



PedPilots - Self-regulated Learning Guide for Educators

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PedPilots - "Training for accompanying teachers"

Teaching unit 4.

Leisure time organisation - team building

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The 12 chapters of our workbook are available on the project website, where they can be downloaded and used free of charge. We recommend Genially as a digital, independently processable teaching resource.

<https://www.pedpilot.eu/>



<https://view.genially.com/6885f7076f6692a268885f03>



4. Leisure time organisation - team building

Introduction

During the training, teachers will gain practical knowledge about organising leisure activities for international mobility programmes, multi-day trips and professional internships. The training covers the possibilities for spending free time in a structured and meaningful way, as well as the role of team-building activities in strengthening group cohesion. During the training, teachers will learn about and try out various methodological ideas, games, questionnaire templates and practical suggestions, which they can use to involve students in the planning and implementation of programmes. The aim of the leisure activities is to promote stronger relationships between participants, improve communication and encourage acceptance of cultural differences.

Objectives

The aim of the curriculum is to help educators organise leisure activities for mobility programmes in a conscious, enjoyable and community-building way. Shared experiences, challenges and tasks create opportunities for mutual understanding and the development of cultural sensitivity, which in the long term improves group dynamics and increases the effectiveness of the programme. The positive experiences gained during team building can help participants become more open to change and adapt more easily to new environments.

1. Developing organisational and logistical skills
2. Emotional and motivational support for students and teachers
3. Developing self-awareness and awareness of others
4. Developing communication skills
5. Developing a reflective approach

Time allocated to the teaching unit

135-180 minutes

Learning outcomes

Planning, organising and evaluating pedagogical processes

- Flexible and creative time management
- Application of experiential learning tools
- Reflective thinking about the effects of leisure activities

Developing student personality

- Supporting emotional and social skills
- Developing students' self-awareness and self-confidence

Assisting the formation of student groups and communities

- Conscious shaping of group dynamics
- inclusive, cooperation-based approach
- applying team-building techniques

Communication and cooperation with students and teaching partners

- Open, empathetic communication
- Cultural sensitivity and intercultural competence

Professional cooperation and communication

- Planning joint programmes with colleagues and partners
- sharing experiences and thinking together

Commitment and professional responsibility

- Conscious support for students' well-being and development
- positive, motivating teaching attitude

The curriculum through practical exercises

I. Needs assessment

Leisure planning toolkit

Task 1

Word association game – “What comes to mind? – Shared leisure map”

Objective: To stimulate students' thinking and map their experiences and preferences related to spending their free time. The game helps to develop social relationships, self-awareness and cooperation.

Tools: Large wrapping paper, post-it notes, felt-tip pens or online collaborative board, e.g.

Padlet – visual, simple, freely customisable interface

Mentimeter – voting, word clouds, real-time responses

Jamboard – simple digital board with Google account

Description: The teacher writes the word "free time" in the middle of the board (or digitally in the centre).

The students begin to collect keywords verbally, on post-it notes or digitally: "What comes to mind?"

There are no right or wrong answers – every idea is added to the shared space.

The teacher works with the students to organise the words that have been written down.

Possible topics:

Active (e.g. walking, hiking, travelling, adventure park, cycling)

Relaxing (e.g. reading, sleeping, relaxation)

Individual (e.g. listening to music, painting)

Social (e.g. board games, spending time with friends, baking, cooking)

Reflection for the teacher: Why are these activities important to them?

Task 2

Sticker voting – "Which programme interests you the most?"

Objective: To involve students in joint programme planning, to learn their opinions, and to develop their decision-making skills and sense of responsibility. To lay the foundations for shared experiences by choosing from a range of options together.

Tools: A large poster or board with different programme ideas (e.g. pictures and labels: film club, sports, creative activities, music, excursions, culture, board games, community cooking)

Stickers: coloured dots or emoticons (e.g. 😊 – 'like', 😐 – 'not interested', ! – 'would really like')

Alternative online version: Slido, Mentimeter

Description: Teacher's tasks: Prepare a flipchart with clearly visible programme ideas (illustrations recommended).

