences connecting non formal education and their advantages and the second day we finished the deck of cards, created some stories and talked through the experiences of the project and its methods and possible improvements.



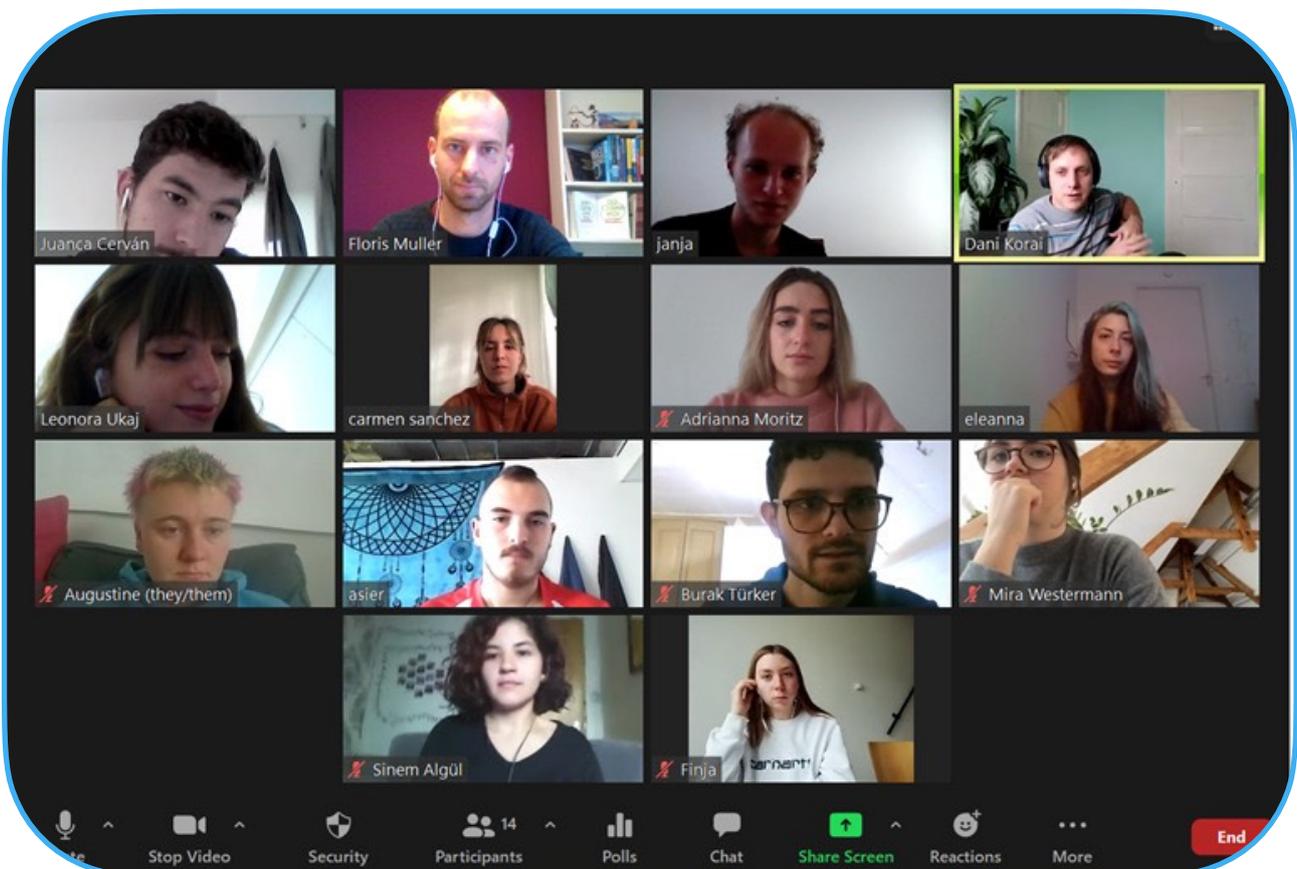
## 1.4 - NETHERLANDS

In the Netherlands, the “Local training course about the method Fairy Tales Life” took place online on the 14<sup>th</sup> of December 2021. We had 13 participants, who were all youth workers.

Some of them were doing voluntary work in schools, but are not officially teachers. The participants together were from 6 different youth work organisations.

