C.A.R.E. Ceramic Artworks to Raise Esteem and Employability

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Integration of non-formal education practices for the development of interpersonal and social skills

July 2023

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Ceramic Artworks to Raise Esteem and Employability-C.A.R.E.

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About C.A.R.E. Ceramic Artworks to Raise Esteem and Employability	
Action type	*KA220-YOU - Cooperation partnerships in youth*
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Vision is the most complex and most objective of all senses. It administers to us the most detailed feedback of the external world and registers simultaneously the position, the distance, the size, the colour and the shape of things. Yet, our vision does not work in total isolation since it is developed physically and psychologically in close correlation to other sensitive activities, in particular with tact and kinaesthesia, that is "a sense mediated by receptors located in muscles, tendons, and joints and stimulated by bodily movements and tensions (or the sensory experience derived from this sense)". As children gain confidence in performing fine and gross motor skills and build a sufficiently diverse movement repertoire, they acquire a high level of movement proficiency that is positively associated with the quality of their psychomotor and cognitive health.

According to EBU (European Blind Union), there are estimated to be over 30 million blind and partially sighted persons in geographical Europe, which means an average of 1 in 30 Europeans experience sight loss. The average unemployment rate of blind and partially sighted persons of working age is over 75 percent, and lower quality of life due to disabling vision loss costs 130 billion Euros each year in the EU. Lost productivity in society due to higher unemployment among people with a disabling vision loss costs 45 billion Euros each year in the EU.

In children affected by visual impairment, the lack of one of the sensory ducts causes a delay in their main developmental phases. Usually, the blind children achieve quiet lately the consciousness of their own individuality due to the necessary, yet often excessive, support and mediation of their parents with the surrounding environment. Furthermore, the absence of visual information inevitably brings mobility problems as regards posture and balance. As a consequence, when socializing with people, disabled people tend to perceive themselves as not-enough and less interesting, which leads to the crumble of social identity.

To cover this gap, this project arises as a key opportunity for young people with visual impairment to unlock their potential as individuals, as artists, and as employees, through ceramic workshops and the enhancement of their psychomotor skills, as one of the foundations for development. After all, postural control brings new parts of the environment into view and into reach; locomotion makes the larger world accessible; manual skills promote new forms of interactions with objects, and motor skills involving every part of the body enhance opportunities for social interaction. Thus, motor skills can instigate a cascade of developments: perception and cognition, language and communication, emotional expression and regulation, physical growth and health, functional and flexible behaviour.

Introduction

The C.A.R.E. aims to bridge this gap by providing young people with visual impairments the opportunity to unlock their potential as individuals, artists, and employees. We do this through ceramic workshops and the enhancement of psychomotor skills, laying the foundation for their development. Postural control broadens their environmental perception, locomotion expands their world, manual skills encourage interaction with objects, and motor skills involving the entire body enhance social interactions. In short, motor skills can initiate a cascade of developments: perception, cognition, language, emotional expression, physical health, and functional behaviour.

With the skills and tools presented in this handbook, we transform social skills development and learning into collaborative and enjoyable educational moments. The activities described herein are designed to improve communication, active listening, diversity appreciation, trust-building, perspective-taking, critical thinking, and collaboration. Our focus is on the process, the debriefing discussion, and how experiential learning can be applied to daily life. Additionally, these activities inject fun into the learning process.

As you navigate through this handbook, you will find each activity clearly defined with a distinct purpose, recommended group size, required materials, and estimated time. These guidelines will assist you in selecting appropriate activities for your groups or meetings. Starting with communication or trust-building activities can help participants get comfortable with each other, gradually progressing to more challenging ones.

It is advisable to maintain a supply of basic props for non-formal education activities, such as index cards, markers, tape, tennis balls, a deck of cards, rope, flip-chart paper, and assorted office supplies. Preparing handouts, flip charts, or presentations in advance can save time when selecting exercises.

Happy Learning!

1. Circle of Values

Aim	The aim of this activity is to have participants share and profoundly understand the core values in their life
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To build self-awareness on your own core life values - To spark conversation and promote friendships within your team - To understand the importance of keeping positive values alive - To trigger the understanding of how difficult it is to make a selection in life
n° participants	Up to 20 people
Duration	40 minutes
Materials	For each participant: n° 10 small paper sheets (A6 size or similar), n° 1 marker and n° 1 chair (if possible). For the facilitator: n° 1 hat or container where to collect the papers
Preparation	Set two concentric circles of chairs (an inner and an outer one) in the room, with the same number of chairs. Each chair of the inner circle should face a chair of the outer circle. If not possible, due to the lack of space, you may create two lines of chairs facing each other. If not possible, due to the lack of chairs, you may create room for the participants to sit on the ground.
Implementation	1. Divide your participants into two groups. Have the two groups sit on the chairs. The group in the outer circle will face inside, and the one in the inner circle will face outside. Each participant from one group must be paired with a participant from the other group. 2. Hand each person 10 pieces of paper and ask them to write down, individually, one core life value on each paper. These values can be friendship, family, integrity, self-esteem, kindness, altruism, respect, active listening, freedom of thought, education, health, courage, and so forth. 3. Explain that life values are the fundamental core beliefs that guide your behaviours and goals and help you measure your overall success in your life. You may help your participants by creating an extensive list of values before the exercise and having them choose from it. Let the participants choose by themselves. 4. Once all participants have written down their 10 values, ask them to discuss with the person in front of them the values they wrote down and the reasons why they have chosen those values. Give them 5 to 10 minutes. 5. Restore the silence, walk around the circles and ask all participants to remove one of their values from their “deck” and let it fall into the hat/container. Do not answer questions that may arise. 6. Ask the participants in the outer circle to stand up and move from one place on the left. They will all then face another person from the outer circle.

	7. Ask the newly formed pairs to explain to each other what value they had to give away and how they would feel if that value was removed/denied from their life. Give them up to 2 minutes to share. 8. Repeat steps 5, 6 and 7 until all participants are left with only one value. 9. Call for applause as a common gratitude to the whole group for sharing their values and thoughts.
Tips and hints	In case of participants with special needs who cannot write down the values, ask a collaborator to help them out.
Safety measures	Keep the two circles of chairs at a proper distance for one row of people to stand up and move. Keep other objects in the room at least 1 meter away from the outer circle of chairs.
Added value	Every day, we make judgments based on our values. They inform our behaviours and understanding of right and wrong. They help shape how we think, act, and feel. And ultimately, our values help guide us to our purpose in life. What we do with our careers, our personal lives, and even our relationships rely on our values.

2. The 5 Words

Aim	The aim of this activity is to have participants reflect and share on how one concept, even though it is used daily and commonly recognised, can be perceived in many different ways.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- Reflecting on the core elements of an abstract concept - To understand how different people may identify different core elements of the same concept - To foster active listening - To build critical thinking - To train our flexibility in accepting and appreciating different perspectives
n° participants	At least 8. Ideally an even number up to 16. If the number is odd, you may adapt to the number of people in the groups.
Duration	40 minutes
Materials	Flipchart or board, sheets of paper and pens for all participants, chairs.
Preparation	Place the flipchart so that all participants can see it.
Implementation	1. Give all participants a pen and a sheet of paper. 2. Write down the word COMMUNITY, or the word TOLERANCE, on the top of the flipchart. 3. Tell the participants they have 4-5 minutes to individually (and silently) identify and write down 5 words that belong to the selected concept. You may give examples: in relation to COMMUNITY, some examples are “active listening”, “collaboration”, “growth”, “inclusion”, and so forth. 4. Ask the participants to pair up with somebody. When all pairs are formed, tell participants they must discuss with their peers to motivate the choice of their words and to select together 5 words out of those identified by each one of them. From 10 words, they need to choose 5. They have another 5 minutes so that they also motivate why they want to keep one word over another. 5. Ask the pairs to join another pair, thus forming groups of four participants. When all the groups are formed, repeat step 4. 6. If possible, ask the groups to join another group, thus forming bigger groups of eight people. When all the groups are formed, repeat step 4. 7. Split the flipchart under the archetype concept in as many columns as the number of groups. Ask the groups to reveal the final 5 words selected and write them down in the respective column. 8. Ask the groups to select all together the very final 5 words that belong to the selected concept out of all those written on the board. Facilitate the discussion and visually show on the flipchart what participants decide. Some words may be similar but may be perceived in different ways by the participants. Foster the active involvement of participants and have them motivate their ideas and decisions. This step should last up to 15 minutes 9. In case of need, you may rewrite the very final 5 words on a blank flipchart paper or board.

Debriefing	Ask all participants to discuss their emotions and difficulties in selecting the 5 words. Facilitate the discussion by asking participants the following questions: - How well did you think your group worked together? - What kind of roles were there in the group? Who took the role of the leader? Who decided to step aside and let others take decisions? - How does it feel to be in one or the other role? - What could have been done differently? - What are the lessons that we take with us in the future?
Tips and hints	During step 8, you need to be able to facilitate the discussion and to support participants in choosing the words, without choosing them.
Safety measures	Keep the chairs in a circle and have no objects inside the circle.
Added value	Appreciating different perspectives helps drive change. This activity allows us to not only understand the values of individuals, but also how their differences and unique circumstances drive those strengths. We must strive to foster the understanding of young people that the impact one's social, emotional, physical and mental well-being has on their actions and reactions. It is our ability to see the whole person that truly enables us to recognize and appreciate unique perspectives and strengths.
Variances	You may choose other concepts like: - Well-being - Social Health - Democracy - Group cohesion - Etc.

