

Workshop: „Travel Guide – Project Cycle”

Date, Time: Wednesday, 28.09.2011, 9:45 – 12:45 and 14:15 – 17:15

Trainer: Katrin Lüth, free lance facilitator of learning.

Workshop content/theme:

A project is like a trip. Like a traveller, when you embark on a project there are aspects to consider: you might want to talk to experienced travellers, read a travel guide to be prepared, plan with other travellers. This workshop was a meeting place for project travellers who want exchange and gather information and tools for their journey ahead.

Aim and Objectives:

To address aspects of and get information and tools for the project cycle.

- to connect the learning in this workshop with personal experience
- to hear a definition of “project”
- to discuss main aspects of the project cycle

Methods:

Beginning

- Welcome to the group
- Introductions: Share name, country, expectations for the workshop, one project you have already done (small or big is not relevant here).

“A project” - Learning by Doing

- **Stepping stones** – a problem solving activity



The team has the task to cross a playing field (length about 1,5 – 2 meters per player involved). They have “stepping stones” (A4 paper, better: plastic or carpet mats or small wooden boards, one per participant) help them across: as long as you step on the stepping stone, nothing can happen to you. If you step anywhere else you are lost. The mats have to stay in body contact at all times, if contact is lost, the mat sinks and is gone (taken away by the trainer).

The task for the whole team is to cross the playing field as a team without losing anybody. How that is done is their decision.

(If you want to heighten the group dynamics you can also give a time limit.)

A story around the activity makes it more fun and lively, also increases the pressure and therefore the group dynamic. The story might be that the group is standing on an island and has to get to safe ground across the sea full of dangerous sharks. The mats are especially designed hover boards, that are powered by human energy, therefore body contact must be kept at all times. If the energy supply is disconnected, the mat logically sinks and is eaten by the sharks.

- **Rules for Safety and Well-being** in the Group Context:

Stop Rule - everybody can say stop at any time, if he / she feels unsafe or unwell physically, emotionally, psychologically. A stop will end any activity or discussion immediately and does not have to be explained. All will then re-evaluate the situation and decide how to go on.

Challenge-by-choice - Everybody chooses his / her own challenges. Nobody will be forced to participate in an activity, but will always have a role in it, maybe as a time keeper, observer or other.

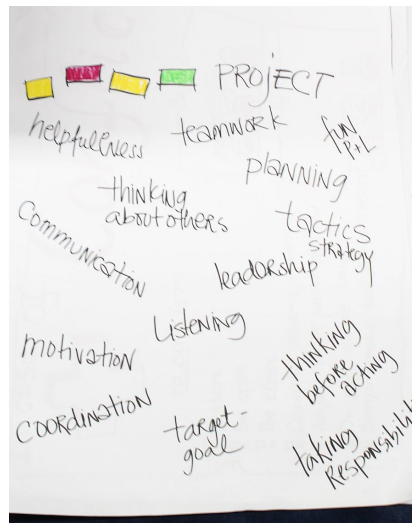
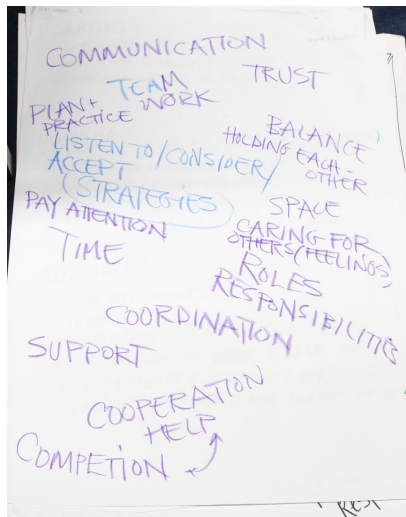
Throwing of material and people is not allowed.

- **Intervention**

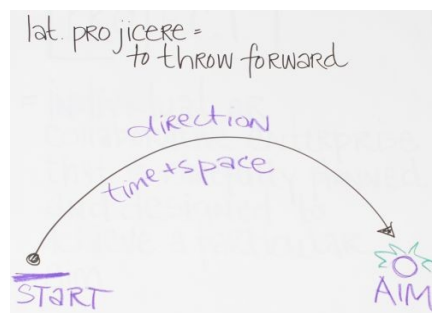
In case the team falls apart, the team does not manage to reach the task or other an intervention by the trainer might be helpful. Ask all participants to stand in a circle. Let them describe the process (do not do it for them, only if needed). What was difficult? What was helpful? What could we do differently / better if we tried again? Maybe the team then wants another try at the problem.

- **Reflection**

Why did we do this exercise? Collect Learning on flipchart → Results:



Definition of Project



“The word “project” was first used in or around the sixteenth century and derives from the **Latin projicere** (= throw forward). The Latin root thus suggests movement, a trajectory, a certain relationship with space and time. The implied process involves:

- a point of departure ...
- used as a base, from which ...
- one throws oneself forward ...
- towards a goal.”

The Oxford English Dictionary defines “project” as

“An individual or collaborative enterprise that is carefully planned and designed to achieve a particular aim: e.g. a research project /a nationwide project to encourage business development”.

The Travel Guide

Using the metaphor of a travel guide, the group worked on some of the main aspects of the project cycle. After presentation of the topics including mini-input the group divided into subgroups, each with a specific task.



