



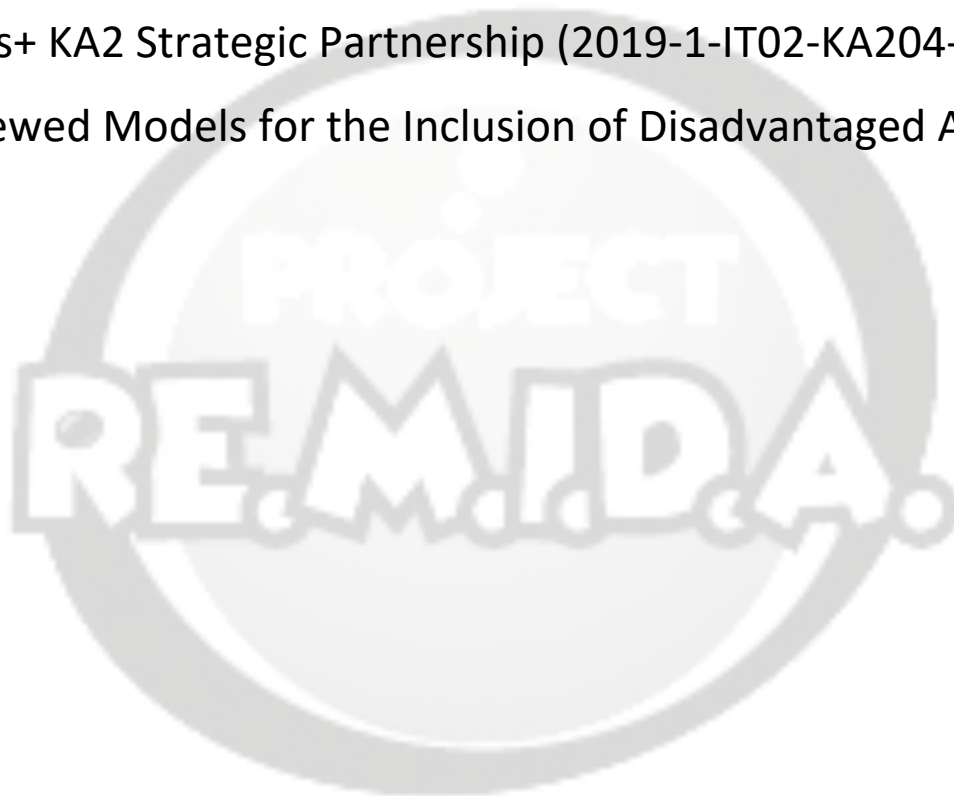
RE.M.I.D.A. LEGO® SERIOUS PLAY®

TRAINING MICRO DESIGN

RE.M.I.D.A.» project

Erasmus+ KA2 Strategic Partnership (2019-1-IT02-KA204-063171)

Renewed Models for the Inclusion of Disadvantaged Adults



Author: Chiara Spizzichino, Consorzio Ro.Ma.

Date: February 2022

Result no: R8





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1. INTRODUCTION ON THE RE.M.I.D.A. PROJECT

The project RE.M.I.D.A. aims to tackle the problem of socio-occupational exclusion of disadvantaged adults over 45. Neither young nor old, often without parental support or the possibility of early retirement, trapped on the fringes of the labor market in a condition of chronic “inactivity”. They are the “older” unemployed, those who have lost their jobs after crossing the 45-year threshold.

The project “RE.M.I.D.A. – Renewed Models for the Inclusion of Disadvantaged Adults” was designed with the aim of supporting the social and working inclusion of adults 45+ at risk of exclusion by defining and testing an innovative model of intervention, aimed at achieving personal empowerment and enhancing the informal and non-formal skills of this target group.

The target group of RE.M.I.D.A. is composed of operators working for the social inclusion of disadvantaged adults; adults 45+ at risk of social-work exclusion; managers of adult education, training, assessment and guidance organizations; experts/researchers in adult education methodologies; and representatives of the Public Administrations.

Main expected results of RE.M.I.D.A. are:

- Definition of an innovative model of intervention for the personal empowerment of 45+ adults at risk of socio-professional exclusion. This model comes from adaptation of the Lego Serious Play® principles to the adult 45+ target and its alignment with consolidated methodologies for adult education, training assessment and orientation.
- Upskilling of operators of adult education centers, engaged in activities in favor of adults 45+ at risk of social exclusion.
- Support to European processes for enhancing informal and non-formal skills of this target group.

2. RE.M.I.D.A. TRAINING COURSE: UNITS

The external education centres will directly benefit from project output and activities through the acquisition of skills to be used by professional roles in daily activities and updating their professional profile with innovative methodologies and tools. In particular, trainers in adult education centres would benefit from the training course because it will allow to:

- Facilitate the development of competencies to contribute effectively to the adult inclusion path;
- Improve their pedagogical skills by exchanging and sharing instructional methods and tools;
- Involved operators in European-level teamwork and collaborative interdisciplinary cooperation;
- Experiment with different and innovative systems related to adult learning and education;
- Broaden their horizons by experiencing different educational settings and European cultures



The training course is divided into five training units, supported by relevant learning and assessment material. Each unit is 4 hours long for a total of 20 hours of training:

1. UNIT 1: INTRODUCTION AND THEORIES
2. UNIT 2: RE.M.I.D.A. SESSION
3. UNIT 3: RE.M.I.D.A. WORKSHOP DESIGN
4. UNIT 4: RE.M.I.D.A. SESSION
5. UNIT 5: RE.M.I.D.A. WORKSHOP PLAN, DESIGN AND EVALUTATION