3. Building Blocks

Aim	The aim of the activity is to enhance the comprehension that our way of communicating inevitably influences the achievement of results in our everyday life. Building positive communication skills is therefore key in our day-to-day activities.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To comprehend the challenges of communication when we interact - To comprehend how our perception influences the outcomes in a group work - To experience how words and people roles may hinder the pursuit of common results - To experience the limitations of one-way communication
n° participants	Between 6-12 people
Duration	45 minutes
Materials	Two identical sets of 15 interlocking blocks (ex. Lego, Duplo, etc.), paper, pens.
Preparation	Identify two rooms and collect the necessary material for the activity.
Implementation	1. Divide the participants into two groups. You may call them Team A and Team B, or you may have the participants decide their own team. 2. Have the teams placed themselves far away from each other, ideally in two different rooms. 3. Ask Team A to build a peculiar structure with the blocks. Specify there is no need to place all 15 of them. In the meantime, Team B has to wait, where they cannot hear or see Team A. While Team A builds the structure, they must write down step-by-step instructions on how to re-build the structure. Tell the team that once they have completed the task, the challenge for Team B will be to rebuild the structure by having only those instructions as a guide. Team A's goal is therefore to help Team B complete an exact copy of the structure. 4. After completing the structure, Team A goes to Team B with the instructions and the other set of blocks. Without further aid, Team B must rebuild the structure. 5. Once Team B has completed their structure, Team A brings the original structure and the two are compared. 6. Have the two teams discussed the following questions: a. How accurate is the second structure? b. How helpful were Team A's instructions? c. What worked? What did not? d. How did the team' members behave in their achievement of their respective goals? 7. Ask the teams to go back to their initial locations. 8. The process is repeated with opposite roles. Team B will be the builders and the writers of instructions, while Team A awaits to later rebuild the structure. 9. The structures are compared again to see if the two teams were able to improve them communication skills the second time after the first round's lesson learned.

Debriefing	Have all participants gathered up and discuss on the following questions: - How well did the other team follow the instructions? - How difficult was it to see how the other team struggle with your own instructions? - Can you give similar situations to this one in your everyday life? - How did your team's perception differ from the other teams' perception? - How did your personal perception influence your team's perception? - What changed in round two? - In what ways the understanding of the activity increased from round one to round two? - What did you learn?
Tips and hints	- Take notes on how team members behave, if they decide together to select roles or if those roles are shaped unconsciously through the interaction. During the reflection time, facilitate the participants' conversation towards these points, yet let them realise them on their own.
Safety measures	In the case of participants with special needs, have them get acquainted with the rooms and the blocks before starting the activity.
Added value	The added value of this activity is the understanding of how our mindset, our perception, our words and our way of communicating does inevitably influence the group's perception and the pursuit of common results.

4. Compliment Circle

Aim	The purpose of this activity is to promote self-confidence, positive self-perception, and a supportive environment. The activity is designed to uplift and empower individuals by providing them with genuine compliments from their peers. By engaging in this activity, participants could receive recognition for their positive qualities and achievements, which can contribute to a boost in self-esteem.
Trainee profile	Any. People with special needs can participate if they are able to express themselves.
Learning Objectives	- To boost participants' self-esteem by providing them with genuine compliments from their peers - To create an atmosphere of positivity and support - To enhance communication skills - To foster positive and healthy relationships
n° participants	Between 8 - 10 people
Duration	45 minutes
Materials	For each participant: n° 1 chair, n° 1 pencil, n° 1 piece of paper
Preparation	Set one concentric cycle of chairs in the room. If the participants with their assistants are more than 14, set two or more concentric circles with the same number of chairs. <u>The chairs/participants in the circle must be an even number.</u> If it is not possible, due to lack of space, you may create one or more separate circles on the ground.
Implementation	1. Have the group sit in the chairs. If there are two circles, due to lack of space, two groups are automatically created. 2. Provide each participant with a small sheet of paper and a pen or pencil. 3. Instruct each participant to write their name at the top of their sheet and then pass it to the person on their left. 4. Encourage participants to take a moment to think about the person whose sheet they have received. 5. Ask them to write a genuine and heartfelt compliment about that person. It can be related to their personality, skills, achievements, or any positive qualities they possess. 6. Once everyone has finished writing a compliment, instruct them to pass the sheet to the person on their left again. 7. Participants now receive a new sheet with different names on it and write again a compliment based the new person. 8. Repeat the passing and complimenting process for a few rounds until each participant has received their original sheet back (with their name). 9. The leader takes the whole papers and loudly reads each piece of paper with the name and the compliments. 10. Give big applause for the try.
Tips and hints	In case a participant is not ready to share their opinions, draws a plus (+) into the papers.

Safety measures	The chairs of participants can be at least 30 centimeters apart from each other for safety and convenient reasons. Keep other objects in the room at least 1 meter away from the outer circle of chairs.
Added value	By engaging in this activity, we experience the power of genuine compliments and witness the impact of our positive words on others. It reminds us of the immense value we possess and reinforces the importance of uplifting and supporting one another. The activity serves as a reminder that in our true lives, the simple act of acknowledging and appreciating each other's strengths and accomplishments can create a ripple effect of positivity, fostering a stronger sense of self and deepening our connections with those around us.
Variances	If some of the participants draw plus (+) in the papers this can be translated as a positive person. (When the leader reads the compliment of each participant)

5. Guide the Balloon

Aim	The purpose of the activity is for the players to communicate and cooperate collectively, not only verbally but also physically by putting equal strength of movement/speed.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To build trust and strengthen relationships between players for a common goal. - To enhance the feeling of equality of the persons acting like one - To embrace the collaboration of the body and the mind - To develop a healthy competition that leads to the value of cooperation resulting in victory or a decent effort
n° participants	At least 6 people
Duration	45 minutes
Materials	n°1 eco-friendly balloon between every 2 participants. For instance, if the participants are 10 in the number, the balloons needed will be 8. n°1 blindfold for each of the participants BUT the first one in line. n°1 chair. If participants are divided into teams, due to the high number, there should be one chair per team.
Preparation	Blow the balloons in advance and set the chair(s) at the far end of the room (at least 5 meters from the first person in the line).
Implementation	1. Ask the participants to form a line, all facing one direction, that is the chair placed at the far end of the room (at least 5 meters away from the first in line). If did correctly, each participant should therefore face someone else's back. The first one in the line will lead the team. If there is more the one line, these lines will be parallel. 2. Give out the balloons and have participants place one balloon between them, connecting someone's chest with someone else's shoulders. The balloons need to always stay up and participants cannot use their hands to hold them. 3. When participants are comfortable with the balloons, blindfold all participants but the first one in line. Share with them that the goal is to reach the chair, go around it and go back to the other end of the room (or their initial line position) without any balloon to fall. 4. Start the activity. If a balloon falls, the team must manage to pick it up again, reconnecting the line and keeping the other balloons from falling. The line cannot continue its walk until all balloons are up again. 5. When the team reaches its destination, the game has successfully reached its end. Ask for a round of applause as a shared gratitude to the whole group.
Tips and hints	If a participant drops the balloon, you may ask a co-facilitator to place it back on their chest. In case disabled participants do not feel safe walking with the balloon between them, ask the group to implement the game without the help of the balloons, but by holding each other's hand.

Safety measures	For safety reasons the game can be played by having participants touch/hold slightly the hands or shoulders of the person in front of them as to feel more secure.
Added value	All the participants will be equal, having the same movements and speed. In all the phases in our life we interact with people that have more experience or less in every subject. This activity makes us think that we all want the same things (to be better to ourselves and our goals, being respected by our individuals) and we must learn to collaborate to reach our goals.
Variances	You may also choose to run the activity without the blindfold.

6. Chairs for Self-Awareness

Aim	The aim of this activity is to calm the mind and create a sense of well-being. To provide a relaxed feeling by increasing both the confidence and efficiency of individuals. Finally, it aims to promote an optimistic approach to life.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To consciously relax and stop the chatter of the mind and negative thoughts - To concentrate and focus - To promote a positive body image, self-love and self esteem - To detoxify phobias and develop his/her personality - To build self-awareness and self-knowledge
n° participants	Up to 90 people, depending on the available space
Duration	45 minutes
Materials	One chair per participant. If the chairs are not enough, the participants can sit on the ground.
Preparation	Place the chairs in a zig-zag line, to help all the participants move their hands up and down.
Implementation	1. Help a participant to sit on a chair. 2. Having aligned the torso of our body, with our chin parallel to the ground, we gently place our hands on our knees. 3. Take deep breaths of oxygen, filling our stomach with oxygen 7-10 times. 4. We softly move our chin down and then up in the sky. 5. First slowly and steadily rotate our shoulders in forward motion, along with our breaths. Then in a backwards motion. 6. Slowly and steadily in conjunction with our breath we turn our head left and right. 7. We Extent our arms forward to be parallel to the ground. Our hands create fists. We rotate our wrists in a circular, internal motion. Then switch to an external motion. 8. We move our hands in a prayer position in front of our heart. Then we interlock our fingers and spread open our palms to touch the heart. Our elbows must be parallel to the ground, feeling a stretching on the back. Take deep and steady breaths. 9. After a few minutes we are going to the prayer position. As we are, we put slowly our prayer hands above our head and then down to the chest. Repeat 10 times. 10. We put our hands softly on our knees. 11. In a gentle motion, we tilt our torso left and right. 12. We stretch our arms forward again, bending our elbows, so the wrists are above our head and parallel with one another. As stationary as they are, we begin to open our arms to each side and put them back stationary to the center. 13. We rest our hands back on our knees. 14. Holding with both hands our left knee, we raised it to our chest. Breath. We continue with each other.