- “Meet NAOMIE, a fellow traveler” - **How to structure a project**
 1. Bring the presented cards in order
 2. Find out what NAOMIE stands for
NAOMIE (Needs, Aims, Objectives, Methods, Implementation, Evaluation)
 3. Explain the concept (visually – with pictures) to the others
- “Project First Aid” - **How to deal with conflict in a project**
 1. Each tell one story of solving a conflict
 2. Collect the essence of these solutions
 3. Make a “in-case-of-conflict” to do list.
- **Communication** - What? Why? Who? How? When?
Answer the questions. Make a diagram / picture of the communication field.
- **Team – How to Support main stages of Group Dynamics**
Referring to the 5 stages of group development (as defined by Bruce Tuckman, see illustration on the left).
Remember / think of 3 (or more) activities to support the stages
Forming, Norming, Adjourning.
- **Eating and Drinking – Team Motivation**
 1. Share concrete things that motivate you.
 2. Imagine them as food.
 3. Describe your “team-motivation-meal”.
- **Top 5 Travel Tips – What to think of when you travel with a group**
Collect and prioritize travel tips.

Presentations and time for questions in plenary.

Find the outcome of these working groups at the end of this report.

Further tips, sources, resource material or links:

t_kit 3 “Project Management”

exists in these languages: English, Français, Deutsch, Slovenský, Eesti, Český, Lietuviškas, Magyarul, Latviešu, Polski, Türkçe, Português, Russky. Download for free here:

http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T_kits

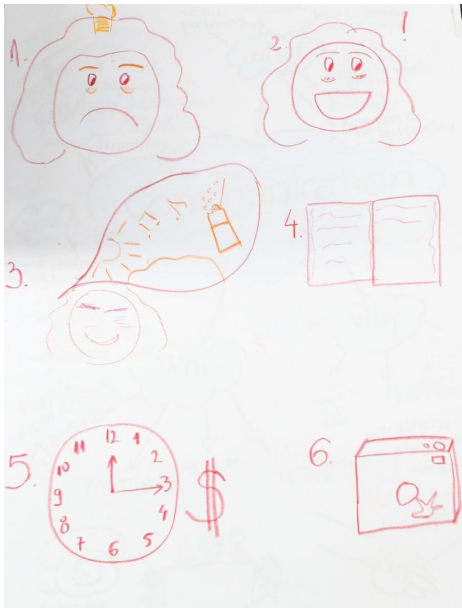
NAOMIE: → <http://youthworkcentral.tripod.com/naomie.htm>

Group Phases according to Tuckman →

http://en.wikipedia.org/wiki/Tuckman%27s_stages_of_group_development

Outcomes of the workshop

Morning



The conflict is between a girl and her parents

parents:

1. asking why the girl got a poor mark in school and where is the problem?
2. How the parents can help their daughter in this case?!
3. a conversation between the student, teacher and the parents.

the girl:

1. sharing the problem with parents
2. asking for help
3. sharing thoughts and feelings

1. DESCRIBE WHAT'S HAPPENING
2. SHARE FEELINGS AND THOUGHTS
3. GET HELP



FORMING

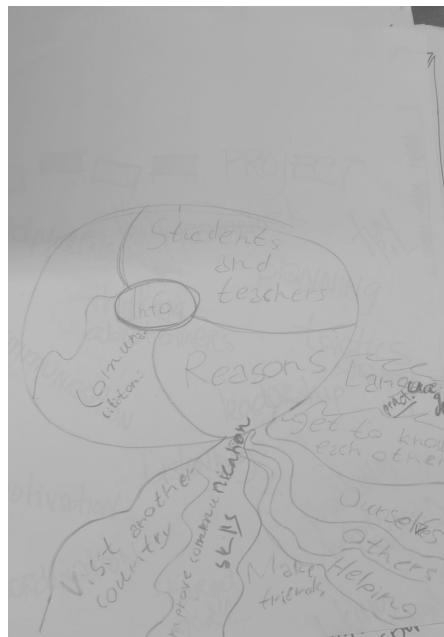
- NAME GAME (NAME + MOVE, NAME + ADJECTIVE)
- EHV GAME (EXPECTATIONS, HOPE, WISHES)
- INTRODUCTION YOURSELF IN PAIR

NORMING

- RESPECT THE TIME (DON'T BE LATE)
- LISTEN EACH OTHER CAREFULLY
- NO STUPID / FUNNY IDEAS
- EYES CONTACT
- SPEAKING ONLY WITH RAISED HAND

ADJOURNING

- GOOD BYE PARTY
- GIFTS
- EXCHANGING CONTACTS
- EVALUATION OF EHV GAME
- COMPLIMENT GAME (WRITING COMPLIMENT FOR EACH PERSON IN TEAM)



Getting there and away:

- date
- list of people: students, T, MS - matched them before;
- info:
 - documents for visa;
 - health insurance;
 - the best means of transport;
 - the length of the trip: map, GPS, stops...
 - the country, city, school, customs, habits...
- parental agreement;
- ways of financing;
- important contact numbers along the trip;
- set up a set of rules; -
- basic vocabulary;
- a list of Do's and Don'ts
- approval of ME.
- supplying of food there and away

Outcomes of the workshop

Afternoon

