



TOOLBOX

**WORKSHOPS BASED ON
NON-FORMAL METHODS FOR
PROMOTING ACTIVE CITIZENSHIP
AND ENTREPRENEURSHIP**



**JUGEND
für Europa**

Toolbox was created by participants of
Training Course IMPROaction 2.0
- Berlin - Germany
05 - 15 January 2018



Hosting team Youth Come ON, since 2015 is working drama, improvisation theatre, gamification and story telling to develop diverse soft skills among youth and to promote European values among youths. To find out more about our projects take a look at:

www.fb.com/youthcomeon.

Erasmus+ is the European Union program for education, training, youth and sport.

Programme aims to modernize education, training and youth work across Europe. It offers exciting opportunities for participants to then study, work, volunteer, learn and train abroad in Europe.



Co-funded by the
Erasmus+ Programme
of the European Union

Table of contents:

I. Description of project	1-2
II. Aims and Objectives.....	1-2
III. Methods Impro & Drama.....	3-4
IV. Impro - Drama activities.....	5-6
V. Participant's workshops.....	9-17
1. Communication barriers	
2. Raising awareness about new approaches in education	
3. Environmental awareness	
4. Coping with stress	
5. Communication and team building	
6. Discrimination- breaking the stereotypes	
7. Raising awareness of acceptance towards refugees	
VI. BERLIN /visit in Bundestag - photos/	17-18
VII. Alternative international evenings /photos/	19-20
VIII. Photos / best moments from training course/.....	6-7

TC IMPROaction 2.0

BERLIN

05-15.01.2018

AS FOR OTHER TRAININGS I'VE BEEN TO, I MADE NO EXPECTATIONS BEFORE.

(...)

ACTIVITIES STARTED WELL AND WE GOT TO KNOW EACH OTHER AND TO CONNECT AS A GROUP. I SOON REALISED THIS IS GOING TO BE ONE OF THE GOOD GROUPS, THAT REALLY BONDS. THE METHODOLOGY OF THE TRAINING WAS AMAZING, I HAD THE OPPORTUNITY TO LEARN A WHOLE NEW AREA OF METHODS AND GAMES, WHICH I CAN'T WAIT TO APPLY IN A WORKSHOP IN MY HOMETOWN. THE ENTIRE EXPERIENCE WAS DIFFERENT FROM ANYTHING ELSE I HAVE EXPERIENCED BEFORE, I FEEL THAT I WAS INITIATED IN A NEW FIELD OF WORK. BEING A PERSON WHO LOVES LEARNING NEW THINGS, I FELT IN MY WORLD.

(...)

IT'S ALREADY BEEN 10 DAYS SINCE THEN, BUT IT FEELS LIKE I JUST LEFT THERE.

SEE YOU SOON!

TEO

The IMPROaction 2.0 is a training which will promote active citizenship through improvisation methods and to develop the personal competencies which are related with entrepreneurship skills through the drama methods. Training youth workers in an innovative methodology like improvisation theatre and drama for youth education. Training youth workers in methods how to implement a high-quality workshop about active citizenship and developing entrepreneurship skills. Creating a toolbox with all methods used and created during the project. Promoting a social inclusion and solidarity among European nations. Increasing a critical thinking and sense of initiative among participants. The aim of the project IM-

PROaction 2.0 is a professional development in the field of innovative methods and tools for youth education. First of all participants will learn how to promote, develop and learn about active citizenship through innovative approach of connecting drama methods with an improvisation theatre. Second of all participant will develop their personal competences related to entrepreneurship skills through individual and group work. We believe that intensive training is effective training. We would like to share with you our methodology and ideas for youth education. To give you all of our best workshops we will require from you a lot of attention, concentration and activeness for 4 workshops during a day, reflection and evening activities. This will be intensive



training for youth workers and leaders where in short time you will learn different activities which would help you in your daily work. There would be enough time to get rest and recover your batteries for next workshops, however there would be not enough time to visit all region or get bored. During project there would be used non-formal methodology like improvisation theatre, drama, group work, peer learning. Moreover all workshops are design in a holistic approach to let participant experience learning process in variety of levels. During simulations participants will be placed in the others peoples' shoes and discover on themselves a different life's situations. Gamification and background design methods would increase theirs' involvement and concentrate all of them in „the

same place and same time" to accomplish all given task. Everyday's group and self reflection would support learning process and understanding towards NFE mechanisms. All of the activities would give them a chance to discover different methodologies for youth education.



BY EMILY SLY

IMPROV IS SHORT FOR IMPROVISATION. USUALLY WHEN AN ACTOR TAKES TO THE STAGE THEY HAVE THEIR LINES WRITTEN FOR THEM ON THE SCRIPT AND A DIRECTOR TO TELL THEM WHAT TO DO. IN THE CASE OF IMPROV THERE IS NO SCRIPT, THERE IS NO DIRECTOR, THE ACTOR MUST RESPOND AND REACT SPONTANEOUSLY TO BOTH THEIR FELLOW ACTORS AND ALSO THE AUDIENCE.

BUT IMPROV IS NOT ONLY A GAME PLAYED BY ACTORS FOR ENTERTAINMENT OR TO DEVELOP SKILLS FOR THE STAGE. SO MANY SKILLS WE DEVELOP IN IMPROV CAN BE APPLIED TO EVERYDAY LIFE. FOR EXAMPLE THE FIRST RULE OF IMPRO IS TO AGREE AND ACCEPT THE OFFERS OF YOUR FELLOW ACTORS EG.

ACTOR A: "WOW I'VE NEVER SEEN SO MUCH SNOW IN MY LIFE,
I LOVE IT HERE IN THE NORTH POLE"

ACTOR B: "ME TOO, BUT I'M FREEZING, I WISH I HAD BROUGHT A BIGGER COAT.
DO YOU THINK WE WILL GET TO SEE SANTA CLAUS LATER?"

RATHER THAN

ACTOR A: "WOW I'VE NEVER SEEN SO MUCH SNOW IN MY LIFE,
I LOVE IT HERE IN THE NORTH POLE"

ACTOR B: "I DON'T KNOW WHAT YOUR TALKING ABOUT,
WE ARE I THE SAHARA DESERT NOT THE NORTH POLE.

THIS IS EASIER SAID THAN DONE BECAUSE ITS SO OFTEN THE CASE THAT WE PLAN WHAT WE WANT TO SAY AHEAD OF TIME RATHER THAN ACTIVELY LISTENING AND BEING INFLUENCED BY ANOTHER PERSON. BY PRACTICING THIS TECHNIQUE IN IMPRO WE CAN VASTLY IMPROVE OUR SKILLS IN ACTIVE LISTENING WHICH ARE ESSENTIAL FOR GOOD COMMUNICATION AND POSITIVE TEAM WORK. HERE ARE JUST TWO EXAMPLES OF THE WAY IMPROV TECHNIQUES CAN BE TOOLS FOR DEVELOPING LIFE SKILLS, READ ON AND SEE HOW MANY MORE EXAMPLES YOU CAN FIND!



