

BEYOND SCHOOLS

CREATE YOUR OWN NON-FORMAL EDUCATION LESSON

Participant Design Workbook & Facilitator Instructions

2 Preparation Sessions × 90 Minutes

36 young participants • 6 mixed-nationality teams • 6 participants per team

THE CHALLENGE

Until now you have experienced different non-formal education activities as participants. Now the roles change: YOU become the educators and facilitators.

YOUR MISSION

Create a 20–30 minute lesson that teaches other young people something useful for real life — using NON-FORMAL EDUCATION.

Your lesson must not be based on a lecture. Participants should learn mainly by doing, discussing, creating, solving, moving, experimenting, role-playing or reflecting.

THE GOLDEN RULE

DON'T EXPLAIN SOMETHING THAT PARTICIPANTS CAN DISCOVER BY DOING.

The 20/80 Rule

Facilitators should talk for approximately 20% or less of the lesson. Participants should be active for approximately 80% or more of the lesson.

What Can You Use?

Possible NFE Methods	Possible NFE Methods
Simulation	Role-play / theatre
Team challenge	Problem-solving
Cards / scenarios	Debate
Movement activity	Creative task
Game	Experiment
Learning stations	Storytelling
Investigation	Peer learning
World Café	Quiz / challenge

What Makes an Activity Non-Formal Education?

- ☐ Participants are actively involved.
- ☐ There is a clear learning purpose.
- ☐ Learning happens through experience and participation.
- ☐ Participants can contribute their own ideas and experiences.
- ☐ The activity encourages interaction and cooperation.
- ☐ It is inclusive and gives everyone a meaningful role.
- ☐ There is reflection/debriefing after the experience.
- ☐ Learning is connected with real life.
- ☐ The facilitator guides the process instead of giving a long lecture.

SESSION 1 – FROM AN IDEA TO AN NFE LESSON

Duration: 90 minutes

Time	Phase	Main Task
0–10 min	The Challenge	Understand the mission and rules
10–20 min	What is Good NFE?	Identify characteristics of non-formal learning
20–35 min	Choose the Lesson	Select a useful real-life topic
35–50 min	Why This Lesson?	Define need, target group and summary
50–65 min	Objectives	Create 3 clear learning objectives
65–85 min	How Will They Learn?	Brainstorm active learning methods
85–90 min	Exit Pitch	Present title + intended learning

STEP 1 – TEAM IDENTITY

Team name:

Team members:

STEP 2 – CHOOSE A REAL-LIFE LESSON

Think about something young people need in real life but may not learn sufficiently through traditional school lessons.

Possible inspiration: financial literacy, communication, teamwork, conflict resolution, stress management, decision-making, critical thinking, digital safety, healthy relationships, first aid, environmental responsibility, intercultural communication, public speaking, leadership, time management, job interviews, independent living.

Our topic:

Our lesson title:

STEP 3 – WHY DOES THIS MATTER?

Discuss the real-life need behind your lesson.

What real-life problem or need does our lesson address?

Who could benefit from this lesson?

STEP 4 – WRITE YOUR SHORT SUMMARY

Write 3–5 sentences. Explain what the lesson is about, what participants will experience and why it is useful.

Our summary:

STEP 5 – CREATE 3 LEARNING OBJECTIVES

Complete the sentence: By the end of our activity, participants will be able to... Use active words such as identify, practise, compare, create, demonstrate, discuss, solve, recognise, reflect or apply.

Objective 1:

Objective 2:

Objective 3:

OBJECTIVE CHECK

- ☐ Does each objective describe learning, not only having fun?
- ☐ Can participants realistically achieve it in 20–30 minutes?
- ☐ Can we create an activity where participants practise or experience it?
- ☐ Will we be able to check at the end whether learning happened?

STEP 6 – HOW WILL THEY LEARN?

Do not build the full lesson yet. Brainstorm experiences that could help participants reach each objective.

Learning Objective	What could participants DO to discover/practise this?	Possible NFE Method
Objective 1		
Objective 2		
Objective 3		

STEP 7 – OUR FIRST IDEA

The main experience/game/challenge we are considering is:

Why do we think this can create learning?

SESSION 1 – EXIT PITCH

Prepare one sentence to share with everybody:

“Our lesson is called _____ and we want participants to learn _____.”

