OUR EMOTIONS ARE THE SAME

INCLUSION THROUGH ART



ja Juventude em ação | Erasmus+ | DCTR

“To live without feeling is to watch without seeing”

- Kamilla Tolnø

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Keywords

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Connection
Relationship skills
Goals
Improvement
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ABOUT THE PROJECT



"When we can talk about our feelings, they become less overwhelming, less upsetting and less scary". - Fred Rogers

The project "Our emotions are the same: Inclusion through art" seeks to promote social inclusion, the empowerment and the equality of opportunities in youth by training the youngsters' knowledge and regulation of their emotions through methodologies of NFE inspired in movement and art.

In the formal educational system, there is still an excess of measurement of rational intelligence through quantitative data, ignoring the emotional coefficient and, therefore, the socio-emotional capacities of young people (emotional intelligence), contributing to their social exclusion, especially those who have fewer opportunities. This project aims to promote social inclusion, intercultural dialogue and the empowerment of young people through activities to promote self-knowledge and self-regulation of their own emotions using innovative and participatory methods inspired by art. Since the methods are based on dance and movement, the artistic sensitivity of young people is also enhanced.

In this project, each partner developed their own local sessions with a group of local youngsters and some of those youngsters had the opportunity to meet in Portugal in october 2022 with the youngsters from all the organizations involved, to share their learnings so far and to implement one of their favorite activities in one session of 1h30m per country.



The Casel Model

Emotions and feelings, for centuries ignored and relegated to a secondary role to reason, are central aspects of biological regulation and bridge the gap between rational and non-rational processes (impulses and instincts). The word "emotion" derives from the Latin movere, which means to set in motion. In this way, emotions prepare us to act and serve as a guide when we face cognitively demanding situations and tasks or in the context of uncertainty. Each emotion has its function and its physical manifestation, representing different predispositions to action.

Socio-emotional competencies are a set of skills developed from emotional intelligence, starting in childhood. They develop through the child's interaction with the family, later with the peer group and social groups (school, sports, among others). In this sense, they refer to the ability an individual has to deal with his or her own emotions, to communicate, to relate to others, and to be a socially responsible being. The learning of socioemotional skills proves to be crucial in the earliest stages of life. These stages are a process of acquiring skills, attitudes, beliefs, and knowledge to identify and manage emotions, make correct decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors.
The theoretical model of social and emotional learning (SEL), developed by the Collaborative for Academic, Social and Emotional Learning (CASEL, 2012), posits the integration of the promotion of social-emotional skills into classroom practices, the modification of the school environment, school policies, and the involvement of families and community partners.

According to this model, the skills to be developed are five:

1) Self-knowledge,
2) Emotional self-regulation,
3) Social awareness,
4) Interpersonal relationships,
5) Responsible decision making.

Self-awareness
Being self-aware implies being able to identify one's own emotions, thoughts, and their influence on behavior, as well as being able to assess one's qualities and limitations and having a well-developed sense of self-confidence and optimism.

Emotional self-regulation
Emotional self-regulation involves being able to regulate one's emotions, thoughts, and behavior in various situations. It includes stress management, impulse control, being able to self-motivate, and to set, work on, and achieve personal and school goals.Behavioral self-regulation allows that in the absence of external control, the child is able to have the appropriate behaviors for the situations and contexts in which he is inserted, overcoming impulsivity. Excessive supervision promotes behavior dictated by others, which is detrimental to the development of autonomy. Autonomy is defined as the ability to control, handle, and make personal decisions about everyday life according to one's own rules, values, and preferences.

Social Awareness
Social awareness implies being able to put oneself in another's perspective and to empathize with others regardless of background and culture, understand social and ethical norms of behavior, and recognize family, school, and community resources as supportive factors.

Interpersonal Relationship
Interpersonal relationship is defined as the ability to initiate and maintain healthy and rewarding relationships with various individuals and groups. This competency includes the ability to communicate clearly, perform active listening, cooperate with others, negotiate, resist inappropriate social pressure (knowing how to say no), negotiate conflict constructively (knowing how to handle criticism), seek and offer help when needed, apologize, know how to deal with not feeling accepted in a group, know how to use an assertive style of behavior.

Responsible Decision Making
Responsible decision making is defined as the ability to make constructive and respectable choices about one's behavior and social interactions based on ethical standards, safety concerns, social norms, realistic assessment of consequences of actions, and the well-being of self and others.