UNLIKE 'CONVENTIONAL THEATRE' WHERE ACTORS PERFORM ON A STAGE, OFTEN FOR A PAYING AUDIENCE, FOR THE PURPOSES OF ENTERTAINMENT OR ARTISTIC EXPRESSION, DRAMA IS A WAY TO USE THE SKILLS OF AN ACTOR TO DISCOVER AND DEVELOP NEW PERSPECTIVES IN A SAFE AND CREATIVE ENVIRONMENT.

ONE KEY ASPECT OF DRAMA TRAINING THAT WE DISCOVERED THIS WEEK WAS THE DEVELOPMENT OF EMPATHY. DRAMA CAN HELP US TO DEVELOP A BETTER UNDERSTANDING OF THE WORLD FROM SOMEBODY ELSE'S PERSPECTIVE BECAUSE WE CAN EXPLORE WHAT LIFE IS LIKE FOR SOMEONE WITH A TOTALLY DIFFERENT PERSONALITY OR BACKGROUND FROM OUR OWN. IN MANY MODERN THEATRE PRODUCTIONS, ACTORS FOLLOW THE CONVENTION OF THE FOURTH WALL. THIS IS THE IDEA THAT THERE IS AN ARTIFICIAL BARRIER BETWEEN THE ACTORS AND THE AUDIENCE ALMOST LIKE A TELEVISION SCENE. ON THE STAGE THEY TELL THE STORY BUT IT IS SEPARATE TO THE AUDIENCE. THE AUDIENCE ARE NOT INVITED TO ACTIVELY PARTICIPATE INSTEAD THEY MUST PASSIVELY OBSERVE. IN DRAMA HOWEVER, THE AUDIENCE ARE MADE TO THINK AND ARE EMPOWERED TO TAKE A MUCH MORE ACTIVE ROLE. ONE EXAMPLE OF THIS CAN BE DEMONSTRATED IN OUR EXPLORATION OF AUGUSTO BOAL'S TECHNIQUE "FORUM THEATRE". HERE THE DRAMA PERFORMANCE IS BASED ON A REAL-LIFE SITUATION FACED BY A COMMUNITY. THE MEMBERS OF THE COMMUNITY THEN GET THE CHANCE TO TEST AND EXPLORE ALTERNATIVE SOLUTIONS BY STOPPING THE ACTION AND REPLACING ONE OF THE ACTORS AND THEN CHANGING THE ACTION OF THE STORY TO TRY TO FIND THE SOLUTION.

THIS IDEA OF LEARNING THROUGH FIRST HAND EXPERIENCE IS ONE OF THE KEY TOOLS OF 'NON-FORMAL EDUCATION' WHICH WE HAVE BEEN USING THROUGHOUT THE PROGRAM AND IT HAS PROVEN TO BE ONE OF THE MOST EFFECTIVE AND MEMORABLE APPROACHES TO LEARNING.

WITH DRAMA THE PROCESS IS MUCH MORE IMPORTANT THAN THE OUTCOME, YOU MAY NOT ALWAYS WORK TOWARDS A PERFORMANCE BUT RATHER USE DRAMA ACTIVITIES TO DEEPEN YOUR UNDERSTANDING AND AWARENESS ACROSS A WIDE RANGE OF EMOTIONAL AND INTERPERSONAL ISSUES.

Activities

WORKING WITH OUR BODY:

BALANCE GRAVITATING IN THE MIDDLE OF YOUR GROUP BUILDING TRUST AND CONFIDENCE AMONG EACH OTHER.

MAKING SOME MEMBERS OF THE GROUP FLYING AROUND THE ROOM.

THROWING YOURSELF INTO THE ARMS OF THE OTHER MEMBERS AND MOVING YOU TILL THE END OF THE LINE. (FIRST FROM THE FLOOR THEN FROM THE CHAIR)

CHAIRS GAME. CHAIRS GROUPS WITH DIFFERENT GOALS GAME:

- IN 3 GROUPS, EACH ONE HAS TO FOLLOW ONE OF THIS GOALS, CHAIRS GAME:

A) MAKING A SQUARE WITH ALL THE CHAIRS.

B) PUTTING ALL THE CHAIRS BACKWARDS, TURNING THEM DOWN.

C) THE MEMBERS OF THE GROUP HAVE TO GROUP THE CHAIRS AND SIT DOWN IN THEM.

THIS EXERCISE WAS MADE TO COOPERATE BETWEEN EACH OTHER, SETTING STRATEGIES, MAKING US HEAR INSIDE THE GROUP, PROPOSING IDEAS AND ADAPTING TO NEW SITUATIONS.

PERSONAL VALUES / OBJECTS

PUTTING DIFFERENT OBJECTS IN A BLACK BLANKET, IS IMPORTANT TO USE A COLOR THAT CONTRAST WITH THE OBJECTS TO MAKE IT EASIER FOR THE PARTICIPANTS TO DISTINGUISH AMONG THEM. PARTICIPANTS WILL TAKE ONE AND SAY WHY THIS OBJECT IS RELATED TO YOU.

(COUPLES)

NEXT EXERCISE WAS DONE IN COUPLES, ABOUT EXPRESSING A VALUE THAT WE HOLD BY BODY MOVEMENT. THE PARTNER HAS TO GUESS WHICH VALUE IS IT. EACH OF THE PARTICIPANT HAS TO TAKE A DRAWING THAT EXPRESS A MISSING VALUE FOR YOURSELF. THIS EXERCISE HAS A VOLUNTARILY PART ON YOU GO OUT OF THE ROOM, THINK ABOUT THE VALUE AND GET YOURSELF INTO THAT VALUE, AFTER THAT, YOU WILL SIT IN FRONT OF OTHER EXPRESSING WHO YOU ARE, THE VALUE THAT YOU CHOUSED, AND PARTICIPANTS VOLUNTARILY WILL ASK YOU QUESTIONS RELATED TO MAKE YOU THINK ABOUT WHY DO YOU MISS THIS VALUE OR TO MAKE YOU THINK ABOUT IT FROM A INTROSPECTIVE PERSPECTIVE, BECAUSE AT THAT MOMENT YOU ARE THAT VALUE.

IS IMPORTANT THAT THE FACILITATOR OF THIS EXERCISE STAYS WITH THE VOLUNTEER TO HELP HIM IN CASE HE/SHE NEEDS IT AND ALSO IS IMPORTANT THAT THE PARTICIPANTS DON'T MAKE TO MANY QUESTIONS, 3 PARTICIPANTS ONE QUESTION EACH.

TO FINISH THIS ACTIVITY, THE VOLUNTEER GOES OUT OF THE ROOM AND THE FACILITATOR WILL MAKE HIM "SILLY QUESTIONS" SUCH:

- WHATS YOUR NAME?