	15. Inhale, exhale. We cross our hands in our chest (like an X) trying to reach our knees. Trying our torso to be straight we go down and then up in the first-same position. 16. Bend our torso and hold our feet tight. If it isn't possible just bend your torso on your knees holding down your head between your feet. Stay there, breath. 17. In the last step, we hug ourselves tight with our head down. Inhale-exhale. 18. Ask for a round of applause as o common expression of gratitude to yourself and to the whole group.
Tips and hints	Every step is repeated 10 times except the last one. If disabled participants cannot coordinate or even follow the rhythm of the activity, ask a partner to help them.
Safety measures	The participants must have 1 meter distance between them.
Added value	This activity helps the participants to concentrate and drive away all the bad feelings they might have (stress, pain, anger). Cleaning their inner world, they learn to love themselves and appreciate their human being. Self-awareness is rare, so the knowledge to control your thoughts and emotions is a very powerful weapon in this world of information.

7. Picture You

Aim	The aim of this activity is to inspire the participants to have courage expressing themselves and be aware of what they want in life and how this can be achieved. This activity enhances the value of expression, of our thoughts and feelings.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To develop their social skills - To gain experience presenting to an audience - To fearlessly express their personality - To be inspired by other people and the opposite
n° participants	Best between 8-20 people
Duration	50 minutes
Materials	n° 1 paper sheet (A4 size or similar), n° 1 pencil/participant and n° 1 chair (if possible) per each participant.
Preparation	Set one concentric circles of chairs. If it is not possible, due to the lack of space, you may create more small circles or two lines of chairs facing each other. If not possible, due to the lack of chairs, you may create room for the participants to sit on the ground.
Implementation	1. Have all participants sit down on a chair in the circle. If there are many participants, you may want to split the group and create two or more circles of chairs. 2. Hand out paper and pen to all participants and ask them to think individually of an object or an animal that characterizes them as individuals. Give them from 3 to 5 minutes to figure it out. They need to have the WHY in mind as well. 3. Ask the participants to write down, or better yet draw, the identified object or animal. 4. When all have completed the task, ask one by one to stand up (one at a time in clockwise order) and analyses why they chose that object or that animal. Give them 5 to 10 minutes to express themselves. 5. Once all participants have completed their analysis, ask for a round of applause as a shared gratitude to the whole group.
Debriefing	The leader of the team will ask the questions, as the following provided, to each participant and will allow the other participants to contribute by asking other questions. - Why do you select that object/animal? - What makes you feel? - With what actions will you be one step closer to being that object/animal? - Have you had an experience that made you behave like that object/animal? - If you regret your decision, which other would you choose and why? - What similarities do you have with that object/animal?

Tips and hints	If participants cannot write or draw the object/animal they have thought of, ask a partner to help them.
Safety measures	Keep the chairs at an appropriate distance. Keep other objects in the room at least 1 meter away from the outer circle of chairs. People with disabilities may have the proper assistance and need to get acquainted with the position of the chairs first.
Added value	Sometimes it is difficult to express what is happening to us. Our interaction with the world allows us to get more stimuli and understand our desires. The value of expressing feelings is a path to inner peace. It improves healthy human relationships, inspires trust and reliability. Deeper and more authentic emotions make us more vulnerable, for example sadness, fear, shame, and loneliness, but they bring us closer to the person we are or can become.

8. Explain Your Words

Aim	This activity contributes to the search for approaches and techniques for theatre and short writing as an art form, as a learning tool and as a social transformation. In general, fosters in the development of artistic nature. It serves some variety of human needs which are sociality, communication, support, acceptance, creative thinking/acting and respect.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To increase the levels of adaptability in any situation - To enhance the social skills of participants - To promote artistic thinking and point of view - To demonstrate the value of the proper use of the language depending on the feeling/situation that is selected.
n° participants	At least 20 people
Duration	55 minutes
Materials	A4 paper sheets, pencils
Preparation	Ask the participants to think and list together different situations or feelings people may experience in life (for example, loyalty, anger, separation, love, reliability, nerves, fraud, gratitude, faith in a person or religion, morning routine, a moment of panic, etc.).
Implementation	1. Split the group into pairs. 2. Ask them to write with their material a short dialogue that is related to a situation/feeling they have experienced. It does not have to be necessarily connected to the feelings previously listed in group. If it is not possible to write it down, they can memorize it. Give them up to 20 minutes. 3. When all pairs are ready, ask the pairs to act out, one by one, the created dialogue. Improvisation is accepted too. Give time (up to 25 min) to think what feeling/situation will be presented. 4. Each pair, one by one, stands up and presents the result. 5. Only after the performance, let other participants guess the subject/feeling represented. The pair may also reveal it at the end.
Debriefing	Ask for opinions from the participants after finding out what feeling/situation has been represented. For example: What is your opinion about the chosen subject we just saw?
Safety measures	People with disabilities might need proper assistance in acting out the dialogue if that implies big movements.
Added value	Man exists as a creator, not a creation, and must be in a constant search for his potentialities, proving to himself that he can produce ideas and establish new trends. All people can be creators, regardless of age, academic education, social status, and physical condition. The value of creativity lies in the conception of ideas, innovative approaches, the ability to think outside the box, analytical skills and self-assessment skills.

9. Mountain Peak

Aim	This activity aims to promote understanding of concepts such as short-term/long-term thinking, dreams, goals, plans, needs, desires, wishes, responsibilities, etc..
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To build self-awareness on your own core life values - To Identify the differences between long-term and short-term thinking - To develop planning skills and the ability to define goals - To be aware of opportunities and risks (personal and external) when reaching goals
n° participants	Up to 20 people
Duration	40 minutes
Materials	For each participant: - A copy of the handout "Mountain peak" for each participant (see the Annexes) - Sheets of paper - 3. Pens
Preparation	The facilitator has to prints the handout "Mountain peak" for each participant.
Implementation	1. Start a discussion with the whole group on concepts such as *aims, dreams, desires, needs, wishes, planning, acting,* so as to raise awareness on the topic, to brainstorm together and to foster active listening. Give participants 5-10 minutes to discuss how these terms are perceived. You may write down some emotions or related sub-concepts on a flipchart, if there is one. 2. Give the participants a blank sheet of paper. Ask them to think of a specific long-term goal they would like to achieve and to write it down. Ask them to be as specific as possible, so as to identify a real vision of the future. If they are not at ease with defining a long- term exact goal, let them choose a dream or a wish for the future. 3. Once everybody is ready, ask the participants to think of realistic steps they need to take to accomplish the chosen goal/dream. Give them up to 5 minutes. 4. Hand out to each participant the handout "Mountain Peak" in the Annex section below and ask them to write down those realistic steps they would have to undertake in order to achieve the goal/ dream. 5. Once the participants have completed the task, ask everyone who is willing to present to the group their goal/wish and the steps to achieve it. Give them up to 3 minutes to allow all participants to partake and discuss on those proposed steps. 6. Ask for a round of applause as o common expression of gratitude to yourself and to the whole group. You can ask them how they will proceed in case some of the steps present difficulties. You should encourage the students to think of a possible plan (B) actions/steps in order to assure the achievement of the goal.
Debriefing	Let students reflect on such questions as:

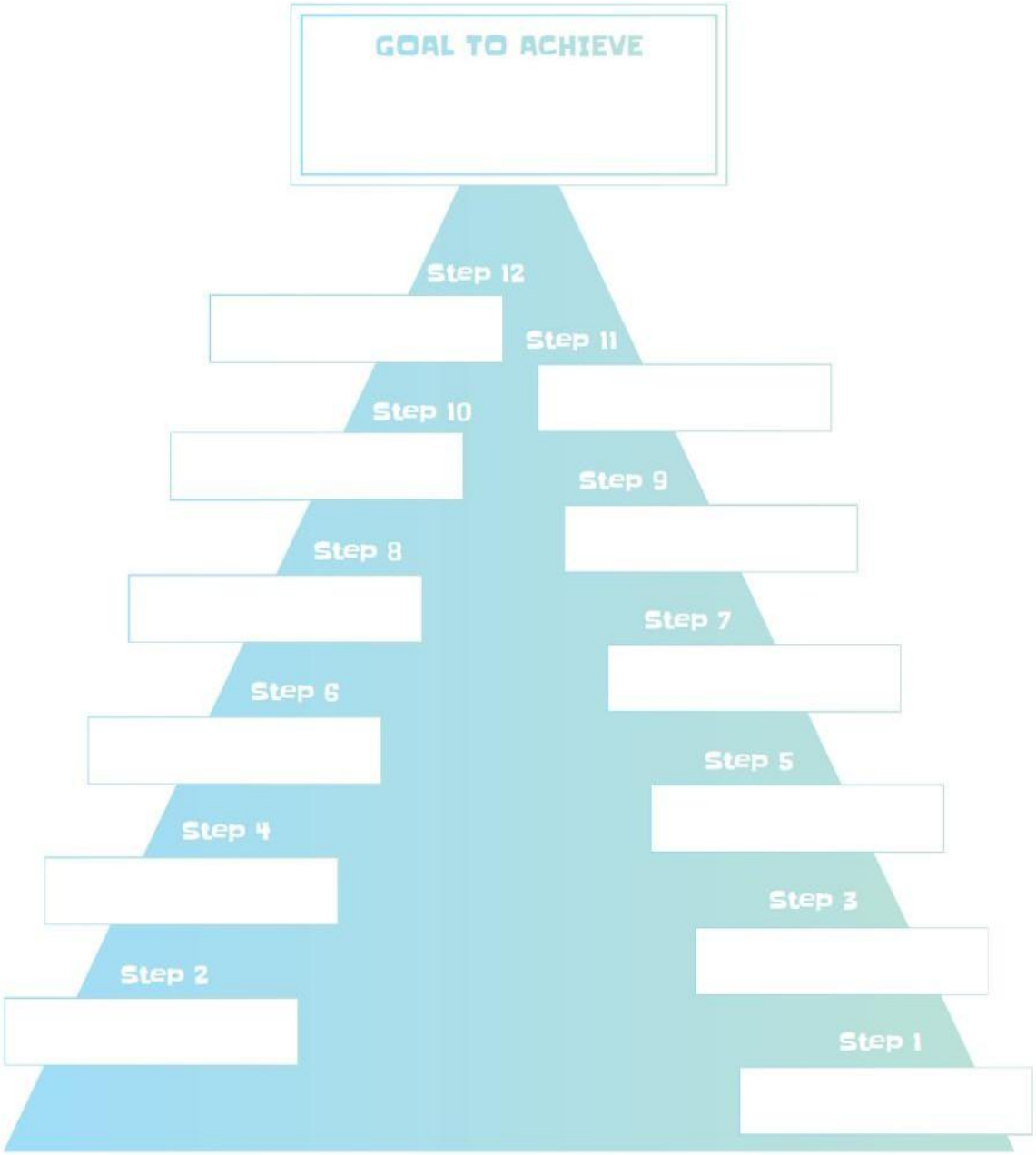
	- Why do I need dreams/goals and planning to achieve them? - Is it important to be aware of my goals now and plan to achieve them? If yes. Why? If not, why? When is the best time to plan? - Which are my most important short-term or long-term goals? Why? How to make it easier for everyone to achieve their goals? What influences my dreams and life goals? If the group is not too big, you may ask all participants to brainstorm together to think of a possible Plan B for each of the identified goals/dreams, with adapted actions/steps in order to assure the achievement of the goal.
Tips and hints	In case of participants with special needs who cannot write down the values, ask a collaborator to help them out.
Safety measures	Not particular safety measures to take.
Added value	Thinking ahead and breakdown your pursuit in realistic smaller steps is a key approach to achieving your goals.
Variances	You might organize a one to one tutoring session with each of your participants in order to review their goals and the steps they have set up to reach them. You could ask them about the terms and details on how they plan to execute the foreseen steps.

Reaching the goal

DREAM: written down with a date becomes

GOAL: A goal broken down into steps becomes

PLAN: A plan backed by ACTION makes your dreams a REALITY



Values, Characteristics, Skills

Values	Characteristics	Skills
Trust	Open	Decision making
Truthfulness	Enthusiastic	Concentration
Honesty	Polite	Strategic planning
Humility	Inspiring	Problem solving
Excellence	Self-confident	Conflict resolution
Compassion	Self-controlled	Project planning
Fairness	Determined	Motivating others
Loyalty	Open-minded	Communication
Independence	Balanced	Negotiation
Simplicity	Self-aware	Organization
Patriotism	Friendly	Goal setting
Devotion	Curious	Positive thinking
Respect	Flexible	Critical thinking
Responsibility	Reliable	Practicality
Generosity	Persistent	Resourcefulness
Courage	Perseverant	Creativity
Selflessness	Full of initiative	Listening
Equality	Hard working	Persuasion
Faith	Tolerant	Delegation
Honour	Reliable	Time management
Dignity	Kind	Stress management
Prestige	Ambitious	Media literacy
Career	Disciplined	Teaching
Justice	Authoritative	Team-work
Intelligence	Strict	Risk management

Values, attitudes, skills

As a Leader...	... I have already...	... I would like to develop...
My values		
My attitudes		
My skills		

10. Explore and Express

Aim	The aim is to identify the emotions which can be perceived by different kinds of music and to positively absorb and learn how different reactions may lead to different outcomes.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To develop a deeper awareness of the range of human emotional expression - To appreciate diversity - To get to know each other - To develop the skill of showing their emotional expression - To understand your own and others' feelings at different moments or situations
n° participants	Up to 15
Duration	30 minutes
Materials	- A playlist with different kinds of songs (for instance a pre-created playlist on Spotify). Ten songs will do. - Free space in the room
Preparation	Create a playlist with different kinds of songs and music (loud, soothing, boisterous, sad, angry, etc.)
Implementation	1. Have the participants place themselves around the room. Have them "fill all the empty spaces". 2. Play one song and let the group move around the room to the rhythm of the music. Have them "fill all the empty spaces". Keep the song for 2 minutes at least. 3. Stop the music and ask the group to identify how they feel or what emotion they associate with that kind of music. 4. Repeat this with all songs (and music types) in the playlist. 5. You may decide to play the last 3 songs uninterruptedly, so as to have participants switch from one emotion to another without having to describe it.
Debriefing	After the activity the group gather up and discuss the following questions: - Can music influence the way we feel? - Is it easy to define emotions and feelings? - How did you feel showing these emotions? - How did you feel seeing someone else showing these emotions? - Did your emotions differ from others? If yes - why? - What else affects your emotional state? - What can you do to help others feel better?
Safety measures	The classroom/ space has to be empty with no obstacles
Added value	Relations to subjects Emotional Management, Social Sciences, Language Arts, Class Meeting, Career Education.

Variances	You could make a game of expressing and naming emotions by having one person at time or a smaller group act or dance different emotions to music, while the rest of the class guesses what emotion is.

11. My Competences

Aim	This activity develops self-awareness and awareness of the importance of skills, and attitudes. Reflection on competence will help the students identify their strengths and help them build their self-esteem.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To Define qualities of values, attitudes, skills, and characteristics - To develop leadership qualities - To Identify their strengths - To Enhance their self-esteem - To Enrich vocabulary
n° participants	Up to 15 people
Duration	30 minutes
Materials	Pens/pencils - Copies of template sheets (see the Annexes) for each participant.
Preparation	Print the handout in the annexes and make modifications, if necessary.
Implementation	1. Give a copy of the handout "Values, Characteristics, and Skills" to the participants and ask them to read carefully the list of values, attitudes and skills. 2. Start a small conversation and make sure that participants are aware of the meanings and characteristics of the listed values, attitudes, and skills. 3. Give a copy of the handout "My Competences" to each participant and ask them to select those they believe they already possess and those they think they do not possess but would like to develop. 4. Have the participants write them down on the sheets. 5. Ask the participants to share on by one their answers and the reasons behind their selection. After each share, invite all other participants to help the person in finding out what he/she should do or need in order to develop those desired values, attitudes, and skills.
Debriefing	Facilitate a discussion by asking the following questions: - Regarding the competences you think you possess, can you share a situation/circumstance that made you realize it? How do you think you developed that competence? - Regarding the competences you would like to develop, why did you select them? Can you share a particular personal/professional purpose they could serve?
Tips and hints	If you believe that the worksheet is too complex, due to the 3 types of qualities - values, attitudes and skills – you can address only the leadership qualities in general or the qualities that they can recognize on a person they admire. In case of participants with special needs who cannot write down the values, ask a collaborator to help them out.

12. We Have a Message for You

Aim	This is a class activity based on imagining the creation of a humanitarian project proposal on human rights. The group will have to design a title, a logo, the objectives, the partners, the specific target groups and main actions of the project.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To develop knowledge of human rights - To develop team-work competences - To stimulate creative thinking - To make participants think about possible actions at the community level - To intervene and discover the importance of belonging to a certain community
n° participants	Maximum 20 people
Duration	40 minutes
Materials	Coloring pens/pencils, sheets of paper, Posters, flipchart, Newspapers to cut out
Preparation	1. Divide the participants into smaller groups of 3-4 people each. Create and print a word file with the following content. On one page, list the fundamental rights: - Right to self-determination - Right to liberty - Right to due process of law - Right to freedom of movement - Right to privacy - Right to freedom of thought - Right to freedom of religion - Right to freedom of expression - Right to peaceful assembly - Right to freedom of association On the other page, make a two-column table with the key elements for the development of an effective project: - The objectives and the motivation behind the project - The added value of the project and its outcomes - The partners and the stakeholders - The specific target group - The Implementation - The project results - The impact of the project - The title - The logo