We really wanted to organise a physical training to have chance to get to work with the cards ourselves, but unfortunately the corona situation made it impossible to organize it face to face.

Because of the situation it was also already difficult to plan the training. At first we wanted to organise it as a few separate meetings, but quite quickly it was clear that not all participants were able to free up the space for more then one day.



## 2. DESCRIPTION AND REPORT OF ACTIVITIES

### 2.1 - ITALY

#### DESCRIPTION AND REPORT OF THE ACTIVITIES

During the meeting we did some energizing activities, for example "the wave", and activities for the "get to know" stage. We divided the participants into pairs: each told the other about their life and experience in a few minutes. Then, each person took turns introducing their partner to the rest of the group. In the second part we used slides to explain the origin of the project and the storytelling methods that inspired it. Participants wrote their expectations and wishes about the workshop and then discussed it. The group immediately showed a great interest in the Fairy Tales Life project and in the possibility of learning new activities and new methods to work creatively in the educational work with adolescents and minors. At this moment the main theme they wanted to work on has already emerged: emotions.

In the second meeting we proposed an energizing exercise and an initial activity useful for getting to know and stimulating the imagination in group work: "exquisite corpse", a popular game and activity invented by surrealist artists.



Later, as a brainstorming to identify the theme, we used a storytelling activity with the passing of a ball. After writing the themes that emerged, the participants confirmed the theme of emotions.

In the second part of the meeting we worked on the characters through the activity of emotions: three circles are made up with the available material (plaster, woolen thread or simply imagine three points in the space). Each circle represents an emotion: 1) happiness, 2) sadness and 3) anger. The conductor says a number and the participant enters the circle and interprets the corresponding emotion. During the activity, two other circles are added, 4) fear and 5) disgust.

We spent a lot of time talking about methods and activities for children, and the possibility to build a workshop for one or two participants.

We have therefore created a list of characters and emotions: each participant draws a ticket from the characters pocket and another from the characteristics pocket, and she/he stages the combination (without using words). Others have to guess it.

To give further references to the work on the characters we told the participants which activities we used during the workshops, both in Italy and in the partner countries. This was done at the end of each type of card work. The last part of the meeting was dedicated to the design of the cards.

In the third meeting, after the energizer activity, we worked on locations and objects, respectively with the activities of photostorytelling and with the magical object and the point of view of the object. After drawing objects and places, the participants started using the deck by telling stories.

In the fourth and final meeting, the participants explored the chosen theme, the emotions, and the identification of the special card, "the upside-down", that is, the upheaval of physical characteristics (superpowers, reversals of dimensions) and events. Then, divided into pairs and then into groups, the participants told their stories using the complete deck.

## 2.2 - LATVIA

### DESCRIPTION AND REPORT OF THE ACTIVITIES

In the first part of the meeting, we did some energizing and get to know activities: participants were invited to find two objects- one which represents them and is true and one which is false. Everyone presented the objects while others were guessing which one was true. Also, participants told their background as educators and persons.

The following was to introduce participants to the project and the method in general. Then we started with all the main elements for building up a story which is also the basis for the Fairy Tales Life method. Participants were answering their thoughts on each element and we played a small storytelling game: each participant took a moment and in silence imagined one element from the story after we created a little possible tale from our elements.

All the following 4 stages were dedicated to each card from the Fairy Tales Life card game.