GOALS

General:
Promote social inclusion, equal opportunities and the empowerment of young people, through activities of self-knowledge and regulation of emotions with dance-inspired methodologies, complementary to those employed by formal education systems.

Specific:
1. Promote intercultural dialogue and promote tolerance and acceptance of diversity, namely through activities that make it possible to know one's own emotions and recognize them in others;

2. Enhance the creative and artistic spirit of young people through methodologies inspired by dance and activities that provide an artistic product (photographic self-portrait);

3. Contribute to the quality and recognition of youth animation through the sharing of good practices, with a focus on the expected Training Course;

4. Create and / or strengthen collaboration networks between organizations active in the field of art, social inclusion and non-formal education;

5. Increase the capacity of organizations (and their technicians) to operate at a transnational level and to implement joint initiatives aimed at promoting participatory, alternative and attractive learning methods.

ABOUT THE ORGANIZATIONS



Who are we as an organization?

DCTR (Portugal)
is a cultural association that tries to democratize the access to art and training about sustainability and emotional intelligence. DCTR's mission is to develop human potential and bring benefits to the community in which each one is inserted. Most of our projects use art as a tool to achieve social inclusion and the personal development of socio-emotional competences. We want to contribute to the sustainable development of the world, mostly by focusing on the well-being of people and on active participation of individuals (especially youngsters) in the environment causes.

www.dctr.pt

Youth Organisation Veles (Croatia)
is an independent organization located in Zagreb, Croatia, since 2019. Our team consists of youth workers with experience in informal education and volunteer work, determined to promote a more open-minded and responsible environment. We tackle problems like ecology, environment and wildlife protection, self-development and personal growth, social inclusion, gender equality and human rights, entrepreneurship, sports and active lifestyle. Our mission is to promote these ideas across less developed areas in Croatia and Europe further through informal education. We are constantly searching for new partners across Europe who share the same ideas and values.

https://udrugamladihveles.hr/



Go For It (Romania)
is a youth organization, NGO that aims to drive the development of Romanian society attracting young people towards active citizenship and promoting the local and national cultural values. Nevertheless, our association promotes open dialogue between young people, internal and international circulation of youth, non-formal education, professional orientation to all socio-cultural fields, involving young people in ecological activities, supporting art and sport.
Other goals of the association are the promotion and sustainable development of communities at local, regional, national, international level as well as the identification and inclusion of youth with lower opportunities in the local communities. Go for it Association was established in 2019 in Galați by a group of young people in order to contribute to the social and personal development of local youth. Despite the fact we are a very young organization, the key staff is very experienced in the NGO zone and Erasmus+ program, working in the field for more than 6 years, with very good results, in different positions and departments, among the local NGOs."

Všį „uMunthu" (Lithuania),
member of "Innoved Lietuva", is a non-governmental and non-profit organization which is based in a small town of Lithuania – Varėna and is working in all region of South Lithuania. We promote social integration of young people via different topics, build community youth leaders and support young people in their non-formal education and professional fulfillment in South Lithuania. The aim of our existence is to enhance and to provide support in self-realization and becoming self-dependent in changing society of Lithuania and to help fight with big youth unemployment in the region and young people's emigration from small towns to live in big cities or abroad. We also aim towards contributing to greater mobility of young people and promotion of active citizenship, intercultural dialogue, self-development and encouragement of solidarity between people with the purpose of strengthening social cohesion. The work that we do helps the youth to find their way in society through volunteering activities and non-formal learning activities which provide valuable skills for them. We work in different topics, mainly: voluntary work, youth employment, active and healthy lifestyle, mindfulness, well-being, inclusion via sports, and development of soft skills of young people.

https://www.innoved.lt/



FECE (Bulgaria)
is an NGO based in Sofia, founded in January 2014. Its mission is to promote, assist and support the development of culture, education, innovation and the entrepreneurial qualities of young people and people with fewer opportunities. FECE promotes freedom of cultural expression, encourages and organises creative initiatives in different fields of art, culture, media and education in an independent and creative nature. Our vision is to empower different communities and target audiences through arts, culture and education. FECE stands for preserving cultural heritage between generations and the development of intercultural dialogue among different layers of society. FECE is focused on working with young people, e.g., those with fewer opportunities. Through different initiatives, the team has already implemented notable national and international training courses and youth exchanges covering topics such as social and cultural entrepreneurship, environmental awareness and protection, sport, intercultural communications, cultural heritage, common human values and active citizenship.