	- The project title
Implementation	1. Divide the group into smaller groups of 3-4 people each. 2. Prepare the groups to the topic of fundamental human rights, discussing with the participants the main milestones to their development. 3. Hand out to all groups a copy of the paper with both the list of fundamental rights and the table with project key elements. 4. Give 15-20 minutes to the group to build up and present a project of their own. Participants can propose topics that are close to their realities, as long as they refer to at least one of the fundamental rights. 5. Ask the participants to create a presentation on the flipchart, or on a wide cardboard or sheet of paper, so that groups can, one by one, stand up and pitch their idea. 6. Ask the first group to stand up and give a presentation of their idea. Ask all participants to listen carefully and not interrupt until the presentation is over.
Debriefing	At the end of the activity, all participants gather up and answer the following questions are used to evaluate the activity: - Did you enjoy working in a group? - What were the difficulties? - Did you learn new things? - What did you like best? - What did you like the least? - What will be the impact that you would like to see?
Tips and hints	You may want to use the Design Thinking approach: The “Design thinking can be described as a discipline that uses the designer’s sensibility and methods to match people’s needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity. A design mindset is not problem-focused, it’s solution focused, and action oriented towards creating a preferred future." Instructions: 1. EMPATHIZE / INITIATION PHASE: Conduct research in order to develop knowledge about the community you want to focus on. Imagine your goal is to improve on-boarding experience for new users. The first stage of Design Thinking is a deep understanding of the needs and problems of the user. The key is to identify hidden and intuitive motivations that influence people’s choices and behaviour 2. DEFINING: At this stage, the teams make a synthesis of the information gathered in the empathy stage, in order to define what the exact problem is. This stage requires breaking the thinking frameworks and habits that limit the perspective. 3. IDEATION: Ideation phase consists of creation and development of solutions. It is a generative stage of design thinking process. The basic tool here is Brainstorming

	4. BUILDING PROTOTYPE: The goal of this phase is to understand what components of your ideas work, and which do not. In this phase you begin to weigh the impact vs. feasibility of your ideas through feedback on your prototypes. Make your ideas feasible. Gather opinions from the facilitators and the agronomist to obtain feedback. 7. P R E S E N T I N G THE PROTOTYPE

13. Blind, Dumb, Lame

Aim	This is a team building activity that promotes collaboration, trust and empathy. The aim of the activity is to give a "physical" sense of being different than usual and to create conditions for a discussion about equality, equal opportunities for everyone, yet also to remind that all of us can face unexpected situations, we all have our own needs and approaches, but all together we build a team.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To create a common class life in terms of equality - To break down barriers - To experience being "Different" - To experience different situations and analyses what it is like when we are dependent on someone; how supportive, tolerant we are of others - To Get to know each other - To Develop the skills of work and cooperation
n° participants	Up to 20 people
Duration	40 minutes
Materials	- Blindfolds - Items to place around the room to sweep off the floor (scissors, candies, tennis balls, cones, etc.) - Chairs
Implementation	1. Divide the group into smaller groups of 3 participants. The groups need to stay as far away as possible from each other. 2. For each group, give one participant a blindfold (becoming the "blind") and another participant a chair (becoming the "lame"). The third participant will be the "dumb". 3. The "lame" sits on the chair with his/her back to the "blind". The "lame" therefore does not see the "blind" but only the "dumb". The latter is facing the "lame" and can see both the "blind" and the "lame". 4. When all groups are set, place a number of items on the ground around or in front of the "blind" in each group. 5. Explain the rules: the "dumb" can show something to the "lame" but is not able to talk; the "lame" can speak and explain to the "blind" where and how to go after the placed items but must not turn his/her back and look at the "blind". The "blind" listens to the "lame" and tries to find the items placed on the floor and is able to talk to ask better directions. 6. Give the start. The "blind" in each group must find and lift up all items placed on the ground. 7. When everyone has completed the task, the roles in the same groups change so that everyone tries all three roles.

Debriefing	Have all participants gather up and allow them to speak, think, comment, come to their own thoughts and insights. Ask the following questions: - which “role” did you feel most comfortable in? Why? - Which role did you dislike? Why? - Who helped you? - Was there something bothering you? - Which role was harder to trust? Why? - Have you ever met in your life a blind person or a person with a movement disorder? How did you feel? Did they need help? Did you help? - What did you think of him/her? What did you think of yourself? If there was a person with special needs in our class, how would you feel? Does he/she need help? Would you help? Why? - Are these people eligible to learn in the same contexts as a fully able-bodied person?
Tips and hints	All the teams should have the same number of items to lift and equal distances. Teams are not allowed to pick up items in other team areas. Also, make sure that there are no other objects on the way to avoid danger for the “blind”.
Safety measures	Provide enough space between items so that each team can perform easily.
Added value	Building skills of collaboration, trust and empathy may trigger in us the recognition that all of us face unexpected situations and may go through difficult periods in life. What matters is to understand, embrace diversity, and always show respect.

14. People I Admire

Aim	The aim of this activity is to identify the personal features or virtues of people we admire and realise if they are shareable, so as to build up our confidence.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To define the characteristics of our role models. - To foster active listening - To understand and talk about other people's opinions. - To appreciate other people's personal characteristics, even though they are different from ours
n° participants	10 people
Duration	45 minutes
Materials	Pen and paper (optional)
Preparation	Divide the participants into pairs. They can sit on chairs or on the floor or just stand.
Implementation	1. Explain the concept of a good role model. A role model is a person that people admire for their special features or virtues features or virtues, such as strength, intelligence, passion, self-awareness, positivity, kindness, humbleness, empathy, professionalism, integrity, leadership, morality, confidence, loyalty, hard-work, creativity, selflessness, commitment to their pursuits, etc. Have a common discussion of 5 minutes with all participants on what makes a person a role model. 2. Invite the participants to tell their partner about their role models and their features or virtues. Tell the participants to remember the other person's answers. They can write them down if necessary. Give them 10 minutes. 3. When all pairs have shared their role models, all participants gather up in a circle and ask each participant to describe his/her pairs' role models and key features or virtues. Give them up to 20 minutes.
Debriefing	Have the group reflect on the characteristics that they consider key assets for a group unity and growth. Do they have or like to improve these characteristics personally?
Tips and hints	Make the participants feel comfortable to open up – there is no wrong answers. Take notes of the characteristics told by the group to remind them during debrief if needed.
Added value	This activity helps participants to appreciate their strengths and to break down what it needs to obtain new virtues.
Variances	If it is difficult to understand the concept of a role model, you may provide examples.

Suggested readings	https://chameleon-project.eu/personal-development/ https://www.skillsyouneed.com/ps/confidence.html
References and sources	https://chameleon-project.eu/trainer-resources/#dearflip-df_11446/1/

15. Role Playing Social Situations

Aim	The aim of this activity I to gain confidence to initiate small talks during our everyday social situations.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To cooperate in talking through a social problem. - To accept and act towards potential solutions to social problems. - To practice communication and social skills in a safe, non-threatening environment.
n° participants	The ideal number is 12 people
Duration	25 minutes
Materials	A board with written questions (specified below)
Preparation	Prepare the space so that the participants are able to discuss it in groups.
Implementation	1. Discuss with the participants whether it is difficult for them to start a discussion during certain social situations (workplace, party, school, etc.). Explain that the following activity is a role play for social situations to practice such discussions. Facilitate a discussion for 5 minutes. 2. Divide the participants into groups of four people and give them one category of social situations: "Workplace", "At a party" and "One on One". 3. Provide the following questions to the groups to get inspired on their respective topic: *Workplace* - "How was your commute in this morning?" - "Do you have any ideas to help kick off this project?" - "What are your priority tasks that need attention right now?" - "Is there anything I can do to help you with project?" - "I could really use your input/advice on project." *At a party* - "How do you know (host's name)?" - "Are you enjoying yourself?" - "I really like your outfit. Where did you get it?" - "This music is interesting. What kind of music do you usually listen to?" - "Let's head over to the food/drink table." One on One - "How are you doing?" - "Are you enjoying your day/week?" - "How did you get involved in (activity)." - "The weather is ____today." - "What are you up to today?" - "Hope you're staying safe and well."

	Replies (valid in all settings) - "That's good." - "Really?" - "That sounds interesting." - "Thanks for the feedback/insight." - "Good, glad to hear it." - "Wow." 4. Have the groups prepare and roleplay a similar social situation of 3 minutes. Invite them to imagine the situation is set in a real context. 5. Ask the groups to discuss and identify others, they replied they would have liked to say to better their social interaction.
Debriefing	Have all participants gathered up in a circle and discuss the following questions: - Do you think it is helpful to practice social discussion as a role play? - Do you usually practice it with friends? - How can role play help us build social skills? - How can these apply in our everyday life?
Tips and hints	Keep track of the time and remind the participants.
Safety measures	Select a quiet space.
Added value	Participants increase awareness on their personal attitude by practising everyday social situations.
Variances	A more advanced role play could be about finding solution to a social problem. The group defines a social problem and then brainstorms on solutions. Then, they rank the effort for each solution (1-easy, 5-hard) and then decide what to apply.
Suggested readings	https://s4eg.eu/communication/ Role play scenarios: https://busyteacher.org/classroom_activities-speaking/roleplays/ https://www.niu.edu/citl/resources/guides/instructional-guide/role-playing.shtml

16. Sticky-note Interview

Aim	Raise awareness of personal interests and talents, as well as on everything that makes you worth in life.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To visualize your own strengths - To increase speaking skills. - To foster active listening. - To raise self-awareness. - To build emotional rapport and understanding
n° participants	From 9 to 21, ideally a number that can be divided by 3
Duration	45 minutes
Materials	Pens and Sticky notes A printed paper with the following questions: - What is a valuable lesson you learned in your life? - What are you truly good at? - What would you like to learn to do really, well? What can you do today to begin? - What is a great achievement in your life? - What makes you truly excited about life? - What do you love most about yourself? - When was the last time you did something for the very first time? - What do you imagine yourself doing 1 year and 5 years from now? - What has the fear of failure stopped you from doing? What one step could you take today to begin overcoming that fear? - What motivates you to do and be the very best of yourself? - What is your number one goal in the next 6 months? - What is the biggest obstacle that stands in the way of your happiness and how would you overcome it? - How would you describe yourself or what are the key words that represent you?
Preparation	Create and print a file with the questions in the Materials section
Implementation	1. Form groups of 3 people each. Have them sit or find a place far away from one another. 2. Tell the participants that in each group there will be 1 interviewer, 1 interviewee and 1 assistant. The interviewer will read the questions in the printed paper to the interviewee, who will have to answer them at their pace. The assistant will write down in the post the key words or values or strengths or positive actions that the interviewee reveals. One post should contain one key word or one key sentence and should remain attached to the stack. The interviewer may ask other related questions if they feel like. 3. Give 10 minutes to answer the questions. 4. After that, the assistant will draw one post of it per time and place it on the interview's body (arms, chest, legs, forehead, etc.) while telling him/her what is written on it and why.