3. DETAILED DESCRIPTION OF UNITS

COURSE UNIT DESCRIPTION		
1	Unit code	1
2	Unit title	Introduction and theories
3	Unit description	This unit introduces the learners to the RE.M.I.D.A. model It includes: <ul style="list-style-type: none"> ● RE.M.I.D.A. goal ● LSP: a short introduction ● An adult education overview
4	Educational strategy	The learner will be able to access bibliographical and online sources to read articles, book chapters and papers related to LSP and adult education.
5	Learning objectives	The learner will understand the framework behind the RE.M.I.D.A. Model in order to adapt it in his own situation/country/target
6	Learning outcomes (LOut)	LOut1 Describe the key principles and concepts of LSP LOut2 Describe the the key principles and concepts of adult education
7	Unit core material (Learning object (LO))	1.1a: Introduction to RE.M.I.D.A. Model (presentation) 1.1b: Introduction to Adult Training (presentation) 1.1c: Real time example of a short session of self presentation
8	Assessment objects (projects, self-evaluation exercises, etc.)	-Assessment test
9	Unit schedule	1.1a: 30 min RE.M.I.D.A. goal and 30 min LSP intro 1.1b: 1h adult education overview 1.1c: 2h RE.M.I.D.A. hands on session and Q&A
10	Keywords	Lsp Adult Training

Table 1: Description of unit 1

COURSE UNIT DESCRIPTION		
1	Unit code	2
2	Unit title	RE.M.I.D.A. Session
3	Unit description	This unit supports the learners to carry a real workshop to let participants see the process participants will try to design a short session for their target
4	Educational strategy	The learner will be able to experiment their own design in order to understand weakness and strength
5	Learning objectives	The learner will focus on a real RE.M.I.D.A. session
6	Learning outcomes (LOut)	LOut1 Practice the learnings from Unit 1
7	Unit core material (Learning object (LO))	2.1a: presentations shared in unit 1 2.1b: bricks
8	Assessment objects (projects, self-evaluation exercises, etc.)	Assessment form to collect the most relevant aspects of the session
9	Unit schedule	NA
10	Keywords	Lsp Adult Training

Table 2: Description of unit 2

COURSE UNIT DESCRIPTION		
1	Unit code	3
2	Unit title	RE.M.I.D.A. workshop design
3	Unit description	<p>This unit introduces the learners to carry a RE.M.I.D.A. workshop.</p> <p>It includes:</p> <ul style="list-style-type: none"> • the design process • LSP fundamentals • best practices
4	Educational strategy	The learner will be able to review their own design in order to understand weakness and strength
5	Learning objectives	The learner will understand the designing process to plan a workshop with a focus on the LSP fundamentals behind the framework.
6	Learning outcomes (LOut)	<p>LOut1 Describe the key principles related to the design process</p> <p>LOut2 Describe the key principles related to the best practices</p>
7	Unit core material (Learning object (LO))	<p>3.1a: RE.M.I.D.A. design process (presentation)</p> <p>3.1b: best practices (presentation)</p> <p>3.1c: real time example of a short session of how to pose the questions in a guidance context</p>
8	Assessment objects (projects, self-evaluation exercises, etc.)	Assessment test
9	Unit schedule	<p>3.1a: 1h Open discussion for the evaluation of the session done</p> <p>3.1b: 1h the design process</p> <p>3.1c: 1h RE.M.I.D.A. hands on session and Q&A</p> <p>3.1d: 1h best practice</p>
10	Keywords	LSP Adult Training

Table 3: Description of unit 3

COURSE UNIT DESCRIPTION		
1	Unit code	4
2	Unit title	RE.M.I.D.A. session
3	Unit description	This unit supports the learners to carry a real workshop. Participants will try to design a short session for their own target
4	Educational strategy	The learner will be able to experiment their own design in order to understand weakness and strength
5	Learning objectives	The learner will focus on a real RE.M.I.D.A. session
6	Learning outcomes (LOut)	LOut1 Practice the learnings from Unit 3
7	Unit core material (Learning object (LO))	4.1a: presentations shared in unit 3 4.2b: bricks
8	Assessment objects (projects, self-evaluation exercises, etc.)	26.1c: Assessment form to collect the most relevant aspects of the session
9	Unit schedule	NA
10	Keywords	LSP Adult Training

Table 4: Description of unit 4

COURSE UNIT DESCRIPTION		
1	Unit code	5
2	Unit title	RE.M.I.D.A. workshop plan, design and evaluation
3	Unit description	<p>This unit introduces the learners to carry a workshop</p> <p>It includes:</p> <ul style="list-style-type: none"> • RE.M.I.D.A. design process with a focus on the questions • the evaluation • best practices
4	Educational strategy	The learner will be able to access bibliographical and online sources so to read articles, book chapters and papers related to LSP and adult education:
5	Learning objectives	The learner will understand how to plan the session and design the questions to reach each goal
6	Learning outcomes (LOut)	<p>LOut1 Describe the key principles to set the RE.M.I.D.A. workshop for disadvantage targets</p> <p>LOut2 Describe the key principles to evaluate the RE.MI.D.A. workshop for disadvantage targets</p>
7	Unit core material (Learning object (LO))	<p>5.1a: best practices (presentation)</p> <p>5.1b: RE.M.I.D.A. design process (presentation)</p> <p>5.1c: real time example of a short session of a real guidance situation with disadvantaged people</p>
8	Assessment objects (projects, evaluation exercises, etc.)	26.1c: Assessment test
9	Unit schedule	<p>5.1a: 1h Open discussion for the evaluation of the session done</p> <p>5.1b: 1h RE.M.I.D.A. design process</p> <p>5.1c: 1h RE.M.I.D.A. hands on session and Q&A</p> <p>5.1d: 1h Best Practices</p>
10	Keywords	LSP Adult Training

Table 5: Description of unit 5

4. ASSESSMENT OF THE COURSE

In order to assure an effective learning of each module, at the end an assessment test should be carried out. It would be useful that the learning assessment dealt with the specific topics addressed, with a reasonable number of items, thus covering the main information regarding the topics of the units. If carried out in face-to-face classrooms, the test should be delivered at the end of each unit, paper based and composed by multiple choice items. Instead, if carried out online, a link can be sent to participants redirecting them to the online form.