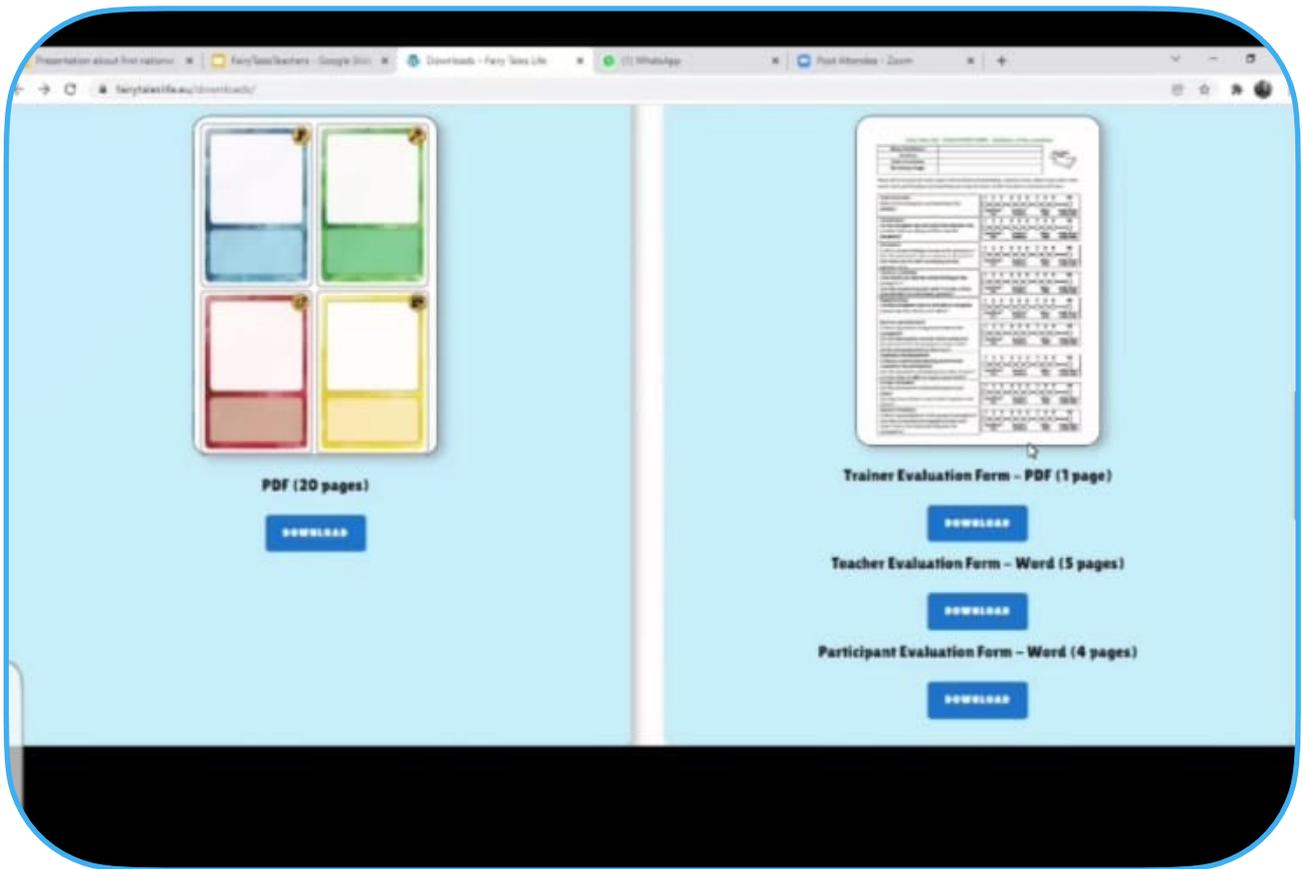
First was about characters:

-To warm up we just looked at some abstract pictures and told our thoughts about what participants think, the story was about. After the group discussed possible characters for the tale, we made a drawing on a shared Jamboard document

-The second was about objects. Participants were invited to look after some object and think about the possible superpower for that. When we decided, we played the game "Yes, but", when one participant is sharing its object and its power, the other is continuing with but and mentions one side effect of this superpower and tells about their object. After everyone makes drawing in Jamboard with the wondrous object.

-The third was about places. Participants were invited to find two pictures on the internet- one with their dream place and the other with the last place they would like to be in. After everyone changed their cover photos and shared their choices and made a drawing in Jambord.

-The last card was about situations. On Jamboard there were previously set up some pages with the names of different places like school, park, family home and some photographs. Participants were invited to write down possible situations that can happen in those places or makeup assumptions about what is happening in photographs.



Now all the elements for the story were created by the and the group chooses cards by accident and was invited to create a story from our cards. There was some short time and the story was ready.

The training basically ended and here comes the end part, where participants shared their thoughts of method and answered the questions.

## 2.3 - HUNGARY

### DESCRIPTION AND REPORT OF THE ACTIVITIES

In the first part, after getting to know each other more with the help of some memory games I gave a general introduction (using the written project file) and explained the outcomes of the project so far and our future plans of implementation of events.