- WHERE DO YOU LIFE?

- WHAT IS YOUR FAVOURITE FOOD?

THE PURPOSE OF THIS IS TO GET THE VOLUNTEER OUT OF HIS ROLE AND GET BACK TO HIMSELF.

MUSSEUM WALK.

IN COUPLES, ONE DECIDE WHICH MUSEUM WANTS TO REPRESENT AND MOVING AROUND THE ROOM WE SHOW THAT MUSEUM IMAGINING WHAT IS IN IT.

CROW 3 LINES SCENE

IN COUPLES, WE HAVE TO MAKE A SMALL IMPRO ON WE HAVE TO MAKE CLEAR 3 THINGS IN 3 SENTENCES. SETTING AN IMPRO SCENE IN 3 LINES:

A. RELATION BETWEEN CHARACTERS. WHO THEY ARE.

B. WHAT ARE THEY DOING.

C. WHERE ARE THEY, ENVIRONMENT ON THE ACTION IS HAPPENING.

FOURSQUARE IMPRO GAME.

IN FOURS, WE SET A SQUARE WITH FOUR SPOTS. EACH OF US HAVE HIS SPOT AND THE 2 PERSONS IN THE FRONT HAS A TOPIC. THE FACILITATORS / PUBLIC WILL SAY A NUMBER AND THEY HAVE TO MOVE AROUND THE SQUARE THE AMOUNT OF SPOTS THEY SAID, IE. +2, +1, +4, -2.

THE TWO PERSONS IN THE FRONT WILL MAKE AN IMPRO ABOUT THEIR TOPIC.

STATUS IMPRO GAME.

IN A GROUP OF FOUR, EACH MEMBER HAVE A ROLE, AND THEY HAVE TO PERFORM ACCORDING TO THE STATUS THAT THEY THINK THEY HAVE. PEOPLE FROM THE PUBLIC WILL SAY WHO THEY THINK HAS THE BIGGEST STATUS AND THE LOWEST.

"FIGHTING" TO THE STATUS.

2 PERSONS WILL IMPRO SOME SCENE AND THE FACILITATORS WILL SAY RANDOMLY BIGGER STATUS OR LOWER STATUS AND THEY HAVE TO ACT ACCORDINGLY.

ENERGIZER: PILLOW RACE.

FORUM THEATRE

Forum Theatre

A TECHNIQUE PIONEERED BY BRAZILIAN RADICAL AUGUSTO BOAL. A PLAY OR SCENE, USUALLY INDICATING SOME KIND OF OPPRESSION, IS SHOWN TWICE. DURING THE REPLAY, ANY MEMBER OF THE AUDIENCE ('SPECT-ACTOR') IS ALLOWED TO SHOUT 'STOP!', STEP FORWARD AND TAKE THE PLACE OF ONE OF THE OPPRESSED CHARACTERS, SHOWING HOW THEY COULD CHANGE THE SITUATION TO ENABLE A DIFFERENT OUTCOME. SEVERAL ALTERNATIVES MAY BE EXPLORED BY DIFFERENT SPECT-ACTORS. THE OTHER ACTORS REMAIN IN CHARACTER, IMPROVISING THEIR RESPONSES. A FACILITATOR (JOKER) IS NECESSARY TO ENABLE COMMUNICATION BETWEEN THE PLAYERS AND THE AUDIENCE.

THE STRATEGY BREAKS THROUGH THE BARRIER BETWEEN PERFORMERS AND AUDIENCE, PUTTING THEM ON AN EQUAL FOOTING. IT ENABLES PARTICIPANTS TO TRY OUT COURSES OF ACTION WHICH COULD BE APPLICABLE TO THEIR EVERYDAY LIVES. ORIGINALLY THE TECHNIQUE WAS DEVELOPED BY BOAL AS A POLITICAL TOOL FOR CHANGE (PART OF THE THEATRE OF THE OPPRESSED), BUT HAS BEEN WIDELY ADAPTED FOR USE IN EDUCATIONAL CONTEXTS.

Workshops



THEME: COMMUNICATION BARRIERS

GROUP SIZE: 20 PARTICIPANTS (+4 TRAINERS)

TIME: 60 MIN

OBJECTIVES: RAISING AWARENESS ABOUT COMMUNICATION PROBLEMS AND THE IMPORTANCE OF NON-VERBAL COMMUNICATION AND ACTIVE LISTENING.

MATERIALS: FLIPCHART, MARKERS, PIECES OF PAPER, CHAIRS, PAPER SHEETS.

INSTRUCTIONS: FIRST OF ALL, ONE OF THE TRAINERS INTRODUCED THE WORKSHOP, WHICH INCLUDED THE PRESENTATION OF THE TRAINERS, THE AIM OF THE ACTIVITY AND TARGET GROUP. AFTER THAT, WE CONTINUED WITH ONE ENERGIZER CALLED "KETCHUP DANCE" IN ORDER TO RAISE THE ENERGY OF THE PARTICIPANTS. IT CAN BE FOUND IN THE FOLLOWING LINK: [HTTPS://YOUTU.BE/VRHM1ARLTWW](https://youtu.be/vRhM1ArLTww)

AFTER THE ENERGIZER, WE MADE A BRIEF INTRODUCTION ABOUT COMMUNICATION AND THE 3 TYPES OF COMMUNICATION (VERBAL, NON-VERBAL AND PARALANGUAGE).

THEN, WE DIVIDED THEM IN 4 GROUPS AND GAVE THEM A SPECIAL CHARACTER (FOR EX. AN ALIEN WHO CAN ONLY TALK IN NEGATIVE SENTENCES EVEN WHEN IS TRYING TO SAY YES). THEIR TASK WAS TO PRESENT THE PROBLEM AND THE SOLUTION BY ACTING (IMPRO-DRAMA). AFTER 10 MIN OF DISCUSSIONS EACH GROUP HAD TO PRESENT THE PROBLEM AND THE SOLUTION IN FRONT OF EVERYBODY. IN ORDER TO GET THE PARTICIPANTS INTO THEIR ROLES, WE COUNTED DOWN FROM 3 TO ONE, AND SHOUTED "IMPRO". THE OTHER PARTICIPANTS WERE ASKED TO GUESS THE PROBLEM AND IT'S SOLUTION.

WHEN ALL GROUPS FINISHED THEIR PERFORMANCES, WE MADE ONE SHORT DEROLLING ENERGIZER SO THEY COULD GO OUT OF THE CHARACTER. WE COUNTED TO 5 IN ROMANIAN WHILE SHAKING ARMS AND LEGS ONE BY ONE.

FINALLY, WE ASKED THEM TO SIT DOWN IN A CIRCLE FOR THE DEBRIEFING.