In order to give an example of assessment test suitable for units alike the project's ones, in the next paragraph will be shown items used for the assessment and in bold and red the right answers.

4.1 Assessment test Unit 1

1. Which are the main theories related to LSP?
 - The most relevant principles related the use of metaphora helped by the bricks
 - **Constructivism, constructionism, and neuroscience**
 - Psychology and educational theories
2. Which are the key principles and concepts of adult education and learning?
 - **Flexible and open learning**
 - Awareness-raising
 - Formal education, non-formal education and informal education
3. Which are the activities led by EU in order to increase the participation of adults in education and training?
 - Public subsidies, fundings at regional or municipal level, campaigns and initiatives
 - Implementation of shorter-term projects involving educational outreach activities
 - **Both of the above**
4. Which of the following is NOT a core adult learning principle?
 - Adult Learners' have a desire to learn
 - **Adult Learner's want to work in teams**
 - Adult Learners' have self-motivation
 - Adult Learners' have prior knowledge and experiences
5. Which of the following is NOT correct? The adult learning cycle has four steps which are the following:
 - **Reflective application**
 - Abstract conceptualization
 - Concrete experience
 - Active experimentation.

6. Which of the following is correct? The ASSIMILATOR learning style is about
- Feel and watch
 - **Think and watch**
 - Think and do
 - Feel and do
7. Which of the following is correct for the DIVENGER learning style? A Divenger is
- Good at inductive reasoning, can create theoretical models and explanations. Based on abstract conceptualization and reflective observation.
 - Good deductive reasoning, decision making and application of ideas. Based on abstract conceptualization and active experimentation.
 - Involved in new experiences, implements decisions and carries out plans. Based on concrete experience and active experimentation
 - **Generating ideas and understands multiple perspectives. Based on concrete experience and reflective observation**
8. The VAK Model is about ...
- **Visual, Auditory and Kinesthetic**
 - Video, Audio and Kinesis
 - Vocals, Actions and Kids
 - None of the above
- #### 4.2 Assessment test Unit 3
9. The design process is based on:
- The design process is related to the difficulties of the context
 - **Time, bricks, and goals**
 - To design a good process, it's necessary to have many tools
10. The objective of the best practice in the penitentiary center in Granada (Spain) is:
- **Encourage motivation, guidance, advice, support and tutoring of business projects**
 - Entertain those prison inmates who are bored every day
 - Encourage friendly relations of prison inmates
 - Improve the literacy of prison inmates
11. Regarding the best practice of the Diversity Youth Manager project, the objective is to improve employability ... but of what target?
- Students who have finished university
 - **Young people in a disadvantaged situation**
 - Long-term unemployed
 - Old people



4.3 Assessment test Unit 5

12. The questions in a Remida Workshop must be done:

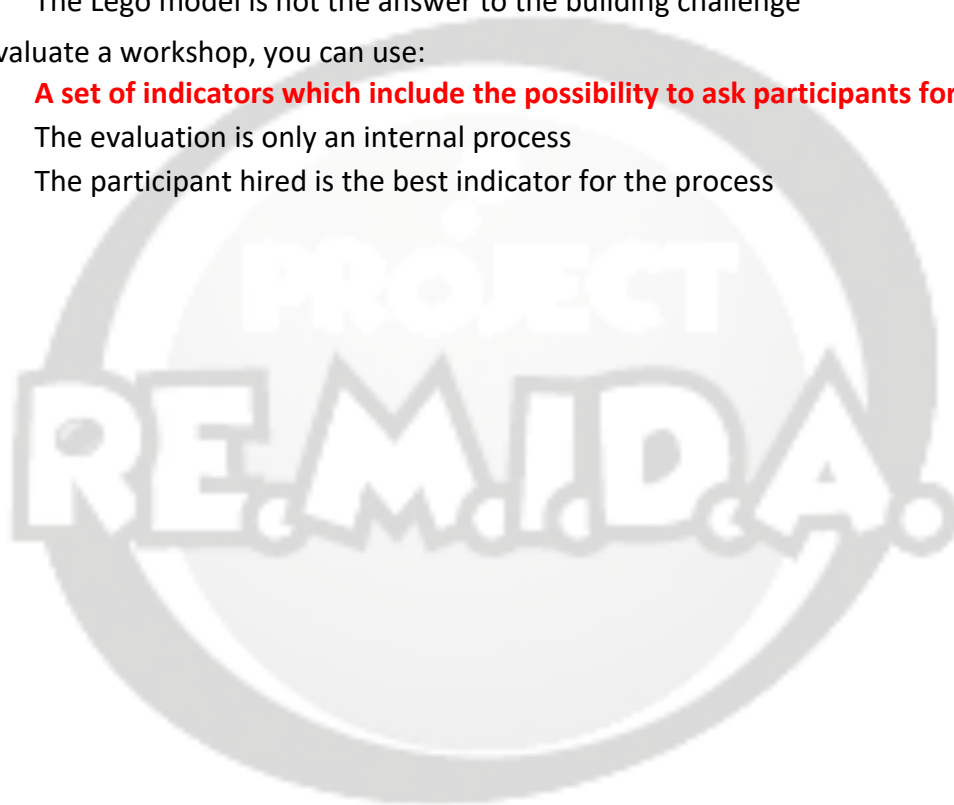
- Starting with why
- **Using a clean language and making safe questions**
- Changing what you have designed

13. Are there right/wrong answers in a Remida workshop?

- Wrong answers could happen when participants have not clear ideas about their future
- **There is no ONE right answer because everyone has different views**
- The Lego model is not the answer to the building challenge

14. To evaluate a workshop, you can use:

- **A set of indicators which include the possibility to ask participants for feedback**
- The evaluation is only an internal process
- The participant hired is the best indicator for the process





5. TRAINING CONTENTS

It is important to support the devolvement of each unit by effective and coherent slides. Thus, slides and other supporting materials should be coherent with the topic delt and have a supportive function, helping the trainer to facilitate the transmission of knowledge and the conduction of workshops with trainees. In our case, the first package of slides, to be presented during Unit 1, aims to give participants the basic information about adult learning theories, and introducing them into the RE.M.I.D.A. model, based on the LSP methodology. In particular, supporting materials have the function to explain the basic info, topics delt and the model pillars (both RE.M.I.D.A. and LSP model, which is based on), as well as goals and outcomes of the model.