Following that we have shared about our own experiences of formal education in middle and high school and our knowledge or experience considering any non formal education tools.

Second, we have put together some ideas on our ideal school and talked about whether our future kids would like to attend there or what we consider a good school in the near future. Finally as we already discussed the topic of places we started to draw the cards.



On the next day after playing some active games to have more energy and continued to share our experiences with teachers and that we followed with drawing character cards.

As we talked through favorite and worst school memories we continued with action cards and after discussing what could have been different we created the magic object cards.

Following that we divided the group into 2 parts and created one story per group and told each other. Finally we talked through our experiences and final thoughts of the project in general and also focusing on this training.

## 2.4 - NETHERLANDS

### DESCRIPTION AND REPORT OF THE ACTIVITIES

As mentioned before, the situation of the coronavirus made us choose to have one full intensive day of training. This was practically the only way to make sure that the youth workers could be present in the whole process. We decided to have the training from 09:00 to 19:00 and some individual work time in the day before, so that the participants would reach the 12 hour total for the workshop.

Since the project partners had already finished the "Fairy Tales Life" manual, it was possible to give as a homework to the participants to go through the whole manual and already be aware of the method before starting.

On the training day we started with 2 hours of teambuilding, getting to know each other and a short presentation of the fairy tales life project itself and the two rounds of national workshops and the international trainings. Since the participants already read about the method in the manual it was very easy to explain them how the process of the project was and to explain how it was for the youngsters to organise the 2<sup>nd</sup> round of workshops.



After a short break we continued until 13:00 with looking at the supporting activities for the character and object cards. We did some of the activities that were used in the national workshops, but in an online adaptation. Just before the Lunch break, the participants went into break-out rooms to discuss how they could adapt the activities we did to their own target groups.

We had a lunch break together online, where there was informal time to talk about each others work, different projects, but also hobbies and personal interests.

From 14:00 until 16:00 we looked at the location and special cards and did some of the supporting activities. We did a 'offline' session of 20 minutes, where the participants went outside of their house to make a picture of an interesting or weird location. After that we used those pictures for a storytelling activity.

After another break we took a look at the created card decks from national workshops and also took a look at the decks which were made in the other countries. There was already a collection of some of the cards made digitally, so that we could randomly give small groups a set of 2 character cards, and a object-, location- and special card. Then in small groups the participants had the chance to create stories using the different themes of the card decks, to be able to try out the method. Because of having only one day of training and limited time, we have decided in advance not to spend time creating our own cards, but using the existing decks from the youngsters and spending more time on working with those cards to better understand the method.

In the last block of the training we really took our time to talk about the usefulness of the method in the organisations and for the target groups of the youth workers. Also we discussed about possible changes related to target groups and we gave the participants some individual time to reflect on how they can implement the method in their own work.

## 3. FEEDBACK FROM PARTICIPANTS

### 3.1 - ITALY

At the end of the workshop, the participants expressed great satisfaction with the method and the proposed activities, seeing the possibility of being able to use them in their work. Even with individual users, given that more than half of the group works in schools with young people with disabilities or attention disorders. In fact, during all the exercises, the participants often asked themselves and us questions about the adaptation of these activities to a target of users under the age of adolescents. We asked them three questions which they answered on average as follows:

#### - What are the strengths and criticalities (weaknesses) of the method?

The card creation process, adaptability based on the target, innovative.

#### - In what context could you use the method? How adaptable is it?

The majority of the participants work with children and believe they are able to develop a version for them, and with a small number of participants (even one user).

#### - Peer leading of the process: is it possible? What conditions are necessary to activate peer education?

Peer education is possible, especially with adolescent participants. It is difficult to imagine the conduct of the workshop by children, even if the proposal and experimentation of a co-leading together with the educator has been put forward. The majority of the participants agree that the choice of the theme on which the deck of cards is created is fundamental: if the theme directly concerns the participants, the involvement will be greater.



## 3.2 - LATVIA

At the end of the meeting, participants asked questions and shared their opinion about it. It was clear that online meeting was very limiting for the activities, but also the method looks very perspective and useful for getting to know their students better. Also, there were more questions about how to use this method in classes for self-directed learning.