DEBRIEFING AND EVALUATION WE TOOK 15 MINUTES OF REFLECTION. WE DISCUSSED ABOUT THE OBSTACLES IN THE COMMUNICATION PROCESS AND HOW CAN WE OVERCOME THEM, ABOUT THEIR FEELINGS AND HOW TO APPLY THE INFORMATION THEY GAINED IN THEIR DAY TO DAY LIFE.

FINALLY, WE ASK THEM TO RANK THE WORKSHOP. WE PLACED TWO SHEETS IN OPPOSITE SIDES OF THE ROOM. THEY HAD BEEN WRITTEN "VERY USEFUL" AND "NOT USEFUL AT ALL". ACCORDING TO THEIR EVALUATION, THE PARTICIPANTS STOOD UP IN THE "USEFUL SIDE".

VARIATIONS EACH ONE OF US WAS TAKING CARE OF ALL THE PARTICIPANTS WHILE THEY WERE DISCUSSING THE PROBLEMS. WE TRIED TO CREATE A GOOD ATMOSPHERE AND A SAFE ENVIRONMENT. HOWEVER, SOME OF THEM FOUND IT DISTRACTING.



THEME: RAISING AWARENESS ABOUT NEW APPROACHES IN ED- UCATION

GROUP SIZE: 15-50 PARTICIPANTS

TIME: 7-8 MIN ENERGIZER

+/- 20 MIN SCHOOL SITUATIONS

1-3 MIN 1ST ASSOCIATION ROUND "HOW DO YOU FEEL"

10 MIN GROUP DISCUSSION ABOUT FEELINGS

1-3 MIN 2ND ASSOCIATION ROUND "SCHOOL"

10 MIN GROUP DISCUSSION ABOUT EDUCATION SYSTEM

5 MIN PRESENTATION OF ALTERNATE APPROACHES

1 MIN DEROLING CIRCLE

TOTAL: 1H

OBJECTIVES: I. SHOWCASING 3 DIFFERENT TYPES OF TEACHING:

- AUTHORITARIAN
- OPEN DISCUSSION
- LEARNING BY DOING

II. DEBRIEFING AND REFLECTION OF NEW EXPERIENCES IN COMPARISON TO OLD ONES.

III. SHORT PRESENTATION OF ALTERNATIVE APPROACHES TO EDUCATION (I.E. "THINK GLOBAL SCHOOL")

MATERIALS: (COLORED) PAPER, SCISSORS, TAPE

INSTRUCTIONS: PREPARATION:

- PREPARE MOEBIUS LOOPS (WATCH VIDEO MENTIONED IN DOCUMENTS)
- SET UP 3 STATIONS: "CLASSROOM", CIRCLE OF CHAIRS AND FREE-STANDING TABLE

INTRODUCTION:

- PICK A SHORT ENERGIZER WHICH INCREASES ATTENTION.
- ASK ANYONE TO SIT DOWN AND TELL THEM, WHAT THE TOPIC IS.
- DIVIDE INTO 3 EQUAL GROUPS AND NAME THEM.

ACTIVITY:

SHOWCASE THE CUTTING THROUGH A MOEBIUS LOOP LIKE SHOWN IN THE VIDEO, BUT ON EACH STATION USE DIFFERENT SETTING:

1. AUTHORITARIAN (CLASSROOM)
2. LED INTERACTION (DISCUSSION CIRCLE)
3. LAISSEZ-FAIRE (LEARNING BY DOING)

EACH STATION HAS IT'S OWN LEADER, BUT THE ROLES ARE DIFFERENT:

1. BASIC AUTHORITARIAN TEACHER
2. DISCUSSION LEADER
3. ENCOURAGING "HELPER" WITH BACKGROUND INFORMATION

THE LAST ONE IS ALSO THE TIMEKEEPER, BECAUSE HE IS ABLE TO LEAVE HIS GROUP, TO MAKE SURE ABOUT THE PROGRESS IN THE OTHER GROUPS.

AFTER 5-7 MINUTES THE GROUPS ROTATE TO THE NEXT STATION UNTIL EVERY GROUP HAS EXPERIENCED ALL OF THE DIFFERENT STYLES OF PRESENTING THE PROBLEM OF CUTTING A MOEBIUS LOOP IN HALF.

DEBRIEFING AND EVALUATION WE TOOK 15 MINUTES OF REFLECTION. WE DISCUSSED ABOUT THE OBSTACLES IN THE COMMUNICATION PROCESS AND HOW CAN WE OVERCOME THEM, ABOUT THEIR FEELINGS AND HOW TO APPLY THE INFORMATION THEY GAINED IN THEIR DAY TO DAY LIFE.

FINALLY, WE ASK THEM TO RANK THE WORKSHOP. WE PLACED TWO SHEETS IN OPPOSITE SIDES OF THE ROOM. THEY HAD BEEN WRITTEN "VERY USEFUL" AND "NOT USEFUL AT ALL". ACCORDING TO THEIR EVALUATION, THE PARTICIPANTS STOOD UP IN THE "USEFUL SIDE."

VARIATIONS EACH ONE OF US WAS TAKING CARE OF ALL THE PARTICIPANTS WHILE THEY WERE DISCUSSING THE PROBLEMS. WE TRIED TO CREATE A GOOD ATMOSPHERE AND A SAFE ENVIRONMENT. HOWEVER, SOME OF THEM FOUND IT DISTRACTING.



THEME: ENVIRONMENTAL AWARENESS

GROUP SIZE: 20 KIDS AGED 9-12 YEARS

TIME: 1 HOUR

OBJECTIVES: RAISE AWARENESS ABOUT ENVIRONMENTAL ISSUES

CREATE COOPERATION AMONG YOUNG PEOPLE

FIND SOLUTIONS OF THE ENVIRONMENTAL ISSUES

ESTABLISH SENSE OF RESPONSIBILITY AMONG YOUNG PEOPLE

MATERIALS: COLOR PAPERS, PENCILS, WHITE PAPER, CHAIRS

INSTRUCTIONS: WE START THE ACTIVITIES WITH INTRODUCING THE TRAINERS. THEN WE DO ENERGIZERS. THE ONES THAT WE CHOSE WERE ABOUT MAKING A CIRCLE, ONE OF THE TRAINERS IN THE MIDDLE SHOWING AND SAYING MOVEMENTS AND IN THE FIRST PARTS PARTICIPANTS SHOULD ONLY LISTEN WHILE IN

THE SECOND PART ONLY WATCH. THIS WAY WE GATHER THEIR ATTENTION AND CONCENTRATION, BECAUSE THE TRAINER SHOWS DIFFERENT THING FROM THE ONE THAT HE/SHE IS SAYING.