	Soon the interviewee will see himself/herself filled with positive key words that he/she was not aware of possessing. 5. A t the end, have the participants swap roles until they have all been the interviewees
Debriefing	None, let them free to have informal talks amongst them. This activity may be emotional and being with their peers is the best support they can have.
Tips and hints	- Keep track of time and inform the participants when the time is almost up. - Let the participants know it is normal if they have difficulty answering it immediately.
Safety measures	Have the groups far away from one another.
Added value	Questions have a dramatic effect on everything you do in life. Whatever you focus on the most will eventually become your reality. By training yourself to consciously ask empowering questions, regardless of your circumstances, you will be able to direct your mind to focus on new possibilities and solutions.
Variances	Participants are allowed to think up and ask additional questions to raise the interviewees' self-esteem.

17. Storytelling

Aim	The aim of this activity is to develop creativity and communication skills, by practicing with the group
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To develop speaking skills in public. - To increase creativity. - To embrace communication with the group.
n° participants	Between 10-15 people
Duration	20-35 minutes, depending on the number of participants
Materials	A soft ball or any other small soft object
Implementation	1. Have participants stand or sit in a circle. You stand in the circle with the soft ball (or another soft object) in your hands. 2. Tell the group that the person who holds the soft ball (or another soft object) must continue the story that you start and that will be created collectively. 3. Begin with the story. Toss the ball (or walk towards the person you want to give it to) to the person who must continue the story. NOTE: Shy people can participate by providing only one word.
Debriefing	Facilitate a discussion on the difficulties to create a story collectively. When does a story become more interesting? When are we added value in the creation?
Tips and hints	You can tailor the story with the subject that you plan to teach (e.g. ceramic, art, history) or a context the participants can relate to.
Safety measures	Make sure that participants have enough room to move and give the ball to the others. Choose a clean and quiet space.
Added value	Storytelling is one of the most ancient communication practices that people used to express themselves and understand the world around them.
Variances	A variation on this is “fortunately, unfortunately”. Each person must add a sentence, changing the sentence of the main character. E.g. - Unfortunately, I lost my keys. - Fortunately, my friend had spare keys to my house. - Unfortunately, my friend wasn’t in town. - Fortunately, my friend’s mother had spare keys to her house.
Suggested readings	https://digimi.eu/training/methodology
References	http://www.primaryresources.co.uk/pshe/pdfs/dramawarmups.pdf

18. Back-to-Back Drawing

Aim	This activity aims at developing a sense of connection in the group and the realisation of how our other senses, besides sight, may play an important role in our interactions in our daily life.
Trainee profile	Any, with hand movement ability.
Learning Objectives	- To develop communication skills by passing a non-spoken message to the group - To improve attention skills - To focus and enhance other senses, besides sight - To increase patience
n° participants	10 people
Duration	30 minutes
Materials	A4 sheets of paper and markers for each participant, paper tape roll.
Preparation	The group stands or sits in a line, where participants face the back of the person in front of them (except the first person in the line). They put blank A4 paper sheets on the person's back with paper tape (except the first person). They hold a marker.
Implementation	The concept is like the well-known telephone game but instead of passing the word to each other, they pass the drawing. The first person starts drawing on the back of the person standing in front. Once they feel that the person behind them starts drawing on their back, they start reproducing the drawing as they feel it. When they finish, they put the drawings next to each other and see if they are similar.
Debriefing	Was it easy or difficult to reproduce the drawing? How do they feel about exercise and the connection to each other?
Tips and hints	Make sure they will not leave stains on each other's shirts. Having a second shirt for this activity is an option.
Safety measures	Make sure everyone feels safe with the process. Keep a clean space, avoid the use of sharp objects.
Added value	Be aware of other members' body language and movement. Understand how messages can easily become distorted.
Variances	https://www.therapistaid.com/worksheets/drawing-communication-exercise

19. Cultural Shock

Aim	The aim of this activity is to raise awareness and critical thinking on how people react to diversity.
Trainee profile	People with special needs can participate as long as they are able to see the images and express themselves.
Learning Objectives	- To foster acceptance of others' points of view - To enhance people's capacity for reflection and critical thinking - To facilitate intercultural sensitivity
n° participants	Between 10-30 people
Duration	45 minutes
Materials	Printed photos representing different cultures and that can create positive or negative feelings in the participants, so to stir up their emotions
Preparation	Print the photos in the annexes. Place them on the walls of the room, relatively far apart from each other. Each picture represents a person or a group of people from different cultures, practicing different habits that are usually criticized by the mass population.
Implementation	1. Without explaining anything in advance, reveal all the images in the room and ask the participants to observe them closely, one by one. Give them the time to observe them at their own pace. 2. When they are all ready, ask them to go stand under the picture that has shocked them the most either in a positive or in a negative way. 3. Ask who would like to share with the rest of the group the reason why they have chosen that specific picture. Ask then the participant answers the following questions: o Please, describe objectively the image. What do you see? o How does the picture make you feel? Write down your emotions. o What values does the picture tackle? 4. Ask more participants to share their thoughts and ask the same questions.
Debriefing	Ask the participants to gather up in a circle and discuss the following matters: - how our values influence the level of cultural shock. - how difficult it is to be objective and observe without prejudices. - how to accept the differences.
Tips and hints	Let the participants speak up and say strong statements if they feel like. Remind all other participants to listen and not interrupt their peer.
Added value	Learning how to accept other cultures and other people's personal decisions is a key asset in the social life. Active listening and proper understanding of people's inner reasons should be always fostered.

20. Framing Perspectives

Aim	This activity aims at enhancing our presence and at fostering our awareness of the moment and the space we are in, through a process of mindful observations.
Trainee profile	People with special needs can participate as long as they are able to see and express themselves.
Learning Objectives	- To foster effective listening - To be able to describe and explain ideas - To enhance your perception of new perspectives - To foster curiosity
n° participants	Up to 20 people. Ideally an even number.
Duration	45 minutes
Materials	Printed version of the handout (see the Annexes), representing a picture frame.
Preparation	Print a copy of the handout for every participant.
Implementation	Ask participants to walk
Debriefing	Ask the participants to gather up in a circle and discuss the following questions (you may ask more): - Do you think focusing on details makes you feel like you are more present and in control of the situation? - Why do we usually lower our attention to what we have around? - How does changing perspective influence the way you perceive things? - Do you think that embracing other people's perspectives may enhance our perception of the world?
Tips and hints	This is an activity which works well also in an outdoor setting, as it usually offers more richness in terms of inputs and also much more engagement of the body and movement. It is an element to consider according to the specific resources available in terms of space and possibilities.
Safety measures	Be sure there is nothing dangerous in the room and that participants walk slowly, thus, to avoid people bumping into each other.
Added value	This activity can show how many things go unnoticed, especially when we are in a context that we believe ordinary or that we know well already. The process of awareness begins with exploration, curiosity and is about looking for the small cues.
Variances	A possible shorter variation of the activity could be "The Story Behind My Last Picture".

21. How does it end?

Aim	The purpose of the exercise is to awaken the ability to empathize with other people, to understand different ways of acting and solving problems.
Trainee profile	The trainer should have conflict resolution and negotiation skills.
Learning Objectives	- To develop empathic thinking skills - To improve the ability of understanding different ways of behaviour - To develop psychological and social imagination
n° participants	Between 6 and 12 people
Duration	45 minutes
Materials	n° 1 chair (if possible) for each participant, sheets of paper and pens
Preparation	Print out the following 3 stories: Story 1. *Charles is studying at a technical high school. His brother is visually impaired and Charles has come up with the idea that it would be nice to build new small movement sensors that make certain sounds when they spot someone approaching, instead of keeping the common ones that beep, in such a boring way. Charles wonders what kind of sounds may be nice to hear if you are visually impaired at home.* Story 2. *Gregory would very much like to help people with disabilities. He is very empathetic and believes that society thrives when people help each other. He is thus looking for opportunities (job, volunteering, etc.) to become an accompanying and supporting person for elderly visually impaired people. He is making research on communication and social skills to acquire in perspective of this opportunity. What competences should he work on?* Story 3. *Hania is about to start a new job position in the administration of a VET provider working with visually impaired people. For her curiosity, she wonders how colours and tones are perceived by people with visual impairment and how they could have conveyed them. The first thing that has come to her mind is temperature: white is cold, red is warm, but this distinction is too simplified in her opinion. She then realizes that maybe textures can do the case, assigning, for instance, smoothness to white, roughness to grey, sharpness to red. What other concepts could we identify for colour associations that people with visual impairment can visualize?*
Implementation	1. Have the group sit on the chairs or on the ground. 2. Ask participants to give a brief introduction of themselves, as in a story. 3. Once all participants have introduced themselves, read the first story. 4. Ask participants to form groups of 3. They can stay in their respective positions as long as the groups have the space to discuss without distractions.