One woman who is studying social work expressed her doubts about the situation when through this method could come up some difficult problems which are meant to be dealt with psihologist, not in classroom. We asked them three questions which they answered on average as follows:

### - What are the strengths and criticalities (weaknesses) of the method?

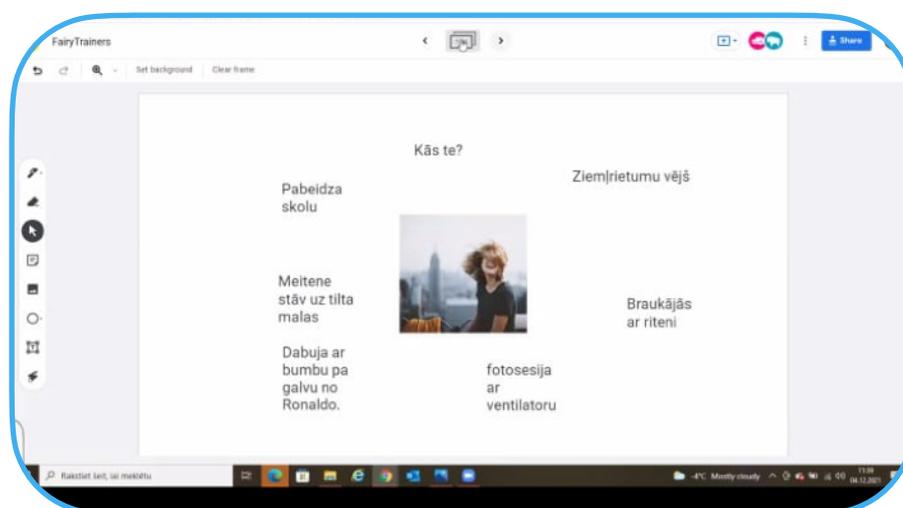
That method is simple and includes a lot of learning options. Also, it is good for families to get to know each other and to express creativity. It was clear that the best would be to do this activity face to face, not online.

### - In what context could you use the method? How adaptable is it?

Participants express the thoughts that they can easily use this in kindergarten, classrooms, social work, and in the family context.

### - Peer leading of the process: is it possible? What conditions are necessary to activate peer education?

Participants said that it could be used between more grown-up students, not kids. The idea that the method is created as game roles, is very inclusive and helps to really understand the method better in a playful way.



## 3.3 - HUNGARY

In general the workshop created the atmosphere of sharing experiences from education systems all around the world and trying to find some common non formal education tools similar to what the project is using and a lot of debate of how to improve education in general. I have asked 3 different question which was suggested by Stranaidea from everyone and I am summarizing their answers below:

### - What are the strengths and weaknesses of the methodology?

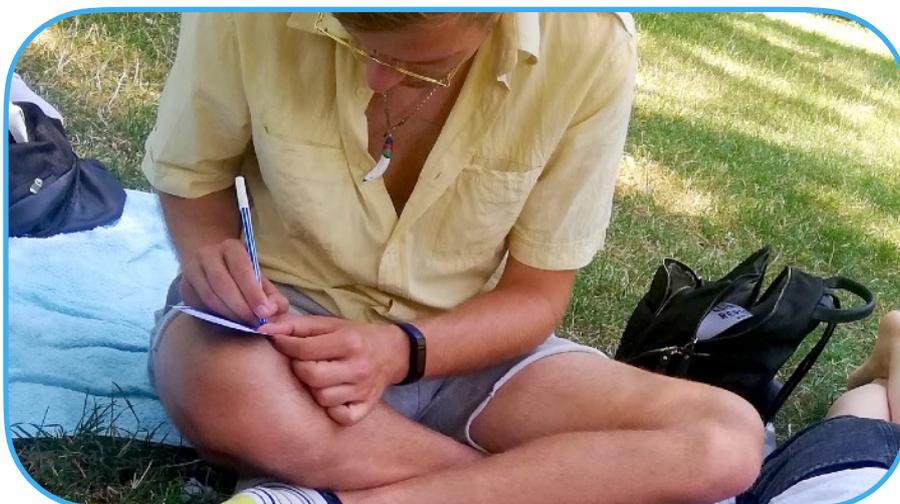
Strength is the creativity which helps to express ourselves, weakness could be the lack of confidence considering drawing (interesting point here was that children with more experience of non formal educational tools are might be better at drawing than children from formal education which could create inequality in case of mixed group and reinforce the differences).