WE DO ONE MORE ENERGIZER CALLED TRUST ME – PARTICIPANTS CLOSE THEIR EYES AND GO THROUGH OBSTACLES THAT ARE IN FRONT OF THEM. THERE ARE TWO TEAMS AND ONE PERSON WITH OPEN EYES PER TEAM TO GUIDE THEM THROUGH TALKING ONLY, NO TOUCHING IS ALLOWED FOR GUIDING.

THEN COMES THE TIME FOR MAIN ACTIVITIES. PARTICIPANTS ARE DIVIDED TO 3 GROUPS AND EACH OF THEM IS GIVEN A PARTICULAR ENVIRONMENTAL PROBLEM. THEY HAVE 1-2 MIN. TO PREPARE PANTOMIME AND SHOW A PERFORMANCE SO THAT THE OTHER GROUPS GUESS WHAT PROBLEM THEY HAD.

AFTER THIS IS ANOTHER ACTIVITY WHERE THE TRAINERS TELL STORIES TO THE SAME GROUPS AND THE PARTICIPANTS FROM EACH GROUP HAVE TO SHOW THEIR STORY, THIS TIME THROUGH IMPROVISATION.

DURING SOME OF THE ACTIVITIES MUSIC IS PLAYED TO MAKE IT MORE FUNNY AND INTERESTING TO THE TARGET GROUP THAT IS CHILDREN. THE SONGS SHOULD BE CHOSEN CAREFULLY.

DEBRIEFING AND EVALUATION ASK PARTICIPANTS HOW THEY FELT AND WHAT THEY LEARNT FROM THE ACTIVITY

MAKE SHORT SUMMARY

ASK PARTICIPANTS TO CREATE PICTURES OF HOW THEY FELT AND WHAT THEY LEARNT, PROBLEMS, SOLUTIONS ETC.

VARIATIONS IF PARTICIPANTS LIKE PARTICULAR ACTIVITY A LOT, ITS TIME CAN BE EXTENDED. TIME FLEXIBILITY SHOULD BE PREDICTED TO AVOID ANY UNEXPECTED SITUATIONS.



THEME: COPING WITH STRESS

GROUP SIZE: 30

TIME: 1 HOUR

OBJECTIVES: IDENTIFY STRESS FACTORS FOR ONES SELF AND OTHERS

RAISE AWARENESS OF TECHNIQUES TO COPE WITH STRESS

PRACTICE TECHNIQUES TO IMPROVE SELF AWARENESS THROUGH CREATIVITY

SHARE A RELAXATION TECHNIQUE FOR EVERYDAY USE AT HOME

SHOW APPLICATION OF STRESS MANAGEMENT TECHNIQUES IN EVERYDAY LIFE

MATERIALS: CHAIRS AND TABLES, PAPER X 30, COLOURING PENS/PENCILS

INSTRUCTIONS: THE WORKSHOP IS DEVIDED IN TO 4 15 MINUET SECTIONS

INTRODUCTION TO TOPIC AND EXPLORATION OF STRESS FACTORS

BODY SCAN RELAXATION TECHNIQUE

ART THERAPY SELF AWARENESS TECHNIQUE

REFLECION/DE-BREIF

INTRODUCTION TO TOPIC AND EXPLORATION OF STRESS FACTORS

1) MASSAGE CIRCLE GREETING PEOPLE INTO THE ROOM IN A GENTLE MANNER WHILST PLAYING QUIET RELAXING MUSIC AND USING ARO-MATHERAPY OIL OR CANDLE TO CREATE A RELAXING ENVIRONMENT

2) THE MASSAGE CIRCLE STOPS WHEN ALL THE PARTICIPANTS HAVE AR-RIVED. THE PARTICIPANTS ARE INVITED TO TAKE A SEAT IN THE CIRCLE OF CHAIRS WHICH WERE PREPARED BEFORE THE WORKSHOP BY THE FACILITATORS.

3) NOW SEATED THE FACILITATOR USES A VISUAL AID (FLIP CHART WITH THE TITLE AND WORKSHOP AIMS LISTED IN BRIGHT BOLD COLOURS) TO EXPLAIN THE STEPS OF THE WORKSHOP AND THE OBJECTIVES AND AIMS. THE FACILITATOR CAN ADD THAT THE REASON FOR SETTING OUT THE WHOLE WORKSHOP IN THE BEGINNING IS ALSO TO TAKE AWAY THE STRESS OF THE UNKNOWN.

4) ENERGIZER. 10 SECOND GAME. THIS SHOULD BE AN INTENSE BURST OF ENERGY INORDER TO PREPARE PARTICIPANTS TO RELAX AFTER, WE INCREASE THE ENERGY TO THE MAX IN ORDER TO FEEL GREATER THE EFFECT OF THE RELAXATION TECHNIQUES.

5) THE FACILITATOR EXPLAINS THAT THE PARTICIPANTS HAVE 10 SECONDS TO SHAKE HANDS WITH EVERY SINGLE PERSON IN THE ROOM. IT IS VERY IMPORTANT THAT THEY COMPLETE THIS TASK IN 10 SECONDS (EVEN THOUGH IT IS IMPOSSIBLE) THE CO-FACILITATOR COUNTS DOWN FROM 10 SECONDS. AFTER THERE ARE 3- 5 MORE 10 SECOND CHALLENGES FOR EXAMPLE FIND OUT EVERYONE'SFAVORITECOLOR, TOUCH ELBOW TO KNEE WITH EVERY OTHER PARTICIPANT, TOUCH EVERY WALL IN THE ROOM.

6) NOW THE ENERGIZER IS COMPLETE THE FACILITATOR ASKS PARTICI-PANTS TO SIT FACING HER SO THEY CAN ALL SEE. USING THREE VISUAL AIDS THE FACILITATOR EXPLAINS THAT THERE IS A LINE. AT ONE END IS EXTREME STRESS AT THE OTHER END IS TOTAL RELAXATION. IN THE MIDDLE IS NEUTRAL MOOD. IN A MOMENT THE FACILITATOR WILL READ A STATEMENT RELATING TO A LIFE SITUATION. THE PARTICIPANTS MUST THEN MOVE IN SILENCE TO THE PLACE IN THE LINE THAT THEY MOST ASSOCIATE WITH THIS SITUATION DEPENDING ON THEIR OWN STRESS/RELAXATION LEVEL. THERE ARE 4 STATEMENTS AND THE PAR-TICIPANTS ARE SPIT INTO 4 GROUPS.

EXAMPLES OF THE STATEMENTS COULD BE : FLYING IN AN AIRPLANE, SITTING AN EXAM, ATTENDING A PARTY, WORKING WITH CHILDREN MEETING NEW PEOPLE, ATTENDING AN INTERVIEW

ONCE THE FIRST GROUP HAVE RESPONDED TO THE FIRST STATEMENT BY PHYSICALLY PLACING THEMSELVES SOMEWHERE ALONG THE LINE

CONTIUE AT NEXT PAGE...

THE FACILITATOR ADDS THE NEXT INSTRUCTION.