Think ahead: what activities are realistic within the given school framework (location, time, cost)? Prepare 3–4 stickers for each student (with different emoticons if differentiated assessment is the goal). Tell the students that they can decide for themselves what joint programmes they would like to do. Briefly present the options and explain them if necessary. E.g. Creative activities can include drawing, model making and painting.

Voting: Each student receives 3–4 stickers. Ask them to stick the stickers on the activities that interest them the most. For uniform stickers: only positive choices count. For mood stickers: they can also indicate differentiated opinions.

(e.g. 😊 = like, 😐 = not interested, ! = favourite)

The teacher should conduct the vote:

Which programme received the most votes?

Were there any surprises?

What types of programmes were the most popular?

Encourage students to express their opinions!

Why did you choose this?

Who would like to organise this programme?

Based on the 1–2 most popular programme ideas, joint planning can begin. Students can also be involved in the preparation (taking on tasks, gathering ideas, implementation).

The teacher can initiate project-based work around the selected activity (e.g. planning an excursion, making posters for a film club).

Competencies developed:

Decision-making, community thinking, responsibility, communication and debate culture.

Task 3

Mini questionnaire "What do you do to recharge your batteries?"

Objective: The questionnaire helps students become aware of their leisure habits, areas of interest and openness to new experiences. It provides useful feedback for teachers on the types of activities that are worth building on in community programmes.

Development focus: Self-awareness, self-expression, reflective thinking, social openness and cooperation, digital competence (in the case of a digital questionnaire)

Suggested basic questions:

What activities do you enjoy in your free time? (e.g. listening to music, cycling, spending time with friends, reading, etc.)

Do you look for active or relaxing activities in your free time? (e.g. I like to play sports. / I prefer to watch films or relax.)

Which activities would be new experiences for you? (e.g. crafts, community cooking, board game club, excursions)

What would you like to do with others? (e.g. dancing, chatting, sports, playing music)

Tools: Digital device (tablet, phone, smart board), internet

Online questionnaire platforms:

Mentimeter: Open-ended, Multiple Choice or Word Cloud format

Kahoot!: can also be used in quiz or survey mode

Google Forms: simple questionnaire creation

Offline questionnaire version:

Printable questionnaire sheet (for personal completion)

Example:

Questionnaire: Leisure activity preferences

Name (optional): _____

1. What types of leisure activities do you enjoy most? (Select 3!)

- ☐ Active exercise (e.g. walking, running, sports)
- ☐ Creative activities (e.g. drawing, crafts)
- ☐ Board games
- ☐ Rest and relaxation (e.g. reading, listening to music)
- ☐ Excursions, nature walks

Others: _____

2. Do you prefer to spend your free time alone or with others?

- ☐ Alone
- ☐ In a group
- ☐ Both

3. What length of programme do you prefer?

- ☐ Short (30 minutes – 1 hour)
- ☐ Medium (1–3 hours)
- ☐ Longer (half a day, whole day)

4. Are there any leisure activities you would like to try?

.....

Taking into account the results of the questionnaire, discuss with the participants sitting in a circle or in small groups:

Which activity was the most popular?

What differences were there in preferences?

How can these different needs be reconciled in joint programmes?

Work together to make a list of the most interesting and most supported activities that the group would like to do.

Description: Choose the format of the questionnaire (digital or paper-based). If digital, create the questions on the device, e.g. question 1 in Mentimeter in Word Cloud format, question 2 in Multiple Choice format, etc.

Think about how you will process the responses: joint projection, individual feedback, group summary?

As a warm-up, discuss the following questions with your students:

What does recharging mean to you?

What really helps you switch off or gives you energy?

Explain that the purpose of the questionnaire is to get to know each other and themselves better, and that they can use this as a basis for planning joint programmes later on.