### - The context of methodology and the possibilities of adapting it

Storytelling is one of the best methods if we talk about youngsters but maybe it works best under 12/13 years, when they still in some level believe in those.

### - Is it possible to do peer leading and if yes what conditions are needed in order to work?

Yes it is possible as it can be fun but a friendly teaching environment is necessary as it can be scary for them.



## 3.4 - NETHERLANDS

The participants stated that they really liked the online training, however they experienced it as quite intense, since it was a whole day. They were really surprised that the method in itself is very simple and that it gives the space to easily adjust it. Of course the main basis is creating the card deck and using it, but there is a lot of freedom of how much time you spend on different phases.

We used the following 3 questions as a basis to discuss the usability of the method for them and what they would need to adapt in order to use it with their youngsters.

### - What are the strengths and weaknesses of the method?

It was mentioned by the participants that one of the strengths of the method is that it's a 'hidden' way to talk about inclusion topics. Especially with youngsters in puberty you get a negative response when you sit down to talk about these subjects, but with this method you start to slowly open them up to the topic in a very fun way. Also the freedom to adapt is seen as a very strong point of this method. In the basis you need almost no materials and have no costs and you can do with it and use it completely in the way you want and what fits the youngsters.

A weakness of the method is that it takes a longer process, which asks for commitment of the youngsters. This is seen as being easier to do in schools than in youth work organisations. In schools it's possible to plan weekly or long-term processes. In youth work organisations and community centres this is very difficult. This makes it difficult to use with youngsters with a short attention span, if you do not have fixed moments to work with them. Also, it was mentioned that without the final debriefing with the youngsters, the method loses some of its importance and ends up being mostly for fun. This is a weakness of the method, because there is a risk of some youngsters not attending the whole process and then taking out less than you hoped for.

### - In what context could you use the method? How adaptable is it?

All of the participants work either with children or with adolescents. All of them felt that there is for sure a way to use the method in their own organisations. However a conclusion was that it is clearly easier to use in school settings than in youth work, since in schools you can fit it into a fixed time schedule and that way guarantee participation until the end.

Another interesting remark of the participants was that the method is very useable for different things than talking about Social Inclusion. One of the youth workers mentioned that she could easily use it as a creative activity to get a group of teenagers in her

community centre to get to know each other through all the provided activities. Storytelling is something that is very present and important for teenagers these days to be able to tell their own story. For that this method offers a lot of different activities and approaches.



**- Peer leading of the process: is it possible? What conditions are necessary to activate peer education?**

The conclusion of the participants was that yes, it is possible in some situations to use peer leading of the process. However the conclusion is that it is not something that is fit for all ages of youngsters and for all target groups. Probably it is more effective with older kids and youngsters, since with the younger kids there is a lot of insecurity of leading in front of peers.

Also the participants concluded that if you as a youth worker or teacher decide to work with peer leading, you really have to make sure that you also have the time available to spend supporting the young leaders. This means that you need double the time of the

workshops to sit down with de youngsters, help them design the activities and reflect with them on what they have learned during the leading.

If you as a teacher or youth worker do not have the time to fully invest in this supporting, its probably better to just lead it yourself. There is a chance to create more insecurity and problems for the youngsters if you cannot commit to the proper support.

It could be very beneficial to have peer leading with 'strangers', so that the youngsters don't have to lead for direct peers, but either people they don't know or perhaps a little bit younger. This makes it easier for the peer leaders to have some form of 'authority' as a leader and make the leading a bit easier.

Finally the group concluded that peer leading can only take place in a safe environment. So if in advance it is not clear if it will be possible to really create this safe place among the youngsters, then its better not to have peer leading. No matter how nice it is to have youngsters leading workshops for other youngsters, if its not possible to guarantee a safe place for leading, its unethical to bring a youngster into this vulnerable position.

## 4. MAIN CONCLUSIONS

### ADAPTABILITY

Starting from all the local training experiences in the four countries, the most relevant element of innovation mentioned is the flexibility and adaptability of the method itself.

The majority of the participants in the local trainings were youth workers, rather than teachers. From the youth work and non-formal education perspective there is already a strong focus on adapting your activities and methods to the specific needs of your target group. This means that for a useful method, it is essential to be able to transform it in relation to the target group of users.