THE GROUP STANDING ON THE LINE MUST NOW CREATE A MONUMENT WHICH EXPRESSES THEIR FEELINGS ASSOCIATED WITH THE STATEMENT ABOUT EVERY DAY LIFE.

NOW THEY ARE IN THE MONUMENT POSITION, THE TRAINER EXPLAINS THAT THE LAST PART OF THIS ACTIVITY IS THAT IF SHE TOUCHES THE PARTICIPANT ON THE SHOULDER SHE WOULD LIKE THEM TO RESPOND IN ONE OF THREE WAYS

- 1) WORD ASSOCIATION WITH MONUMENT OR STATEMENT
- 2) VOCALIZATION OF A SOUND ASSOCIATED
- 3) DECLINE TO RESPOND

THIS PROCESS IS REPEATED SO THAT EACH OF THE FOUR GROUPS HAVE A TURN TO RESPOND TO A DIFFERENT STATEMENT.

BODY SCAN: ASK THE PARTICIPANTS TO FIND A SPOT WHERE THEY FEEL COMFORT-ABLE. ASK THEM TO LAY DOWN ON THEIR YOGA MAT WITH THEIR SPINE TOUCHING THE FLOOR OR AS COMFORTABLE AS THEY CAN. THEN DICTATE THEM THE FOLLOWING INSTRUCTIONS: CLOSE YOUR EYES / CONCENTRATE ON THE SILENCE / NOW CONCENTRATE ON BREATH / FEEL YOUR BREATH MOVING IN YOUR BODY / FIND A COMFORTABLE RHYTHM FOR YOUR BREATH / FEEL YOUR BREATH WARMING YOUR CHEST / NOW SEND YOUR BREATH TOWARDS YOUR LEFT ARM, FROM YOUR SHOULDER TO YOUR FINGERS. FEEL YOUR ARM BECOME WARMER. / NOW SEND YOUR BREATH TO YOUR RIGHT ARM, FROM YOUR SHOULDER TO YOUR FINGERS. FEEL YOUR ARM BECOME WARMER. / NOW FEEL YOUR BREATH GOING THROUGH YOUR SPINE. FROM YOUR NAPE TO THE LOWEST PART OF THE SPINE AND OBSERVE IT BECOMING WARMER. / NOW SEND YOUR BREATH TO YOUR BELLY. KEEP IT THERE. FEEL IT BECOMING WARMER. / NOW SEND YOUR BREATH TO YOUR LEGS. / SEND YOUR BREATH TO YOUR KNEES AND THEN ABOVE YOUR KNEES. / SEND YOUR BREATH TO YOUR TOES. FEEL EACH AND EVERY TOE BE-COMING WARMER. / NOW, SLOWLY, LET YOUR BREATH COME BACK TO YOUR CHEST AND LEAVE IT THERE FOR A WHILE. / NOW SEND YOUR BREATH TO THE PART OF YOUR BODY THAT YOU FEEL MORE INTENSE WHEN YOUR STRESSED. / SEND YOUR BREATH TO THE PART OF YOUR BODY THAT YOU FEEL MORE INTENSE WHEN YOU RE HAPPY. / NOW SEND YOUR BREATH TO THE PART OF YOUR BODY THAT YOU THINK YOUR SOUL WOULD BE / NOW TAKE YOUR TIME AND PREPARE YOUR SELF TO OPEN YOUR EYES / OPEN YOUR EYES WHEN YOU FEEL READY

THE INSTRUCTIONS SHOULD BE SAID WITH A CALM VOICE AND WITH PAUSES THAT WOULD HELP THE PARTICIPANTS CONCENTRATE ON A BODY PART BEFORE MOVING TO AN OTHER ONE.

DRAWING YOUR OWN PICTURE EXERCISE:

IN THIS EXERCISE WE WILL NEED TO SET THE PARTICIPANTS IN TABLE, WE CAN DIVIDE THE GROUP IN SMALL GROUPS IN EACH TABLES TO FACILITATE THE WORK. THE FACILITATOR WILL DRAW THEIR OWN PICTURE AS AN EXAMPLE OF EACH STEP

THE INSTRUCTIONS ARE:

- 0) WE WILL ASK THE PARTICIPANTS TO PUT THEIR NAMES ON THE DRAWING.
- 1) THE PARTICIPANTS WILL DRAW THEIR OWN SHAPE.
- 2) THE PARTICIPANTS WILL WRITE/DRAW THEIR STRENGTHS.
- 3) PARTICIPANTS WILL COLOR IN THEIR DRAWING.
- 4) THEY WILL EXCHANGE THE PICTURE WITH THE REST OF THE PEOPLE IN THE GROUP AND EACH OF THEM WILL WRITE THE STRENGTH THAT THEY SEE IN THE PERSON THAT OWNS THE PIC-TURE.

DEBRIEFING AND EVALUATION ONE WORD ABOUT HOW YOU FEEL NOW OR A STRONG EMOTION YOU HAD AT ONE POINT WITHIN THE EXERCISE

ABOUT THE FUTURE IMPLEMENTATION:

HOW COULD YOU USE WHAT WE DID DURING THE WORKSHOP TO HELP YOUR COMMUNITY?

WHAT CAN YOU TAKE FROM THIS WORKSHOP TO IMPLEMENT IT IN YOUR OWN LIFE? HOW WILL IT CHANGE?

RECAP "DRAMA PEG" OF WORKSHOP EXERSIZES AND HOW THEY RELATED TO THE LEARNING OUTCOME/ OVERALL OBJECTIVE.

VARIATIONS 1) WE CAN TRY DIFFERENT KIND OF MEDITATIONS TO CLAM THE MIND AND SEE WHAT WORKS BETTER WITH EVERY TARGET GROUP. I.E VISUAL GUIDED MEDITATION FOR CHILDREN'S.

- 2) SET CHAIRS TO ALLOW THOSE WHO WANT TO SIT DOWN DURING THE ME-DITATION.
- 3) USING FULL SIZED PAPER TO DRAW AROUND THE PARTICPANTS ENTIER BODY WHEN IT IS IN THE POSITION



THEME: COMMUNICATION AND TEAM BUILDING

GROUP SIZE: 10-15

TIME: 1 HOUR

OBJECTIVES: RAISE THE TEENAGERS COMMUNICATION LEVEL AND COOPERATION, MAKING THEM UNDERSTAND THEY NEED EACH OTHER'S. ALSO IMPROVE THE TRUST IN OTHERS AND THE GROUP CONNECTION.