For the online version: students fill out the questionnaire on their own devices. The teacher can display the results live on a projector (e.g. Mentimeter word cloud, Kahoot! results).

It is worth summarising the answers thematically:

Which activities occurred most often?

Are there any that many have not tried yet but would like to try?

Are there any common features in the answers (e.g. many people like to play sports or be together)?

It is recommended to involve the students in the interpretation:

Did anything surprise anyone?

Did you find any answers that you could relate to?

Which of these things could we try together?

The participants' answers help in planning community programmes. For example, after previous activities, you can hold a vote or brainstorming session to find out what kind of programme people would like, and shape future events accordingly.

It is possible to build on the results of the questionnaire for further self-awareness or community-building discussions.

Tip:

Use visualisation: word clouds, diagrams, icons, which aid interpretation and make processing more enjoyable.

Digital resources:

Mentimeter: www.mentimeter.com

Kahoot: www.kahoot.com

Google Forms: forms.google.com

II. Thematic programme ideas

Getting to know each other, team building

Team building is more than just a game; it is a conscious process during which participants get to know each other better and a confidential, open atmosphere is created for sharing opinions and experiences. This promotes the development of cooperation skills and supports the formation of a motivated, unified team.

Choose from the games below to find the one that best suits your group's needs and create a productive and enjoyable experience together!

The following games are for groups where the members do not know each other.

Task 1

Name & movement

Objective: To learn names, strengthen attention and non-verbal communication, and break the ice.

Materials: Nothing is needed except space to stand in a circle.

Description: Stand in a circle. The first participant says their first name and then performs a related movement (e.g. jumps, waves, bows their head). The others repeat the name and movement together. Everyone takes turns, and the group repeats after each person.

Advanced version: at the end, someone volunteers to repeat the series (names + movements).

Teacher's tip: Encourage playfulness and accept simple movements!

Task 2

Speed meeting

Objective: Quick connection, relaxed getting to know each other, developing communication skills.

Equipment: Stopwatch or phone to measure time.

Description: Participants stand or sit in pairs facing each other.

The teacher gives an instruction or asks a question (e.g. What is your first memory of school? What is your favourite food? Tell me about a strange habit you have, etc.). Participants have 2 minutes to talk (1 minute for one person, 1 minute for the other). When the time is up, they switch: everyone continues with a new partner and a new question.

Sample questions:

Which city would you like to visit right now?

What is the first thing you do after school?

What is your strangest habit?

Do you have a special item that you always carry with you?

Teacher's tip: You can facilitate the conversation with question cards or a projector. Emphasise that there are no right or wrong answers; the goal is to have fun and listen to each other.

Task 3

Common ground game

Objective: To strengthen the community experience, recognise similarities, and quickly form groups.

Materials: Space for free movement.

Description: Group members spread out in the given space. The teacher makes a statement:
Form groups of three with those who have siblings.

Find two people who have the same favourite colour.

Find someone who was born in the same month as you.

The students walk around and quickly find partners for whom the statement is also true.

After a few minutes, a new round begins with new instructions.

Topics could include, for example

They like sports / sweets / reading.

They are left-handed.

They always eat breakfast.

Have lived abroad.

Teacher's tip: This can also be used later if you want to draw attention to new commonalities.

You can also take photos of the emerging "mini-communities".

Task 4

"I am the one who..." – identity game

Objective: Self-expression, acceptance of others, awareness of community diversity.

Materials: Chairs arranged in a circle, or sitting on the floor, with enough space for everyone.

Description: Participants sit in a circle.

The first student says:

I am the one who likes to dance.

I am the one who is afraid of dogs.

I am the one who is always late.

Those for whom this is true stand up or raise their hands to indicate that they share the experience.

The circle continues: everyone says something about themselves.

Teacher's tip: It is worth encouraging light, neutral statements at the beginning. As the group becomes more comfortable, deeper or more personal "confessions" may emerge. To

conclude, you can ask questions such as: What surprised you? Did you feel that you were not alone in something?