	5. Provide pen and paper to the groups and tell them they have 5 minutes to continue and find an ending to the story, imagining the protagonist's actions and feelings. It is important to point out that any version of the ending is equally real and possible. The time allowance is set to 5 minutes because the creation of the ending should be mainly emotional, triggered by their first thoughts and associations. 6. Once they are ready, ask the first group to start narrating the story they created. Other participants should refrain from giving comments. 7. Repeat step 6 with the other groups. 8. After all ending have been told, start an open conversation on the story endings, on the protagonist's actions, and on the feeling that ending activates on us. While conversing, ensure that the participants respect each other. 9. Repeat the activity with another story. 10. Repeat the activity with the third story if the time allows it. Priority should be given to the quality of the narration and the discussion after the story ends, which can be emotional.
Debriefing	The reflection session is in step 8 of the implementation.
Tips and hints	Try to maintain and foster an atmosphere of tolerance and recognition of different types of people's emotional reactions.
Added value	Projection exercises are also a form of self-presentation. Participants in the exercise, through suggestions for story endings, discover their own mental and emotional preferences. Emotional security is key to fulfil the principles of tolerance and empathy in the discussion.

22. Who/What am I?

Aim	Self-definition. The purpose of the exercise is to define yourself and to determine your current emotional state.
Learning Objectives	- To develop skills in self-defining oneself in various ways - To foster curiosity about other participants' personalities and perception of themselves - To develop communication and presentation skills
n° participants	Between 6 and 10 people
Duration	35 minutes
Materials	The trainer must have self-descriptive questions that are tailored to the competencies and experiences of the participants. These questions may focus on people's memories, emotions or personalities, and could relate to music, food, smells or sounds. Some examples are: - What colour represents you the most? - What element represents you the most? - What kind of fruit are you? - What kind of music do you listen to when you are at home alone or outside by yourself? - What kind of superpower would you like to possess? - Where do you want to spend your dream vacation? - What would be your dream day? Participants are allowed to use digital devices to express themselves.
Implementation	1. Allow participants to sit in a place and position that is comfortable for them. You can also form a circle. 2. Tell them you will ask self-descriptive questions for which they will have to identify an answer. Then everybody will share their answer, one by one. 3. Start the first round and ask the first question to all participants (for instance, "what colour represents you the most?"). Tell the participants they can also use their mobile phone to play music or represents a sound. Give them a couple of minutes to think about their answer. 4. Ask the participants to answer, one by one, the question and to then explain the reasons behind their choice (for instance, "I feel that green represents me a lot, because I immediately feel comfort when I look at it or I am around it"). Ask the other participants to respect their turn and to not speak while others are. 5. Repeat step 3 and 4 with all other questions.
Debriefing	Take notes of the similarity between participants' reasons for choosing their answer. Once all questions have been answered, facilitate a debriefing session with all in a circle.
Tips and hints	During the debriefing, invite participants to come up with their own questions and encourage them to ask others.

	Determine together whether the question refers to their self-definition or their current emotional state.
Safety measures	If participants use mobile phones or other devices/objects, make sure the participant takes care of them and does not leave them around.
Added value	The list of diagnostic questions enhances our ability to self-identify. It also allows us to play with associations, preferences for sounds, sights or natural experiences (type of rain, type of wind). It can be a good way for alternative forms of self-presentation.

23. Finish the Story

Aim	The purpose of the exercise is to develop creativity and cooperative skills in a group of participants. An interesting goal is also to develop the ability to deal positively with the consequences of other participants' behavior/decisions.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To develop creativity and imagination. - To develop cooperation in a group. - To strengthen participants' communication skills.
n° participants	Between 10 and 20 people
Duration	45 minutes
Preparation	Identify and print out the introduction of some children stories or fairy tales. We provide you with three examples: - Beyond the seven mountains in a cottage on the edge of the forest lived resourceful Mary, who was friends with... - Once upon a time, brave Prince Peter woke up in his castle and decided... - In a big castle lived an angry King and a good Queen. Every morning the King strolled around...
Implementation	1. Have all participants make a circle, either standing or sitting on a chair. You are part of the circle. 2. Tell participants that together you are going to co-create a story. You will start reading the introduction and they, one by one, will have to continue that story by contributing with at least one sentence. 3. Begin the story by reading the introduction and pass the word onto the person on your left. You are therefore the last one to speak. 4. When the story has been passed on back to you, conclude it with an ending. You may repeat the whole story if you feel like it is a wrap up. 5. Ask a big round of applause for this co-creation.
Tips and hints	You may create smaller groups of at least 5 people and make the story into 2 or 3 rounds. With fewer co-creators, the story should progress more rapidly.
Added value	Exercise strengthens team communication, creates a fun atmosphere, and develops creativity and imagination.

24. What does Imagination smell like?

Aim	This exercise aims at developing one's imagination, the ability to express oneself in an unconventional way and increases the intensity of creative work.
Trainee profile	For the exercise, manual assistance is required for participants. Be sure they are at ease with each other.
Learning Objectives	- To develop social skills - To gain experience presenting to an audience - To fearlessly express personality - To be inspired by other people and *vice-versa*
n° participants	At least 10 people
Duration	45 minutes
Materials	Fruits and/or vegetables and/or flowers with a strong and pleasant scent (e.g. lemon, cucumber, watermelon, …), which are to be placed on containers or Tupperware before the activity.
Preparation	Prepare a table with all the fragrance samples. Place the table at the center of the room. Participants will then form a circle around it.
Implementation	1. Have all participants gather in a circle around the table with fragrances. You are part of the circle. 2. Pick the first container with fruit/vegetable/flower in it. Smell it and share with the group what emotions, memories, impressions or associations that scent revives in you. 3. Pass the container to the person on your left. Have all participants, one by one, share their emotions, memories, impressions when smelling that scent. Give them some time to process the information and ask all other participants to refrain from speaking. 4. Repeat the activity with the other scents. Ask volunteers to pick up the other scents. 5. When you have all shared 4 or 5 fragrance samples, ask participants to choose the fragrance they most associate with CREATIVITY and have them explain their opinion one by one. They can pick the container again if they like.
Debriefing	Facilitate an open discussion on how smells can influence our perception of the context we are in and our presence in each moment.
Tips and hints	Fruits/vegetables or flowers may fall off if participants with special needs are involved. It is advisable to provide an assistant to help pass and pick up items.
Safety measures	Make sure none of the participants are allergic to the vegetables, fruit or flowers you get to pick. During the work, it is necessary to ensure that the vegetables, fruits or flowers are properly arranged in such a way that every participant has access to them and that passing successive samples of smell on to each other is easy and ensures the safety of participants. It is better to place the fragrance samples in plastic bowls so that they do not break if they fall off on the

	floor. It is also necessary to provide participants with paper towels to dry and clean their hands, which can get dirty during the activity.
Added value	The ability to express one's thoughts through different senses is a skill we often forget. The experience of describing the world or emotions or memories through smells is therefore a skill worth remembering.

25. Tame Your Emotions

Aim	The purpose of the exercise is to share the experience of expressing and discharging emotions. Emotions are a universal experience, each of us tries to master them but this can sometimes be difficult, especially with bad emotions such as anger, fear, anxiety or feelings of impotence. Increasing one's own experience in this area is very valuable for every person.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To create together an atmosphere of discussion on the importance of feeling emotions in our lives - To test ways to deal with our emotions - To look for new ways to discharge emotions, especially violent or negative ones
n° participants	At least 10 people
Duration	50 minutes
Materials	Chairs for all participants, flipchart and markers
Preparation	Explain what the exercise is supposed to be about, as mentioned in the “aim” section above.
Implementation	1. Ask participants to help you make a list of emotions, both positive and negative. Write the identified emotions on the flipchart. Give max 5 minutes to the step. 2. Tell participants how important it is to be able to embrace and positively deal with our emotions (also the bad ones), since our daily life interactions and our presence in each context is inevitably influenced by emotions. 3. Ask everybody now to pick one emotion (either positive or negative), to embrace it, and to walk in the room meeting and greeting other people with that emotion in their body. They can exaggerate if they want to but respect towards others should always be ensured. 4. Have all participants walk in the room and see how our current emotions make us change the way we greet others. 5. After a couple of minutes, ask the participants to pick another emotion, embrace it, and repeat step 4. 6. Repeat this part with 2 or 3 more emotions. 7. Have all participants gather up and create a circle with chairs. You are part of the circle. 8. Start a brief debriefing on this part of the activity, how they felt when greeting others with a specific emotion, what emotions they have chosen, and how our emotions do change the way we perceive and are perceived by others. 9. Ask now the group how they deal with negative emotions that might hinder our social life or important interactions in a daily basis. They can answer questions like what emotion makes you feel, how you react to it, what techniques you use to proactively and positively deal with that emotion so that your personal and social life is not ruined. Allow volunteers to speak up and trigger the moment for sharing. 10. Once they have shared their ways of discharging negative emotion (e.g. breathing exercises), you may test them out and try that technique on their own.

	11. If you have time, have two (or three) volunteers stand up to test the proposed technique to deal with the given emotion. 12. Ask for a big round of applause.
Added value	Exercise is not only an opportunity to talk about emotions and the ways we feel them, but also to look for new ways to deal with them.