MATERIALS: SCISSORS, TAPE WITH SOME COLOR , FLIP CHARD WITH THE ACTIVITY RULES (FULL OF COLOR)

ART THERAPY SELF AWARENESS TECHNIQU

ENERGIZER: PUT ALL THE GROUP IN ONE CIRCLE AND TEACH THEM ONE NEW MOVEMENT PER ROUND. IN THE FIRST ONE THEY IN PASS THE ENERGY (METAPHORIC). THEN WE AD ONE MORE THING, THEY DO A PAIR OF GLASSES WITH THEIR HANDS AND THE ENERGY WILL JUMP ONE PERSON. AFTER, WE SEND THE ENERGY TO THE MIDDLE OF THE CIRCLE AND SOMEONE SHOULD CATCH IT AND CONTINUE. WHEN THE GROUP START UNDERSTANDING IT WE SHOULD DO IT FASTER AND FASTER. EACH TIME SOMEONE DO A MISTAKE THIS PERSON SHOULD RUN AROUND THE CIRCLE. IF POSSIBLE AD ALSO SOME NOISE TO EACH MOVEMENT.

AFTER THE ENERGIZER WE DIVIDE THE PARTICIPANTS IN 2 GROUPS AND PUT THEM IN FRONT OF EACH OTHER'S IN DIFFERENT SIDES OF THE CHESSBOARD (THE ONE WE DRAW IN THE FLOOR WITH TAPE). SO HERE IS THE RULES OF THE GAME:

- WE DID A PATH AND YOU NEED TO DISCOVER IT. ITS'S THE SAME FOR BOTH GROUPS.
- ALL THE MEMBERS OF THE GROUP SHOULD TRY TO CROSS THE BOARD ONE TIME BEFORE ONE OF THEM TRY AGAIN.
- IT'S NOT ABOUT WHO IS THE FIRST ONE CROSSING THE CHESSBOARD BUT THE FIRST TEAM DOING IT (ALL MEMBERS).
- YOU CAN NOT TALK WHEN SOMEONE IS IN THE BOARD, JUST WHEN ONE OF THE MEMBERS ALREADY DID THE PATH SUCCESSFULLY.

AND, IN THIS CASE, JUST HIM CAN TALK.

- WHEN YOU DO A MISTAKE YOU NED TO CAME BACK TO YOUR PLACE USING THE SAME WAY, WITHOUT ANY HELP.
- WHEN SOMEONE WHO DIDN'T CROSS THE CHESSBOARD IS GIVING TIPS TO HIS TEAM MEMBERS YOU CAN GIVE A "PENALTY".

AFTER EXPLAIN THE RULES AND PUT THEM IN THE FLIP CHARD IN WAY TO LET THEM VISIBLE YOU SHOULD GIVE SOMETIME TO THE TEAMS CREATE A STRATEGY.

TO FINISH IT WE ARE GOING TO ASK ALL THE PARTICIPANTS TO SIT IN A CIRCLE AND IT'S TIME TO START THE DEBRIEFING (SAVE AT LEAST 20 MINUTES FOR IT).

DEBRIFING

WHAT WAS THIS ACTIVITY ABOUT?

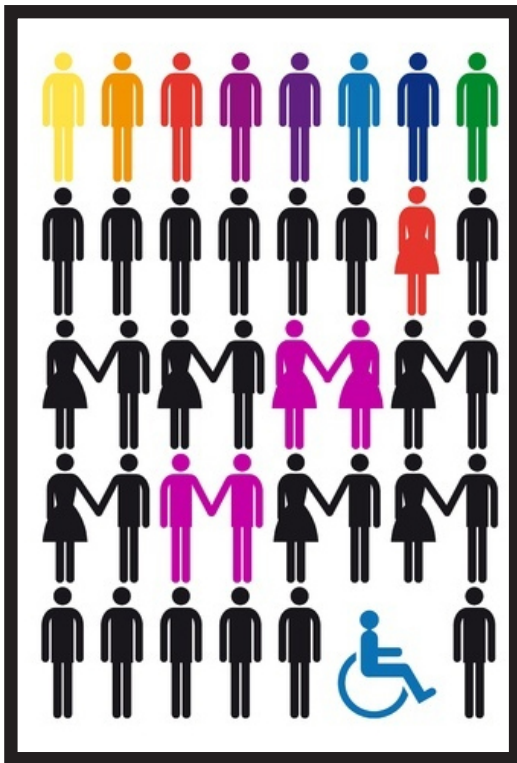
HOW DID YOU FEEL DURING THE ACTIVITY?

HOW WAS THE FEELING OF GO WITH HELP AND CAME BACK (AFTER A MISTAKE) ALONE? IS IT DIFFERENT?

DO YOU THINK THIS EXPERIENCE IS GOING TO BE USEFUL? AND HOW?

VARIATIONS

YOU CAN CHOOSE ANOTHER ENERGEZER AND CHANGE THE DEBRIEFING IN A WAY TO TALK ABOUT THE TOPIC YOU WANT, CAUSE YOU CAN USE THIS ACTIVITY TO TALK ABOUT LOTS OF DIFFERENT TOPICS.



THEME: DISCRIMINATION- BREAKING THE STEREOTYPES

GROUP SIZE: 30 PARTICIPANTS, 18+

TIME: 1 HOUR

OBJECTIVES: -TO MOTIVATE PARTICIPANTS FROM DIFFERENT CULTURAL BACKGROUNDS TO UNDERSTAND THE MEANING OF DISCRIMINATION AND STEREOTYPES.

- TO PROMOTE REAL LIFE VALUES LIKE SHARING, HELPING AND CARING FOR EACH OTHER

- TO PROMOTE INTERCULTURAL EXCHANGE

- TO BREAK THEIR OWN STEREOTYPES THAT PARTICIPANTS HAVE

MATERIALS: PAPERS (OR BALLOONS) FOR BREAKING STEREOTYPES AND A FLIP CHART

INSTRUCTIONS:ACTIVITIES:

1. ENERGIZER : HI HA HU

THIS GAMES WORKS WHEN ALL THE PARTICIPANTS STAY IN CIRCLE, WITHOUT TOUCHING EACH OTHER. THEY DON'T REALLY "ATTACK" THEMSELFS. THEIR JUST SEND IMPULSES TO EACH OTHER.

ONE PARTICIPANT ATTACK ANOTHER MAKING CERTAIN MOVEMENT AND SHOUT "HA". THE PERSON THAT IS ATTACKED RECEIVE THE IMPULSE, AND MAKE MOVEMENT AND SHOUT "HA".

TWO PERSONS NEXT TO HIM DEFEND HIM. THEY DO THIS MOVEMENT AND SHOUT "HA".

IT'S VERY IMPORTANT THAT MOVING AND SHOUTING HAPPENS WITH A CERTAIN RHYTHM. IT SHOULD BE "HA" – "HA" – "HA" – "HA"...

2. INTRODUCTION TO TOPIC OF DISCRIMINATION (WE ASK PARTICIPANTS TO RELATE ONE WORD THAT ASSOCIATE THEM WITH THE QUESTION OF DISCRIMINATION. THEY STAY IN CIRCLE AND TELL A WORD ONE BY ONE.