At the end of the theoretical session, participants will have the possibility to put “hands on session”, and to “think with their hands”, creating a personal and unique Lego model. It is important in the first Unit to assure that the underlying themes are acquired by participants, so that during next Units, trainer can focus on practical activities.

In general Unit 1 – 3 – 5 are structured in this way: a first part focusing on theoretical information and a second part more practical, giving traners the possibility to understand the topics explained and create links between theory and practice. Units 2 and 4 allow participants to practice in first person the role of facilitator for implementing RE.M.I.D.A. model, and they can use the instruction provided during precedent units for conducting their own sessions.

The training materials used for each Unit is presented below.

UNIT 1: INTRODUCTION AND THEORIES

- 1.a Remida goal and introduction to Lego Serious Play
- 1.b Adult education overview
- 1.c Remida hands on session



Assignment for Day 2

Enjoy an activity with LSP to experience how it works:
how would you start your guidance session?

Experiment the warm up phase with your colleagues using
RE.M.I.D.A methodology:

- The Tower
- Introduce yourself (you can adjust this question as you prefer)

Talks you might find interesting

- The future depends on play:
[The future depends on play Seriouslythemovie](#)
- Tim Brown: Tales of creativity and play
ted.com/talks/lang/en/tim_brown_on_creativity_and_play.h
- Ken Robinson says schools kill creativity
ted.com/talks/lang/en/ken_robinson_says_schools_kill_creativity.html
- Sunni Brown: Doodlers, unite!
ted.com/talks/sunni_brown.html



UNIT 3: RE.M.I.D.A. WORKSHOP DESIGN

- 3.a Open discussion for the evaluation of the session done
- 3.b The design process
- 3.c Remida hands on session and Q&A
- 3.d. Best practice



Let's talk about your warm up experience!

Warm-up: a series of increasingly tasks, from building a tower, through to building model which represented an issue they were having at work or about themselves.

Through warm up participants gained familiarity and confidence in the LSP core, giving meaning to models, sharing and reflecting, and developing the skills of creating a narrative around the model.

In this stage, the rules, guidelines and working atmosphere for the workshop were established, developing the 'flow' state and establishing an environment for creative and innovative expression.





LSP is not

LEGO® SERIOUS PLAY® is not a fun ice-breaker exercise to start off a meeting. You can use exercises with LEGO bricks for this purpose, of course, but it is not LEGO® SERIOUS PLAY®.

- LEGO® SERIOUS PLAY® is not a tool for building organizational diagrams or for planning physical environments (such as buildings or work spaces). You can use LEGO bricks for this purpose, of course, but it is not LEGO® SERIOUS PLAY®.
- LEGO® SERIOUS PLAY® is not anything that anybody says can be done in an hour.
- LEGO® SERIOUS PLAY® is not about communication as persuasion, where one member of the team persuades others that their point of view is the only relevant one, or where the manager communicates messages to their staff.



Recap

- The first step of the ideal learning spiral is to **help people connect to what they are going to explore**, and to understand the **context and meaning** of what they are about to learn.
- The second step is to involve people in a process that involve their own **knowledge** and **reflections** as well as their own **creative skills** - and their own hands.
- The third step is to help people to look deeper into their own reflections (starting from their 3D model), in order to become aware of what their explorations have brought them, and in order to **gain more insights**.
- The fourth step is that people get a chance to connect their newly gained knowledge to **new explorations** they would want to pursue.

Facilitation and facilitator

A facilitator has a wide range of tasks to perform in order to 'make things easier' for people who participate in the LSP session.

The most relevant Facilitator's skills are:

1. Communication skills
2. Session management
3. Setting management



Communication skills



- Effective facilitation is predicated on clarity, staying with an **active listening** and staying neutral on content while participant share.
- **Empathy**. Make sure that people are not left out of the **flow** of the discussions.
- During the discussions is very useful to apply **Divergent and Convergent Thinking**. First, you help the participants broaden their horizons and generate new ideas or solutions. Then you help them to focus on the most relevant aspect of their topic.

Session management

When designing a workshop session consider:

- Time constraints and breaks
- The bricks: the set and the bags available for the participants
- The number of participants: above a certain group size, it gets difficult to have a discussion where everyone is involved. (The ideal ratio would be one facilitator for every 7/8 participants)



Setting management

- The room and environment must guarantee an active participation.
- The facilitator must plan a proper setting removing barriers to let people move to go to the brick table and back.
- Moreover, everyone can sit seeing and hearing each other.





When creating LEGO® SERIOUS PLAY® workshops that work, the facilitator fulfills the following tasks:

1. Planning and preparing the process
2. Setting the scene, conveying LSP etiquette
3. Facilitating the process open-endedly
4. Ensuring participants' experience of flow

Facilitator

Model: The facilitator's tasks

The facilitator prepares – i.e. creates and plans – the LSP workshop, and in doing that there are several things that they should be aware of and should consider.

First and foremost, the process will be formed and influenced very much by the building challenges that are making up the workshop.