https://foundationece.eu/

TIPS FOR THE FACILITATORS WHEN DEALING WITH A THEME LIKE EMOTIONAL KNOWLEDGE



"Knowledge is only a rumour until it is in the muscle" - Proverb

A facilitator has to be a mediator and lead the child to want to reach paths that make him/her understand life in society, with knowledge in their stories, without denying their memories and rescuing them continuously. He has to be a person who reflects, reviewing and improving his/her practice. A very important characteristic in this practice is flexibility and adaptability. The facilitator must create an environment that is conducive to learning and be able to look, listen, wait, and intervene only when necessary. He/her must ensure a challenging, joyful environment that fosters autonomy. He/her must give time to the young person, because everyone has their own time. Be patient, create a free but not permissive environment, one where limits are made together. Here are some tips from the facilitators that implemented the project:

Remember:

·To follow an non-hierarchy approach between youngsters and facilitator;
·The learning is centered on the youngster;
·To listen to young people, they usually have a lot to say;
·To be creative and innovative;
·To be patient;
·To consider each one as an individual even though you're working with a group;
·To have time and activities to connect with the group;
·To constantly adjust the methods to the group
·To pay attention to the non-verbal communication of the youngsters;
·To be energetic;
·To trust the process and be creative in the implementation tailored to the specific situation;
·To create a safe group environment. Invest time in building common ground for all involved in the sessions.

IMPACT ON THE PARTICIPANTS BY THE FEEDBACK OF THE TRAINERS



In general, there was an improvement of the youngsters' self-confidence and awareness and the group gradually improved their relationship skills. Here are the differences that the facilitators noticed throughout the sessions in the youngsters:

- They listen to each other more;
- The are more self-aware and self-confident;
- They realized that others also struggle with feelings;
- They have more interest in the topic of emotional intelligence due to the positive experience that made them connect with each other;
- They are accepting and respecting more others' opinions;
- They learnt that there are no bad emotions;
- It's easier now for the youngsters to get out of their comfort zones and try new things;
- They have become more active and cooperant;
- Better communication;
- More empathy;
- They feel more understood because they had the opportunity to share their fears, frustrations and dreams;
- They are more capable to recognize emotions in themselves and in others;
- They understand that all the emotions are important and needed and they often are related to each other;
- They learnt how to observe others' body language;
- They created strong bonds with each other;
- There is a sense of expanding the vocabulary with which they define their emotions;
- They are more assertive and compassionate while communicating with others;
- Pick different places, if possible, to develop the activities. It helps to be more creative if the sessions aren't done always in the same place and/or if some of them are done outside.

IMPACT ON ORGANIZATIONS



As organizations that provide non-formal education experiences, we have learned that most of the time, the youngsters already have the necessary material to counter new challenges, only needing the environment to support their intrinsic struggle for growth. Non-formal education provides this environment of discovery, exploration and creativity. We can say that, with this project, we concluded that young people struggle with feelings, they feel a lot but have no one to share it with or they don't know the proper way to share it, so a little encouragement and the proper environment is enough for them to open up.

This project allowed us, as youth workers, to be more confident in our work and that confidence comes with experience, trial and error, no matter how many documents we read beforehand. For some of the youth workers, this was the first time developing a project for this period of time, so it allowed them to really connect with the youngsters and to explore new professional paths.

This project also introduced the partners to the CASEL framework, new energizers, new methodologies and new activities.

Specifically for DCTR, the coordinator of the project, this project contributing to the youth workers being gradually more capable of easily adjusting the methodology to different ages and groups and more capable of managing international projects, medium-size projects and sessions/projects related with emotional knowledge.

“Learning must sometimes be a path, but always an horizon.” Nicolae Iorga

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Webpage to our project_
https://dctr.pt/oeas/

ANNEXES



Our Learning Model

This was the model that we created and improved. You can consider it as a starting point, and use this table (if you want to) to plan your sessions in detail. Here is a editable version of the table for you to copy and use:

Table sessions_OEAS.docx

Notes:

•Every session is thought to be around 1h-1h30, so you can adjust the activities suggested;

•The sessions follow the CASEL structure (emotional self-awareness, self-management, social awareness, relationship skills and responsible decision-making);

•The sessions 15 and 16 are intended to explore the learnings of the youngsters by asking them to do a self-portrait based on their core values and on how they see themselves. However, you can skip those if you feel that the particular group with with won't benefit from it (sometimes the youngsters may not clearly see how their learnings connect with this activity or have some difficulties in practicing this particular form of art).