3. PUT YOURSELF IN OTHER'S SHOES. WE ASK THE PARTICIPANTS TO STAY IN LINE AND WE GIVE THEM PAPER WHERE IS WRITTEN SOME STATUS (EX. POLITICIAN, BUSINESSMAN, SINGLE MOTHER, PERSON FROM ROMA SOCIETY ETC) AND TELL THEM TO CLOSE THEIR EYES AND IM-AGINE BEING IN THAT SITUATION.THEN WE ASKED THEM SOME QUESTIONS RELATED TO BASIC HUMAN RIGHTS AND NEEDS.THE POINT OF THIS EXERCISE IS THAT PARTICIPANTS TRY TO IMAGINE HOW PEOPLE WITH LOWER AND HIGHER STATUS FEEL AND TO COMPARE IT TO THEIR LIVES.THEN WE SIT IN CIRCLE AGAIN AND ASK THEM HOW THEY FELT DURING THIS ACTIVITY.

4. THE SECOND ENERGIZER –DANCING ON MUSIC AND STRETCHING THE MUSCLES ,FOLLOWING ONE OF THE FACILITATORS IN ORDER TO MAKE THEM RELAX.

5. INTRODUCTION TO THE SUBJECT OF STEREOTYPES-ONE OF THE FACILITATORS EXPLAINS ABOUT WHAT STEREOTYPES MEAN AND START ANOTHER ACTIVITY AND ASK OTHER PARTICIPANTS TO WRITE ONE STEREOTYPE ON A SHEET OF PAPER.THEN THEY SHOULD STAND UP ,SAY THE STEREOTYPE LOUDLY AND CUT THE PAPER WITH THEIR HANDS.THIS ACTIVITY HAS AN AIM TO BREAK ONE OF THE STEREOTYPES THEY HAVE WRITTEN.

DEBRIEFING AND EVALUATION OPENING A DISCUSSION ABOUT THE WORKSHOP AND ASKING FOR A REFLECTION AND FEEDBACK. PARTICIPANTS ARE SITTING IN A CIRCLE.



THEME RAISING AWARENESS OF ACCEPTANCE TOWARDS REFUGEES

GROUP SIZE: FROM 25 TO 30 PEOPLE

TIME: 1 UP TO 2 HOURS

OBJECTIVES:

- ACCEPTANCE OF OTHERS
- EXPERIENCING PATHS/TRAJECTORIES OF THE REFUGEES
- PUTTING PARTICIPANTS IN THE SHOES OF THE REFUGEES
- ACCEPTANCE: DEALING WITH OUR EMOTIONS

MATERIALS: FLIPCHART, CHAIRS, BIG ROOM, MUSIC, PENS, MARKERS

INSTRUCTIONS INTRODUCTION OF THE TOPIC. ESTABLISHING, 'THE CONTRACT' BY EXPLAIN SHORTLY WHAT IS COMING UP.

THIS SPECIFIC WORKSHOP IS ABOUT RAISING AWARENESS FOR PEOPLE WHO LIVE IN

NEIGHBOURHOODS THAT HOSTS FAMILIES OF REFUGEES.

THE STRUCTURE OF THE WORKSHOP HAS 3 PARTS. THE FIRST PART IS CONSISTED OF ENERGIZING ACTIVITIES (STRETCHING, BREATHING, SHAKING AND LICKING THE ELBOW AS AN ICEBREAKER, ASKING QUESTIONS WHILST IF THE ANSWER IS YES – PARTICIPANTS JUMP, IF THE ANSWER IS NO – PARTICIPANTS GO DOWN, RELAXATION AND STRESS RELIEF). IN THE BACKGROUND THERE IS CALM AND CHILL MUSIC BEING PLAYED THAT WILL RAISE THE ENERGY OF THE PARTICIPANTS.

THE SECOND PART IS PRESENTING THE MAIN ACTIVITY WHICH REQUIRES PARTICIPANTS TO IMPROVISE THREE SPECIFIC STAGES OF THE REFUGEES LIVES (STAGE A: LIFE OF THE REFUGEES BEFORE THE CONFLICT APPEARED, STAGE B: TRAJECTORIES OF REFUGEES FROM THE ORIGIN TO THE HOST COUNTRY, STAGE C: THE LIFE OF THE REFUGEES TODAY). BEFORE THE SESSION STARTS, WE ARE PUTTING THE PARTICIPANTS IN A CIRCLE AND WE ARE GIVING THEM HINTS AND HELP ABOUT THE UPCOMING ACTIVITIES. EVERY GROUP HAS 30 SECONDS TO IMPROVISE "CREATE A PHOTOGRAPHY" ABOUT THE SPECIFIC TASK AND AFTERWARDS OTHER GROUPS ARE INVITED TO SHARE THEIR EMOTIONS AND OPINIONS ABOUT WHAT ARE THEY SEEING. IN THE BACKGROUND THERE IS CALM MUSIC BEING PLAYED.

AFTER FINISHING THE MAIN ACTIVITY, IT COULD BE PROPER TO HAVE A DEROLLING ACTIVITY.

PROPOSAL: WE INVITE THE PARTICIPANTS TO MAKE SILENCE, TO CLOSE THEIR EYES, TO BREATH DEEP AND REFLECT / RECONSIDER TO WHAT THEY EXPERIENCE BEFORE. GIVING TIME TO RECONSIDER, WE ARE ASKING THE PARTICIPANTS TO THINK „HOW EASY IS FOR THEM TO ACCEPT GENERALLY PEOPLE“. AFTER A WHILE THEY OPEN THEIR EYES AND SEAT ON THE CHAIRS IN CIRCLE.

DEBRIEFING AND EVALUATION: WE ARE SEATING IN THE CIRCLE AND WE ECOURAGE THE PARTICIPANTS TO VOLUNTARLY SHARE THEIR THOUGHTS AND THEIR FEELINGS.

QUESTIONS:

1. WHAT DID YOU EXPERIENCE TODAY IN THE WORKSHOP?
2. HOW DO/ DID YOU FEEL BY DOING THE MAIN ACTICITY? (CALLING EACH PARTICIPANT WITH THE FIRST NAME KINDLY TO EXPRESS HIS/ HER FEELINGS).
3. WHAT WE CAN DO IN OUR EVERYDAY LIFE (OR IN OUR NEIGHBOURHOOD) TO ACCEPT THE OTHERS.

VARIATIONS LACK OF MOTIVATION, MISUNDERSTANDING OF THE TASKS, TIME MANAGEMENT, COMFORTABLE ATMOSPHERE FOR THE PARTICIPANTS





Alternative international evenings...





Best moments







More info:

FACEBOOK PAGE: [HTTPS://WWW.FACEBOOK.COM/IMPROACTION/](https://www.facebook.com/IMPROACTION/)

Email: cprojectyouthcomeon@gmail.com