The participants of the local trainings came to the conclusion that the method can be used anywhere, outdoors or inside in any type of room, without excessive costs in materials, in person or through online platforms. The method gave a lot of freedom in the use of the supporting activities and the use of different work forms, like theatre, creative methods and physical activities.

In relation to these testimonies, surprising ideas for adaptation emerged clearly from the participants. The possibility of implementing the workshop for individual use was proposed, in particular in the event that the youngsters has psychiatric problems, attention disorders or special needs: The leader can create an "ad hoc" path for the user, perhaps as a session of preparation for a workshop in which to integrate it together with peers or a mixed group of participants.

Another possible use proposes the involvement of families: it is a way to work on a specific theme, thanks to the expression of creativity, which can lead to a strengthening of ties and relations.

The different social and cultural context in each country led to different points of view and different opinions of people involved in the local trainings, regarding elements of the Fairy Tales Life method. For instance in some cases it has emerged that storytelling activities, but above all drawing activities, can work better under 12/13 years of age, when there is a greater involvement in the practices and use of games or recreational activities.

A common opinion, on the other hand, is evident in the recognition of the power of storytelling to explore important topics, in the immense thematic whole of inclusion, in a "hidden" way. Many topics such as racism, bullying, sexism and social exclusion in general are extremely sensitive for young people to be discussed in a direct way and

discussing them directly often leads to making jokes and taking in extreme perspectives and opinions. However when the method creates to opportunity to implicitly work on these topics, youngsters have a chance to experience it first-hand and take this experience with them when they start discussing the topics later.

The power of the fairy tale, already in its ancestral educational form, produces an effect of emotional involvement and teaching without necessarily making the interpreter feel the center of attention. Similarly, young people who use the deck of cards in the creation process feel more free and comfortable to express their opinions, thoughts and even direct experiences in a cathartic way to benefit from them.

### **POSSIBLE WEAKNESS OF THE METHOD**

A possible weakness of the method that was mentioned multiple times, is the length of the process, as it requires time and attention. For this reason, the context of formal education appears as the ideal environment in which to carry out the entire activity: in schools it's possible to plan weekly or long-term processes in an easier way than in youth work organizations. There it is more common that youngsters come when they want to and are not required to attend. In youth work it could be more interesting to look at the possibility of organizing the workshop in a more short and intensive time frame, for instance in one whole weekend. This creates a bigger chance for the youngsters to commit fully and be involved in the process from start to finish.

### **PEER LEADING**

Regarding peer leading some fundamental points must be considered before its implementation. It is not functional for all ages indiscriminately. For teenagers it is more practical and useful than for children. For the youngest of ages it can be difficult to conduct a peer workshop in a safe, positive way for the participants and the leader. Even a small difference, a gap of age where the conductor is older than the participants - even a few years - allows the latter greater authority in the management of group dynamics. It could also be very beneficial to have peer leading with "strangers", so that the youngsters don't have to lead for direct peers with whom he has been involved for years in a class context, for example. If carried out within a school, the presence of the teacher is essential. A friendly teaching environment is necessary as it can be scary for the young leaders.

## END CONCLUSION

In conclusion, the process of creating the "Fairy Tales" deck of cards can be useful for any user who works directly with young people of all ages.

The method creates the possibility to work on issues that involve them directly, giving them the opportunity to express themselves, to confront each other and perhaps to visualize or exchange possible solutions to the problems they experience.

Another very strong conclusion is that the Fairy Tales Life method provides a lot of freedom to adapt and change the supporting activities, duration of the process and general implementation. You can decide completely based on the needs of your target group if it needs to be a long systematic process or a short intense process. You can add whatever types of activities that you feel that benefit the group dynamics and group process.

Peer leading is a function that can only be achieved under certain conditions: when there is the possibility of carrying out the whole process with the right timing, with the presence of teachers or youth workers able to provide adequate support.

This support is essential for the youth leaders to have a good process and to work on developing their competences. Without it you create the risk of the young leaders having a bad experience, being unprepared and feeling less confident at the end of the process. This means that if you as an educator or youth worker do not have the full time to invest in the support of the youth leaders, it's better to facilitate the process yourself.



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