THANK YOU FOR YOUR ATTENTION

*Training session on Unit 3 – RE.M.I.D.A.
workshop design*

3.b The design process



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The Design Process

How to design
a LSP guidance session





Some important rules

To ensure a levelled playing field for sharing ideas and overcome the boundaries of conventional discussion methods, all participants should agree on the following rules at the start of the workshop:

- You build what you want!
- Think with your hands and trust your hands.
- Reached a dead end? Build something!
- It's YOUR model.
- Only YOU decide its meaning and story.
- There are no wrong answers.
- Your Lego model is your answer to the question.
- Everyone builds, everyone tells.



Session Design

Identify:

- session's goal (Need Analysis)
- participants' number
- total expected duration (start and ending)
- necessary LSP kits
- any support materials (sticky notes, canvas...)
- available space
- question and technique to use
- reporting tool

Note

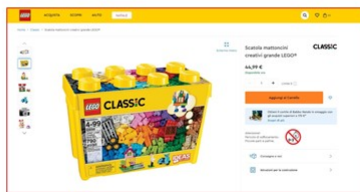
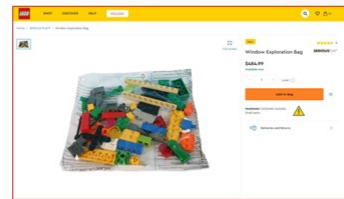
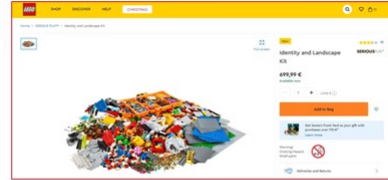
Remember to propose **increasingly complex challenges** to ensure participants remain within **the Flow**.



There is no standard format and each facilitator can organize their own roadmap according to the needs that can change from session to session.

What bricks?

- Lego offers custom-packaged boxes for workshops with specially designed bricks.
- Workshops can also be held with childhood Lego bricks.



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Metaphors

Metaphor is a figure of speech which consists in **transferring meaning**. It occurs when, a term that would normally occupy the place in a sentence, is replaced by a LEGO 3D model whose "essence" or function overlaps the original term, thus creating images of strong expressive charge.

The use of metaphor is also frequent in corporate language.

"we are at war", "we are on the same boat in a stormy sea"...



Metaphors

The **evocative and communicative power** of metaphor helps to reveal the deep meaning of a concept.

Metaphors allow to explore **thorny topics in safety**.

When we have a model in our hands, we can communicate much more confidence, because we are talking about the model! People can also see what we are talking about.

The metaphors in the models serve as the **basis for group discussion**, knowledge sharing and problem solving and help foster creative thinking and finding unique solutions.





Lego Serious Play Open Source: The three basic phases

The three basic phases of the LEGO® SERIOUS PLAY® process structure are:



The Challenge

The facilitator makes clear the building time and asks participants to build a model with their LEGO® bricks that expresses their thoughts on the building challenge, or response to it.



Building (a reflective process)

Participants think with their hands and build their response to challenge with LEGO bricks. It is a concrete, three-dimensional models of their reflections and ideas. While building their models, participants assign meaning and narrative to their models by means of metaphors, figures of speech, and narratives.



This sequence - challenge, then building, then sharing - is repeated several times in any LEGO® SERIOUS PLAY® session. It is the basic building block of any LEGO® SERIOUS PLAY® process.

Sharing

One at a time, each participant shares the significance and story that they have assigned to their own model. The sharing is in itself a reflection process: participants explore their own expressions more closely. The facilitator plays a crucial part in the sharing phase when asking facilitating questions with the purpose of getting participants to reflect more and share more about their thoughts and ideas with each other.

THANK YOU FOR YOUR ATTENTION



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*Training session on Unit 3 – RE.M.I.D.A.
workshop design*

3.c Remida hands on session and Q&A



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*Let's play
Think with your hands!*

Just start building. Trust your hands.



Understanding Metaphors: a creature

Build a creature in LEGO bricks
(a normal, non-metaphorical
representation).



Understanding Metaphors: from a creature to your boss

Turn the creature into a
representation of the

- ideal boss or
- the worst imaginable boss you
can think of.



Setting your goal

A volunteer

Choose a goal of a session and pose a “hook question” (afterwards the warm up phase).

Every participant build a model to answer the question.



Assignment for day 5: design a guidance session

Try to design a short session for your own target

Example:

Warm Up

1. Tower

1.Introduce Yourself (An activity to talk about ourselves, strengths and weaknesses. A way to define the identity: what are your skills, what are your values, expectation)

2.Build your aspirations for the future (Building something about aspirations is a good way to think about Goals, not just dreams but something real)

3.Build your personal action plan (Build the most important elements related to your personal action plan. What would you need to achieve your goal? The activity ends enlightening the most important elements could have an impact on the professional action plan)



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workshop design*

3.d. Best practice



INERCIA DIGITAL

Best practices

- Acquisition of competencies in the field of: assertiveness, social roles, coping with stress and self-esteem, specifically people who are inside the prison in Spain.
- Diversity Youth Manager (European project).
- Southside Partnership's Women's Programme.

Acquisition of competencies in the field of: assertiveness, social roles, coping with stress and self-esteem, specifically people who are inside the prison in Spain.

- **Target Group.** People at risk of social exclusion, people with disabilities, more specifically people who are inside the prison.
- **Level of Application.** Local, regional. (Granada, Spain).



Acquisition of competencies in the field of: assertiveness, social roles, coping with stress and self-esteem, specifically people who are inside the prison in Spain.

- **Detail description.** Social and personal competence training – for the acquisition of competencies in the field of: assertiveness, social roles, coping with stress and self-esteem.
- **Resources.** The budget for these initiatives comes from the government of the autonomous community of Andalusia, called the Junta de Andalucía.



Acquisition of competencies in the field of: assertiveness, social roles, coping with stress and self-esteem, specifically people who are inside the prison in Spain.