26. People Bingo

Aim	The aim of this activity Is to encourage participation, active involvement and active listening in the revelation of each other's interests and backgrounds.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To develop communication skills by engaging in conversation with others. - To foster inclusivity by learning about the backgrounds and interests of others. - To improve integration skills by interacting with people from diverse backgrounds.
n° participants	Between 8-10 people
Duration	45 minutes
Materials	- Bingo cards (customized with interesting and diverse traits, such as "plays a musical instrument," "has lived in another country," "can speak a second language," etc.). See the Annexes for example. - Pens/pencils
Preparation	- Create a list of interesting and diverse traits that participants may possess. - Using the template provided in the Annexes, create a bingo card with 5x5 squares. Each square should contain one of the interesting traits from the list. - Print enough copies of the bingo card for each participant.
Implementation	- Hand out randomly the bingo cards and pens to each participant. - Instruct participants to go around the room and find people who fit the descriptions in each square of their bingo card. - Participants should write the name of the person who fits the description in the card. - The first person to fill out their entire bingo card should call out "Bingo!". He/she should then describe the traits described in the Bingo cards and the persons they associated them with. - Continue the activity until the second and third person would also call out “Bingo!”
Debriefing	- Ask participants to share some interesting things they learned about their colleagues during the game. - Facilitate a discussion about the importance of inclusivity and the benefits of getting to know people from diverse backgrounds. - Ask participants to reflect on how they can use the skills they learned in the game to improve their integration in other settings.
Tips and hints	- Encourage participants to interact with people they do not know well, rather than sticking with their close friends. - Customize the bingo card to fit the specific group of participants, such as using traits related to a specific industry or field. - Have a small prize for the winners to make the game more exciting.
Safety measures	Have the participants walk slowly and not rush and bump to each other during the activity.

Added value	This game encourages participants to step outside of their comfort zones, learn about others, and foster inclusivity in the group.
Variances	The game can be adapted to focus on a specific theme, such as "career goals" or "hobbies." Other examples of Bingo Cards, here You can make your own bingo cards here.

27. Positive Self-Talk

Aim	The aim of this activity is to help participants increase their self-esteem by practicing positive self-talk.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To identify negative self-talk patterns and replace them with positive self-talk - To understand the impact of positive self-talk on self-esteem and confidence - To develop a toolkit for practicing positive self-talk in daily life
n° participants	Ideally 8-10 people
Duration	45 minutes
Materials	- Flipchart and markers - Small pieces of paper or index cards - Pens or pencils
Preparation	- Prepare the flipchart with the following headings: Negative Self-Talk vs. Positive Self-Talk. - Write a few examples of negative self-talk under the Negative Self-Talk column. You may ask your participants to help you out identifying those examples. - Create small pieces of paper or index cards with positive affirmations or statements. - Prepare a space where participants can sit or stand in a circle.
Implementation	- Introduce the concept of positive self-talk and why it is important for building self-esteem and confidence. - Explain that negative self-talk can be damaging to our self-esteem and that we can replace it with positive self-talk. - Give participants a few minutes to reflect on negative self-talk patterns that they may have noticed in themselves and write them down on the flipchart. - Introduce the positive affirmation cards and explain that each participant will receive a card and read it aloud to the group. - Ask them to stand in a circle and pass the affirmation cards around until everyone has received a card. - Invite them to read their affirmation out loud to the group and share how it makes them feel. - Discuss the impact of positive self-talk on self-esteem and confidence. - Encourage them to use positive self-talk in their daily lives and develop a toolkit of positive affirmations or statements that they can use.
Debriefing	Facilitate a reflection session on how to use positive self-talk in our daily life, what are the difficulties in choosing positive talks over negative ones, and how we can trick our mind to be proactive.
Tips and hints	Be aware of the participants' emotions and reactions during the activity and provide support if needed.

	Encourage participants to be open and honest during the activity but also respect their boundaries if they do not feel comfortable sharing personal experiences.
Safety measures	Provide a safe and non-judgmental space for trainees to share their experiences. Respect the participants' privacy and confidentiality.
Added value	This activity can help develop a positive and resilient mindset, which can benefit their personal and professional lives.
Variances	Participants can create their own positive affirmations or statements based on their personal needs and experiences.
Suggested readings	"What to Say When You Talk to Yourself" by Shad Helmstetter

28. Mindfulness Listening

Aim	The aim of this activity is to promote active listening and mindfulness among young people. By practicing mindfulness listening, participants can develop their ability to be present in the moment, improve their communication skills, and deepen their relationships with others.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To develop active listening skills. - To practice mindfulness and being present in the moment. - To deepen relationships with others through effective communication.
n° participants	Between 8-10 people
Duration	45 minutes
Preparation	- Choose a quiet and comfortable space where the group can sit in a circle. - Prepare any necessary instructions or guidelines for the activity.
Implementation	- Explain the concept of mindfulness while listening to the group. - Ask one participant to share a personal emotional story or experience with the group while the others listen silently. - After the participant has finished sharing, the others should take a moment to reflect on what they heard and how it made them feel. - The next participant should then share, and the process repeats. - After everyone has had a chance to share debrief with the group and discuss what they learned from the experience.
Debriefing	During the debriefing, encourage the group to reflect on their experiences and discuss what they learned from practicing mindfulness listening. Ask questions such as: - What did you learn about active listening during the activity? - How did it feel to share your personal story with the group? - How did it feel to listen mindfully to others?
Tips and hints	- Encourage participants to speak from the heart and share personal experiences. - Emphasize the importance of active listening and being present in the moment. - Provide a safe and non-judgmental space for participants to share.
Safety measures	This activity provides an opportunity for young people to practice active listening and mindfulness in a supportive and non-judgmental environment. By learning to listen mindfully, they can improve their communication skills and deepen their relationships with others.
Added value	Depending on the group's preferences, the activity can be customized by using different prompts or themes for sharing.

29. Truths and Lies

Aim	The aim of this activity is to increase self-esteem by providing participants with an opportunity to share interesting facts about themselves while also challenging them to discern which of the presented facts is false.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To encourage participants to share information about themselves that they might not normally disclose. - To foster a sense of connection and trust among group members. - To help participants build confidence and self-esteem by sharing their unique qualities and abilities.
n° participants	Between 8-10 people
Duration	45 minutes
Preparation	- Explain the rules of the game to the participants. - Have each participant prepare two true statements about themselves and one false statement.
Implementation	- Ask the participants to take turns sharing their three statements. - After each person has shared their statements, the other participants must try to guess which statement is false. - Once everyone has had a chance to share their statements, the group can discuss their observations and reactions.
Debriefing	- Ask participants to reflect on what they learned about themselves and others during the activity. - Encourage participants to share any insights or new perspectives they gained from the activity. - Facilitate a group discussion to process any common themes or trends that emerged during the activity.
Tips and hints	- Encourage participants to be creative with their statements and to try to make them difficult to guess. - Remind participants that the purpose of the game is to have fun and build connections, not to deceive or embarrass others. - Consider offering a small prize to the participant with the most difficult-to-guess statement.
Safety measures	This activity can help participants build self-esteem and develop a greater appreciation for their own unique qualities and abilities. Additionally, it can foster a sense of connection and trust among group members.
Added value	One variation of this activity is to have participants guess the true statement instead of the false one. This variation can encourage participants to pay closer attention to the details of each statement and to listen more closely to each other.

Variances	"The Six Pillars of Self-Esteem: The Definitive Work on Self-Esteem by the Leading Pioneer in the Field" by Nathaniel Branden.

30. Social Skills Building Activity

Aim	This activity aims at increasing social skills among participants by providing them with opportunities to practice social interactions in a safe and supportive environment.
Trainee profile	Any. People with special needs can participate as long as they are able to express themselves.
Learning Objectives	- To improve communication skills through active listening and effective speaking. - To develop interpersonal skills such as empathy, respect, and cooperation. - To build confidence in social situations.
n° participants	Between 8-10 people
Duration	45 minutes
Materials	- Flipchart paper and markers - Index cards or pieces of paper - Pens or pencils
Preparation	- Prepare a list of scenarios that require social interaction, such as asking someone out on a date or starting a conversation with a stranger. - Write each scenario on an index card or piece of paper. - Divide participants into pairs.
Implementation	- Explain to participants that they will be practicing social interactions with their partner. - Ask each pair to choose a scenario card and to read it to each other. - Give participants 5-10 minutes to practice interaction with their partner. - Ask participants to switch partners and choose a different scenario card. - Repeat steps 2-4 for as many rounds as desired. - Ask participants to share their experiences and discuss what they learned about social interactions.
Debriefing	After the activity, facilitate a group discussion about the following questions: - What did you learn from the activity? - What was challenging about the activity? - How can you apply what you learned to your everyday life?
Tips and hints	- Encourage participants to step outside of their comfort zone during the activity. - Emphasize the importance of active listening and effective communication. - Provide positive feedback and support throughout the activity.
Safety measures	Ensure that all participants feel safe and supported throughout the activity. If any participant expresses discomfort, provide options for them to step out of the activity.
Added value	This activity provides participants with a safe and supportive environment to practice social interactions and improve their social skills. It can help build confidence and reduce social anxiety.
Variances	The scenarios used can be adapted to the specific needs and interests of the participants.

Suggested readings	Promoting Social and Emotional Learning: Guidelines for Educators" by Maurice J. Elias, et al.

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