SESSION 2 – BUILD, TEST & IMPROVE

Duration: 90 minutes

Time	Phase	Main Task
0–10 min	Reconnect & Revise	Review the idea from Session 1
10–20 min	Learning Journey	Organise lesson into 5 stages
20–50 min	Build the Activity	Write complete instructions and timing
50–65 min	Materials & Roles	Prepare resources and divide responsibilities
65–80 min	Peer Test	Test/explain activity to another team
80–88 min	Improve	Revise based on feedback
88–90 min	Ready Check	Confirm readiness for implementation

THE NFE LEARNING JOURNEY

Stage	Purpose	Suggested Time
1. CONNECT	Get attention and introduce the challenge/topic without a lecture.	2–3 min
2. EXPERIENCE	Participants actively DO something and encounter the learning.	12–15 min
3. REFLECT	Participants explore what happened, why and what they discovered.	4–5 min
4. APPLY	Connect the learning with real-life situations.	2–3 min
5. CHECK	Quickly check whether the objectives were achieved.	1–2 min

STEP 1 – RECONNECT & REVISE

What do we still like about our idea?

What do we want to change after thinking about it?

STEP 2 – CONNECT

How will you attract attention and introduce the topic in 2–3 minutes?

Our opening:

STEP 3 – EXPERIENCE

This is the heart of your lesson. Write the instructions exactly as you will give them. What will participants do?

How will groups be formed? What are the rules? When does it end?

Main activity – step-by-step instructions:

STEP 4 – REFLECTION / DEBRIEF

A game can be fun without creating conscious learning. Your debrief helps participants understand what they experienced.

Question 1 – What happened?

Question 2 – How did you feel / what was difficult?

Question 3 – Why did this happen?

Question 4 – What did you discover or learn?

Optional Question 5:

STEP 5 – APPLY TO REAL LIFE

How will you connect the experience to participants' real lives?

STEP 6 – CHECK THE LEARNING

Choose a quick method: one-word checkout, 3-2-1, show/demonstrate, four corners, mini challenge, one thing learned, one thing I will use, or your own method.

Our learning check:

STEP 7 – MATERIALS

- ☐ Paper
- ☐ Markers
- ☐ Flipchart
- ☐ Cards
- ☐ Chairs
- ☐ Tape
- ☐ Printed material
- ☐ Other: _____

Anything else we need to prepare before implementation: _____

STEP 8 – WHO DOES WHAT?

Team Member	Responsibility During the Lesson
1.	
2.	
3.	
4.	
5.	
6.	

COMPLETE NFE LESSON PLAN

Team: _____

Activity title: _____

Topic: _____

Target group: _____

Total duration: _____

Summary

Why is this useful for real life?

Learning Objectives

1. _____
2. _____
3. _____

Activity Plan

Time	Stage	What Happens / Instructions	Who Leads?
	CONNECT		
	EXPERIENCE		
	EXPERIENCE		
	REFLECT		
	APPLY		
	CHECK		

Materials

Debrief Questions

1. _____
2. _____
3. _____
4. _____

How will we know learning happened?

PEER TEST & FEEDBACK SHEET

Pair teams: Team 1 ↔ Team 2, Team 3 ↔ Team 4, Team 5 ↔ Team 6. Explain or test your activity with the partner team. The partner team gives constructive feedback.

Activity reviewed: _____

Reviewing team: _____

Question	YES	ALMOST	NEEDS WORK	Comment
Are the instructions clear?	☐	☐	☐	
Are participants active rather than listening to a lecture?	☐	☐	☐	
Does the activity achieve its objectives?	☐	☐	☐	
Can it realistically fit in 20–30 minutes?	☐	☐	☐	
Is everyone meaningfully involved?	☐	☐	☐	
Is the activity inclusive?	☐	☐	☐	
Is there enough reflection/debriefing?	☐	☐	☐	
Is the learning connected to real life?	☐	☐	☐	

The strongest part of this lesson is: _____

One thing that is unclear: _____

ONE improvement we recommend before implementation: _____

TEAM IMPROVEMENT NOTES

What feedback will we use?

What will we change?

FINAL READY-TO-FACILITATE CHECKLIST

- ☐ Our lesson has a clear title and topic.
- ☐ We can explain why the lesson is useful in real life.
- ☐ We have 3 clear learning objectives.
- ☐ Our activity is based on learning by doing.
- ☐ Participants are active for most of the lesson.
- ☐ We are NOT using a long lecture.
- ☐ Our instructions are clear.
- ☐ Our activity fits within 20–30 minutes.
- ☐ Everyone in our team has a facilitation role.
- ☐ We have prepared all materials.
- ☐ Everyone can participate meaningfully.
- ☐ We have prepared debrief/reflection questions.
- ☐ We connect the learning to real life.
- ☐ We have a quick way to check learning.
- ☐ We tested the idea and improved it after feedback.

READY TO FACILITATE?

☐ YES ☐ ALMOST – WE NEED TO FIX: _____

FINAL REMINDER

EXPERIENCE → REFLECTION → LEARNING → REAL LIFE

Your goal is not to impress participants with how much YOU know. Your goal is to create the conditions in which THEY can discover, practise, reflect and learn.