- **Description of activities.**
 - Make self-employment, individual and collective, a real alternative to access the labor market by promoting attitudes favorable to the development of business initiatives.
 - Encourage entrepreneurship, working and reflecting on the most appropriate strategies to boost our skills and, especially, the necessary skills to undertake.
 - Put in knowledge tools and knowledge to bet on self-employment, with its pros and cons, but above all with the right tools to be able to put it into practice.
 - Initiation to business creation.



Acquisition of competencies in the field of: assertiveness, social roles, coping with stress and self-esteem, specifically people who are inside the prison in Spain.

- **Parameters to be considered.** Social and personal competence training –for the acquisition of competencies in the field of: assertiveness, social roles, coping with stress and self-esteem.
- **Related documents or/and links.** [Link 1](#) and [Link 2](#).



European project. Diversity Youth Manager.

- **Main goal.** Identify a training path that allows disadvantaged young people to take advantage of their talent and empower them to achieve their goals in personal and professional life, improving inclusion through the use of new technologies to promote themselves locally and internationally.
- **Target group.** Disadvantaged young people.
- **Level of Application.** Local, national and international.



European project. Diversity Youth Manager.

- **Resources.** Interactive content on different tools to improve employability, for example Social Media (LinkedIn, Twitter ...). Europass CV, Google tools and more content ...
- **Duration.** 2020-2022
- **Consortium.** Italy, United Kingdom, Romania and Spain.
- **Website.** <https://www.dymproject.eu/>



European project. Diversity Youth Manager.

- **Description of activities.**
 - A Moodle platform has been created with different modules on digital tools to empower disadvantaged youth.
 - A training course has been carried out to train youth workers to transmit this knowledge to young people in the future.
 - During 2022, different workshops will be held in the different countries of the consortium, with disadvantaged young people to learn about the digital tools we have worked on during the project.

Southside Partnership's Women's Programme.

- **Target Group.** Migrant women
- **Level of Application.** Local. (Ireland)
- **Detail description.** The objectives of the "Breakfasts" are to provide a space where all women can explore common ground and diversity through respectful dialogue and promote intercultural respect and mutual understanding.

Southside Partnership's Women's Programme.

- **Description of activities.**
 - The "Breakfasts" are held at least six times a year in various locations.
 - A key cultural aspect is the exchange of food and the women prepare and bring dishes from their countries of origin to share with each other.
 - The development of the main activity is carried out, which can be taught in the form of a workshop and the topics can be from personal aspects to social, community, governmental ... (Job search planning, creation of SMEs, arts and crafts ...)



Southside Partnership's Women's Programme

- **Resources.** The financial resources necessary for breakfasts are limited. Each participant brings food, so only a small budget is required to cover the costs of tea, coffee, cutlery, crockery and stationery.
- **Potential for transfer.** There is potential for the “Breakfasts” to be developed in other countries and in other contexts. As the resources required are few, this could be operated relatively easily.
- **Related documents or/and links .** [Link 1](#) and [link 2](#).

THANK YOU FOR YOUR ATTENTION



INERCIA DIGITAL



UNIT 5: RE.M.I.D.A. WORKSHOP PLAN, DESIGN AND EVALUTATION

- 5.a Open discussion for the evaluation of the session done
- 5.b RE.M.I.D.A. design process
- 5.c RE.M.I.D.A. hands on session and Q&A
- 5.d Best Practices



UNIT 5: RE.M.I.D.A. WORKSHOP PLAN, DESIGN AND EVALUTATION

5.a Open discussion for the evaluation of the session done

And

5.b RE.M.I.D.A. design process



AGENFAP



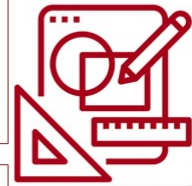
Let's talk about your design process experience!

Who, What, Where?

- Where did you run the session?
- Who did you test your process with?
- What was the goal?

The Good?

- What did people value the most?
- What got them excited?
- What convinced them about the session/method?



The Bad?

- What failed?
- Were there suggestions for improvement?
- What needs further investigation?

The Unexpected?

- Did anything happen that you didn't expect?



Guidance activity based on LSP

In order to give an example of some LSP questions to support the disadvantage target during the guidance process, we present few steps which don't represent a strict process but a general guideline.



Questions

It is very important formulating building challenges in a way that means they will serve the purpose of the workshop, and ensure the integrity of the method.

The LEGO® SERIOUSPLAY® method is built upon an **'open-ended' approach** to encourage **reflection** and **dialogue**. The basic philosophy is that challenges should open up to reflection, rather than ask for definitive 'correct' responses.

In this context, open-ended questions are often all about **thoughts**, **imagined futurescenarios**, and things that have yet to happen.

The aim of the building challenges is to reach the core of what participants should reflect on.

Questions should also focus on **experiences** and **characteristics**, rather than on hard facts and concrete knowledge.



Why using open-ended questions?

Free answers: participants have the liberty to include details about feelings, attitudes, experience, ideas, aspiration and views.

Detail: you can get (or help to let emerge) important and honest details they have in mind.

Expect the unexpected: participants may surprise you by sharing something unexpected, because they have the freedom to respond in their own words coming from the model.

They can also reveal (also to themselves) an outsider's point-of-view you/they may not have noticed.

Work best in situations where the respondents are expected to explain their feedback or describe the troubles they're facing with the issue you want to understand.



Why using open-ended questions?

In order to do understand people, the facilitator must be fully present with the purpose of understanding participant's language, beliefs, feelings and goals.

Powerful questioning is first about perceiving the thoughts, then exploring their emotions and beliefs and then moving on to finding their solutions.

It isn't just about creating awareness but also about **placing and organizing the thoughts**.

Powerful questions are able to:

Focus attention

Foster curiosity

Evoke awareness and insight

Invoke new perspectives or possibilities

Provoke new thinking and action

Expand potential and capacity

Encourage commitment



Who, where, when, how

Try not to use "WHY" because it sounds inquisitive, rather let's ask ourselves why asking that question, is it really relevant and connected with the main goal? Is it really powerful?