Task 5

Come to me if you...

Objective: Connection, paying attention to each other, learning names and recalling shared experiences.

Materials: Chairs arranged in a circle (number of chairs equal to the number of participants plus one)

Description: The group forms a circle, everyone sits down, leaving one chair empty. The person sitting to the left of the empty chair says:

"Come sit next to me if you... like dogs / don't like coffee / were with me on the trip / had a good laugh yesterday" ...etc.

Those to whom the statement applies try to quickly move to the empty chair. The seating arrangements change, making the game lively. The person sitting to the left of the new empty chair starts again.

Teacher's tip: Start with light topics, then move on to more personal connections.

Task 6

3 truths, 1 lie

Objective: Self-awareness, communication skills, playful thinking.

Materials: Paper, pen or verbal circle.

Description: Everyone writes/says four statements about themselves – 3 true and 1 false. The rest of the group guesses which one is false. The participant reveals the answer and can talk about the other statements if they wish.

Teacher's tip: Encourage interesting but believable "lies" – this enhances the experience.

Task 7

Trust building

Also recommended for groups where the members already know each other to some extent.

a) Cards with personal questions

Objective: Emotional closeness, personal sharing, getting to know each other on a deeper level.

Tools: question cards

What are you proud of from the past year?

What do few people know about you?

Who has had the greatest influence on you?

When was the last time you felt truly happy?

Description: Participants draw a card in a circle, in pairs or in small groups. The person who drew the card shares their answer (on a voluntary basis).

The others listen without commenting – respect and safety are key.

b) Blind leading

Equipment: blindfold (can also be played with eyes closed), designated safe route (room or yard).

Description: Form pairs, with one member closing their eyes. Their partner guides them slowly and safely, either verbally or by holding their hand. Then switch roles and reflect together:

How did it feel to trust someone? What did you have to pay attention to?

Teacher's tip: Discuss what they learned about trust and each other.

Task 8

Cooperation

Objective: Teamwork, creative problem solving, communication.

a) Tower building

Materials: Sticks, modelling clay, straws, newspaper, glue – anything.

Description: Work in small teams to build the tallest and most stable tower within a given time (10–15 minutes). At the end of the game, present and measure the height of the tower and reflect on the teamwork.

b) Living statue

Description: Working in small groups, participants must create a living picture of a given concept (e.g. 'team', 'friendship', 'conflict').

The group 'freezes' at a given moment, and the others interpret the statue.

Discussion: what did they see, what could it mean?

Task 9

Shared values – developing a "team culture"

Objective: To jointly establish rules and values, strengthen responsibility, and form a community identity.

a) Creating "team rules"

Description: Brainstorming in groups

What makes a community work well?

What do we need to feel good together?

The teacher should collect the rules on a flipchart or online board.



Topics may include: outings, order, shared spaces, areas of responsibility, principles of behaviour.

The final rules are voted on together.

b) Creating a 'team constitution'

The rules are compiled into a short, concise document, which can be illustrated, collaged or digital.

Everyone signs it, thereby committing to cooperation. This helps to promote responsibility, conflict management and joint decision-making.

III. Community-building and intercultural experience programmes

Objective: to present outdoor, cultural and interactive activities that help to: explore the city and local culture; promote intercultural learning; deepen team cohesion; actively involve participants

Task 1

City exploration game (treasure hunt, geocaching)

Objective: To deepen local knowledge in a playful way, teamwork.

Tools: Map or app (e.g. Actionbound, Geocaching, or your own QR code trail) Mobile phone, writing materials, task sheet. Reward at the end (e.g. badge, chocolate, souvenir card)

Description: Organisers prepare a route with tasks in advance (e.g. find the blue statue). Participants travel in small teams, collecting photos or answers. At the end, there is an evaluation and discussion of the experiences.

Teacher's tip: Ask for help from the local Tourinform office, museum, or even local young volunteers.