WHO you are/want to be in that moment/situation (exploring, creating awareness).

WHERE do you want to be/do you feel/do want to apply...(learning).

WHEN you see yourself in that situation/moment... (visualization).

WHEN would you like to start your action plan (accountability).

HOW would you want to reach a better feeling... (solution).

3 W
1 H

Scaffolding questions

Scaffolding refers to a variety of instructional techniques used to move participants progressively toward stronger understanding and, ultimately, greater independence in the learning process.

Scaffolding is a set of questions forming layers into building tasks that move from one level of reflection to another. The aim is that several 'rounds' of reflection on the same theme from a variety of perspectives will expand participants' reflections and produce more nuanced dialogue.



Scaffolding questions

Scaffolding is not only an intellectual, technical or organizational support, but also an emotional, cognitive and metacognitive one.

Emotional: its purpose is to stimulate the participants to focus, encourage them, spur them to overcome any motivational barriers.

Metacognitive: it aims to take the further step forward and support the participants in the development of metacognitive skills that will allow them to fixate on more complex processes such as critical thinking and reflection.

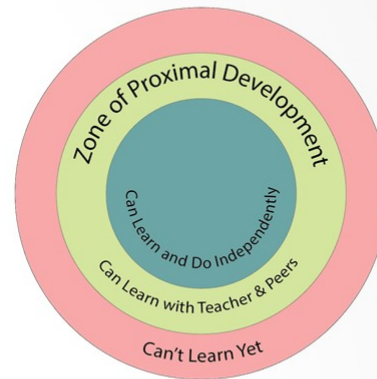


Scaffolding questions

Scaffolding originates from Lev Vygotsky's sociocultural theory and his concept of the Zone of Proximal Development (ZPD).

The **zone of proximal development** is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance.

The scaffolds facilitate a participant's ability to build on prior knowledge and internalize new information before, while and after building a model, providing support structures to get to the next stage or level.



The Facilitator

- Creates Open-ended building challenges (scaffolding)
- Gets the group's dialogue to serve its purpose
- Makes the reflections and dialogue process easier
- Helps participants express themselves
- Asks clarifying questions



When to use LSP

Business Development

Decision-making strategies
 Planning e Design
 Business Modelling
 Innovation and Product Development
 Change Management
 Risk Management
 Digital Transformation
 Open Innovation

Personal Development

Coaching
 Recruiting
 Learning Program
 Creative Thinking
 Coaching one to one
 Hackathon
 Focus group

Organizational Development

Team Development
 Leadership Development
 Corporate Vision
 Problem Solving
 Diversity Management
 Team Identity
 Future Scenario
 Value Proposition Design
 Scrum e Retrospective

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Participants' Etiquette

- The Lego model is your answer to the building challenge
- There are no wrong answers
- There is no ONE right answer – everyone has different views
- What the model looks like is not the most important thing
- The meaning attached to each model is what makes it valuable
- The Lego models are tools and means to an end

Examples of Challenges

1. Future Success

1. Build a model which shows the roadblocks to your immediate and future success
2. Build a model describing what your future will look like without the barriers
3. Build a model which shows what you need from others and yourself to knock down the barriers to your success
4. Combine your models which will show how you will get support from the team/group

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2. Aspiration

1. Build an individual model showing what you strive to become (something that is hovering just out of reach right now, but attainable). It can include what you are like when you are at your very best, when you use all your potential.

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3. Strengths and areas for improvement

1. Build a model showing the obstacles you have to overcome
2. Build a model describing how you can utilize your strengths
3. Build a model showing your areas for improvement
4. Build a model describing how you can remove the obstacles you are facing

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*Training session on Unit 5 – RE.M.I.D.A.
workshop plan, design and
evaluation*

5.c Remida hands on session and Q&A



AGENFAP

Let's play Think with your hands!

Just start building. Trust your hands.

1. YOUR EXPERIENCE IN GUIDANCE

Build a model representing the most frequent elements you cope during a guidance process with disadvantaged people.

Think about your professional experiences:

- constraints of the context
- values
- difficulties





2. THE IDEAL GUIDANCE PROCESS

Starting from the previous model, build a model representing the most relevant elements necessary for an ideal guidance process.

Think about the needs on which is based an ideal guidance process:

- setting
- skills of the operators/counsellors
- motivation of the unemployed people



3. BIG PICTURE (for teams)

Construct ONE landscape containing all the individual identity models: put all the individual models in the middle of the table.

Create some clusters and tell a story that describes all the models without changing their previous meaning.

Be prepared to share the story.





4. A Shared Model

Each participant may identify the core/most important part of their model for the rest of the group.

The group negotiates parts of their individual models into a shared model that includes everyone's most important parts.

It's important that all the participants agree on the new model emerging from the negotiation (it must be more than the sum of the parts).