Task 2

Local Culture Day

Objective: Cultural awareness, community spirit, mutual learning

Description: Students present their own culture (traditional clothing, music, dance, food)

Visit to a local museum or gallery

Themed walks (e.g. in the historic part of town)

Creation of interactive stations where each nation sets up a "corner".

Exhibition, tasting, music and dance performances.

Task 3

Cooking together – Evening of flavours and cultures / preparation of local specialities

Objective: Joint creation, experiencing cultural diversity

Description: Coordination with the local partner organisation, which will assist with the cooking.

Small teams cook based on jointly selected recipes, with each team preparing its own speciality.

Ingredients must be purchased in advance.

Kitchen, serving utensils, pay attention to allergens!

After dinner, there is an opportunity for conversation and listening to music.

Example: Let's learn how to roll out wide noodles! or Let's cook lecsó, but each nation can add their own favourite flavours.

Reflection: After each programme, help the students to interpret and process their experiences (e.g. discussion group, drawing, writing a post).

Task 4

Learning local dances

Objective: Movement experience, cultural immersion

Description: Find a local dance association, folk dance group or modern dance studio.

Have the participants learn a short choreography.

You could even organise a flash mob in the town square!

Task 5

Photo hunt / selfie tour

Objective: To learn about the city's landmarks in a playful way

Description: Participants must take photos of specific locations according to a pre-determined list (e.g. "statue depicting an animal", "bridge", "old street sign").

The photos can be viewed together in a slideshow.

Recommended apps: Goosechase, Scavify (with interactive missions)

Task 6

Culture Night

Objective: to learn about each other's cultures, traditions and identities.

Content elements may include:

Mini-presentations (school, city, famous people)

Tastings, pictures, music

Fun quizzes, interactive games

Teacher's tip: This can also be the closing event of the project or exchange programme, where certificates and small gifts are handed out.

Task 7

Visit to a local organisation

Objective: Social awareness, active citizenship

Suggested partners:

Civil organisations (e.g. animal shelters, environmental associations)

Cultural centres, community centres

Youth offices, integration service providers

Teacher's tip: It is also worth organising discussions, e.g. with local volunteers.

Task 8

Craft activity

Objective: Creativity, experiencing local culture in a tangible way

Ideas:

Pottery painting, beadwork, felting, folk art motifs

Involvement of local craftspeople

Supporting materials

1. Playful team building, social competence development

Júlia Szekszárdi: Cooperative learning – theory and practice. Educational Research and Development Institute <https://ofi.hu>

Basics of the Gordon method: Teach me how to do it! (Relationship development, I-messages)

Handbook: Playing in a group – A guide to developing group dynamics through play (Gondolat Publishing House)

Online tools:

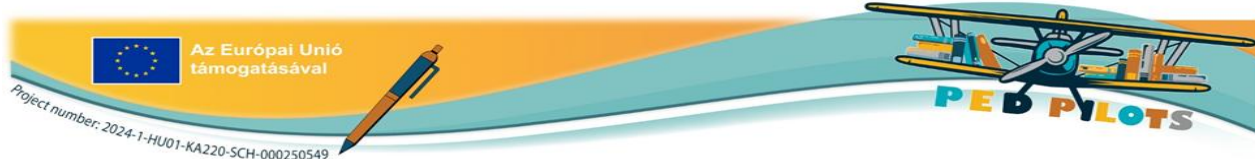
Community-building exercises for children

<https://www.youtube.com/watch?v=73qJtSdXR8Y>

<https://www.playmeo.com/>

<https://youtu.be/Myf2CUx9E60>

<https://youtu.be/pa1A61vdr8g>



2. Intercultural learning and awareness raising

Compass – Manual for Human Rights Education with Young People (Council of Europe)

<https://www.coe.int/en/web/compass>

3. City exploration, informal learning

Actionbound – creator of urban treasure hunt games

<https://en.actionbound.com/>

Geocaching international portal:

<https://www.geocaching.com/>

Mobile-friendly interactive game creation (e.g. QR code walk):

<https://learningapps.org>

4. Participation and decision-making (voting, value selection)

Padlet – brainstorming, word association, images, links in one place

<https://padlet.com>

Mentimeter – live questionnaires, surveys, word clouds

<https://www.mentimeter.com>

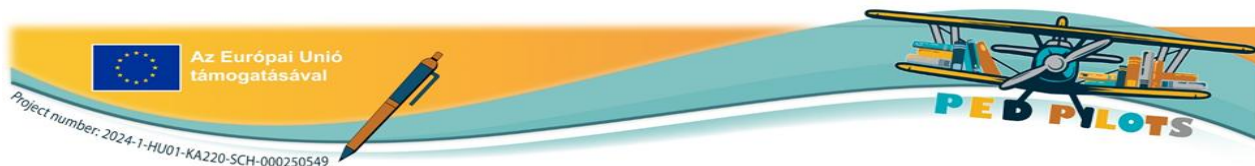
Kahoot <https://kahoot.com>

5. Gastronomy and cooking together – from an educational perspective

Taste of Culture methodology handbook (IFSA) – cultural awareness through gastronomy

<https://www.ifsa-network.org>

EUNIC project: Food and Intercultural Dialogue



<https://eunicglobal.eu/>

<https://foodcorps.org/10-tips-for-a-successful-cooking-class/>

<https://www.iborghidelleduevalli.it/en/dettaglio-offerta/-/dettaglio/cooking-class-with-nonna-marcella> 5176 service

6. Student activity, reflective processing

<https://mersz.hu/falus-szucs-a-didaktika-kezikonyve//>

REFLECT toolkit: Reflective Learning Toolkit for Youth Work

Youthpass and learning diary: for evaluating intercultural projects

<https://www.youthpass.eu>

Judit Szivák (2014). Reflective theories, reflective practices, ELTE ISBN 978-963-284-482

Chrome

extension://efaidnbmnnnibpcajpcgclefindmkaj/https://www.eltereader.hu/media/2016/05/Szivak-_READER.pdf

Handbook on experiential education – (European Youth Centre, Mobility, SALTO)

<https://www.mobilitas.hu>

Hungarian Drama Education Association <http://drama.hu>

Assessment tasks

Task 1:

- What have you learnt that you would definitely like to try out at home with your own class after the trip?
- What types of learners/student groups do you find "more difficult to engage" and why?
- Which of the themed icebreaker/team-building games did you like the most? List four games from among those mentioned.
- What games would you use to build trust? Name two games.
- What game would you use to develop group cooperation?
- List the types of tasks that can be used to organise community-building and intercultural experience programmes.

Task 2 Methodology reflection – evaluation of 3 techniques

Fill in the table below:

Method	What did you like about it?	Where would you use it?	What difficulties do you see in it?
Word association game			
Sticker voting			
Mini questionnaire			

Sources

<https://www.halo.hu/index.php/kiskozossegek/segedanyagok/jatekok/csapatepito-jatekok>

https://youtu.be/u2o_gr0CDv8

<https://kreativprogramok.hu/vicces-csapatepito-jatekok/>

<https://digital.batortabor.org/csarnok/csapatepito-osztalykirandulas/>

<http://www.tanuljmaskepp.hu/csapatepito-jatekok/>

<https://kristalyhotelajka.hu/legjobb-csapatepito-jatekok.html>

<https://www.researchgate.net/publication/338986901> Interkulturalis erzekenyites form
alis keretek kozott 1 Tompos Aniko Ablonczyne Mihalyka Livia Szechenyi Istvan Egyete
m Győr

https://janus.ttk.pte.hu/tamop/tananyagok/felnottkori_tanulas/informlis_tanuls.html

<https://www.cookinumbria.it/>

<https://mersz.hu/falus-szucs-a-didaktika-kezikonyve//>