THANK YOU FOR YOUR ATTENTION



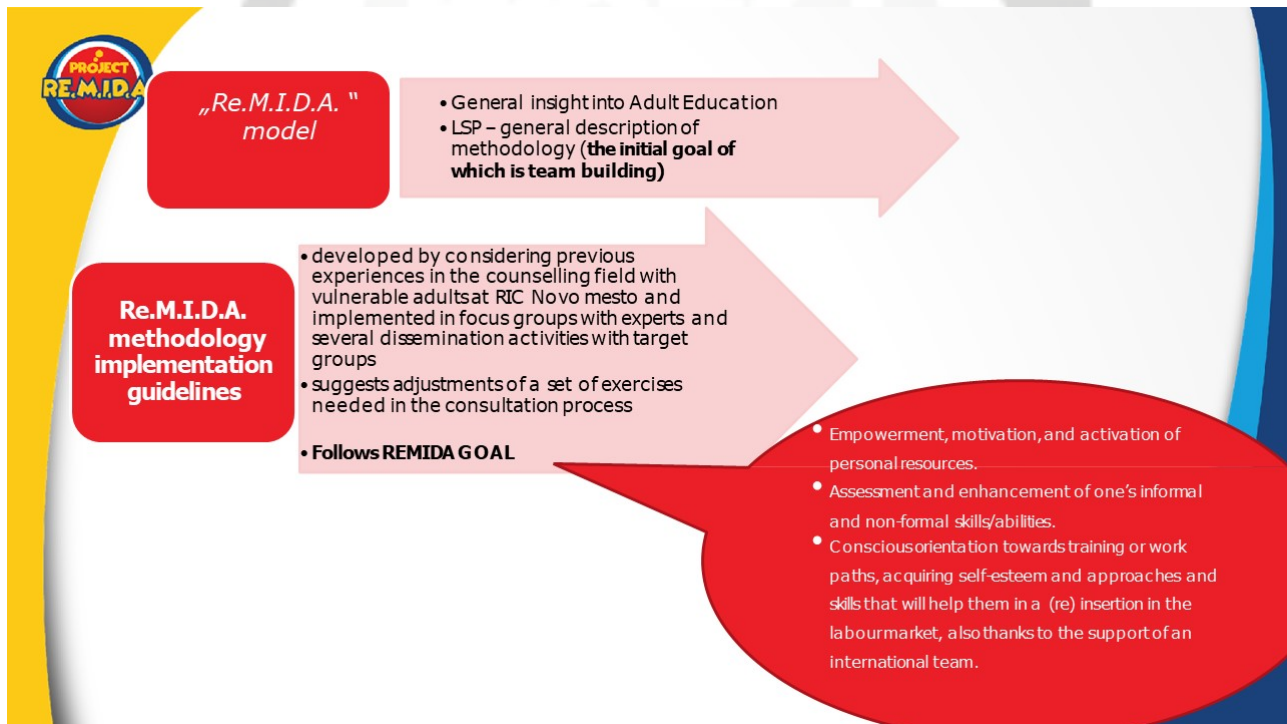
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UNIT 5: RE.M.I.D.A. WORKSHOP PLAN, DESIGN AND EVALUTATION

5.d Best Practices



RIC NOVO MESTO



FEEDBACK FROM FOCUS GROUPS



- LSP **strengthens the reflection process**
- Using this learning method **supports much more effective dialogue**
- It **improves the teaching and learning process**
- it is **effective for learning** because **using your imagination** you can understand the vision of others
- LSP makes us **think and communicate in a different way** than we are used to
- this "serious play" used in adult training is beneficial because **you let your imagination run wild and you can set clear goals**
- LSP will **allow** adults to express their inner thoughts and there are **no wrong answers**, all actions will be interesting and may have **conclusions to analyze**.
- I think it is a wonderful tool to work within individual counselling and group work. We remember our **childhood** while playing with these bricks...

FEEDBACK FROM FOCUS GROUPS



- The intended **course should be designed taking into consideration the characteristics, needs and expectations of the specific target group** -> which should be the **background of the serious play scenario**
- It is **good to have a guide with activity steps** and each AdEd adapt it in the guidance process. It can be applied to **prisoners, the unemployed, students, migrants, people with disabilities etc. for their personal and career growth (the goal)**.
- There must be a **"user's guide" about the model**, and it would be useful to include some **case scenarios**, so the trainers obtain insight on how to use it and the ways the model can achieve various educational goals.
- **Activities could be personalized or may be implemented in very small groups to create relaxed and a confidential environment**. In that way, anyone would participate equally and be able to develop their skills.
- The use of devices (any) in individual or group work requires a **well-trained professional, as these methods also open unconscious areas**. If the contractor is not experienced in this work, it can do more harm than good.
- **psychological aspects**: Some psychological training should be included in the moderator's development.
- **Bigger bricks**: Bricks that consider sustainability (painted with stones, sun, earth); **More people figurines**; **More packages**

Execution of a Re.M.I.D.A. workshop

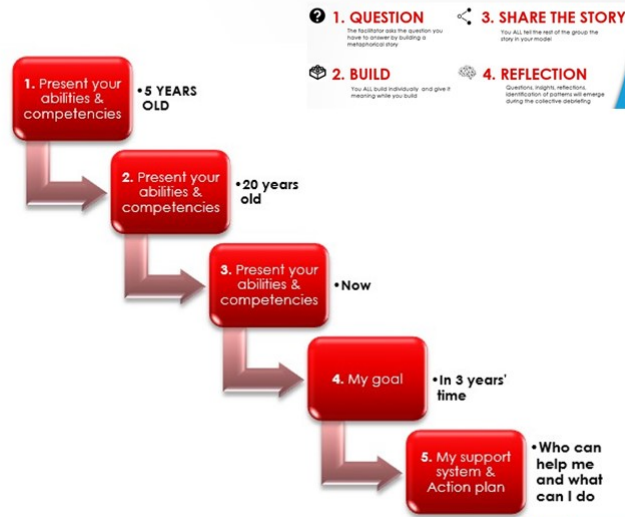


Set of proposed excercises

1. **Session Presentation** | 5'
2. **Skills Building: Tower** | 15'

2.1 Introduce yourself (at age 5, 20 and now) - Like scheme on the right) | 3x15'

2. **My achievements** | 15'
3. **Build your aspirations for the future** | 10'
4. **My support system & Action plan** | 15'



DISCLAIMER



Your use of this document and/or Re.M.I.D.A. methodology including implementation of any suggestion set out in this document and/or use of any resources available in this document do not create a professional-client relationship between you and the consortium or any of its professionals. The partnership does not take any responsibility for the misuse of the Re.M.I.D.A. methodology, nor for the possible consequences afflicted to participants by non-professional or unqualified staff.

C1 PARTICIPANTS

What are we able (allowed) to use/implement in the guidance process?



THANK YOU FOR YOUR ATTENTION



RIC NOVO MESTO