STRUCTURE

	Competences to develop	
SESSION NR.1	**Presentation** •Identity •Communication •Self-esteem	**_Warm-up/energizer:** 15 min; **_Presentation of the project and activities.** **_Refer the self-portrait in the end of the Local Events and the Blended Mobility;** **_Questionnaire;** **_Get to know/ group dynamics while introducing the theme:** In a circle, the facilitator begins by saying his name and a quality. After that, all participants present themselves (name and a quality). The facilitator should point out what each one says. Then the facilitator says the qualities that were said by the participants, randomly, aloud and those who identify with this quality, have to get up. : 20 min.
SESSION NR.2	**Emotional self-awareness:** •Communication •Emotions (Understand basic emotions) •Attention and the need to hear the other	**_Warm-up/energizer:** 15 min; **_Pair plays with emotions:** 5 pairs are formed and each is given a basic emotion (joy, sadness, anger, disgust and fear). The pair must choose a sound to express this emotion (e.g. for joy, very loud laughter), and one of the pair will keep their eyes closed. The person who keeps his eyes closed has to search, through that sound, his pair. The person without closed eyes goes making the sound and moves through space, fleeing from his partner. The game ends when the facilitator makes a previously agreed signal, and people with no eyes closed stop at the same place until their pairs find them. : 20 min; **Prepare the materials to use in the beginning of all the sessions:** 5 groups and 5 sheets (A3), one for each basic emotion. Rotate the sheets between the different groups, so that all the youngsters collaborate in each one: 15-20 min **_Reflection and cooldown:** 15 min.

Competences to develop

SESSION NR.3

Emotional self-awareness:

- Communication
- Connect basic emotions to body language
- Emotions (Understand basic emotions)

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Walk through space.
Go modifying the speeds and the type of movement. Fast, slow, very fast, very slow, normal. Add emotions: walk happy; walk sad; walk angry. Now join both: walk happy very fast; wlak sad very fast....: 15 min;

_Relationship between different parts of the body and emotions (How are my hands when I'm sad?):
The group chooses a part of the body, for example, the neck. Let students show movements that can be done with the neck. Ask again which emotions they know from the previous sessions.. After that, ask how that part of the body moves when they are "sad", "happy", etc. Do the same with other parts of the body: 15 min;

_Reflection and cooldown: 10-15 min.

SESSION NR.4

Self-awareness and management:

- Emotions
- Self control
- Problem Solving

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Reflection on experiences:
Recognize emotions by remembering and describing an emotional experience. Understand the causes and consequences of different emotions. E.g.: You've been in a queue for half an hour to go to the canteen. A friend tries to get ahead of you when you are going in. How do you feel in your body? What do you think? What are you doing in this situation? What consequences will that bring? : 40 min;

_Reflection and cooldown: 10-15 min.

Competences to develop

SESSION NR.5

Self-management

- Self-control
- Social awareness
- Respect
- Social rules
- Develop the ability to control impulses and think before acting

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Understand experientially what stress is and how to deal with it:
Make groups of 4 youngsters. One of them will draw based on the instructions given by another youngster (read from a sheet). Talk separately with the two other children from each group and explain to them that they are going to make noise and try to distract who is going to draw. Reflect on how well they were able to carry out the instructions. Reflect on how they felt, what bodily sensations they felt, and how they communicated with the group partner: 20 min;

_ DREAMS AND FRUSTRATIONS:
Each youngster is asked to write down a dream they have, something they would really like to see come true. Each youngster must choose an emotion associated with the realization of that dream. Then, ask them:

- If that happened how would you feel?
- And if that doesn't happen, how will
- What are you going to do to feel better?" 15 min

_Reflection and cooldown: 10-15 min.

SESSION NR.6

Self-management

- Self-control
- Awareness of the body

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Mindfulness (sounds):
Ask young people to get comfortable as they wish and close their eyes. Let them know that they will be silent for 2 minutes,

Competences to develop

trying to identify the various sounds they hear. After these 2 min, ask each one to write down what they heard and, at the end, each one shares with the group what they heard: 10 min;

_Guided mindfulness:
Young people get comfortable again, as they wish, and you should close your eyes. Afterwards, the trainer should give an indication to try to control the thoughts, focusing on what he is going to say. There is no harm if other thoughts arise; It's normal for this to happen to someone who doesn't practice mindfulness regularly. Ask for attention to the breath, to the air coming in and out (breathing deeply). Then, ask for attention to the hands (how do my hands feel: are they hot? cold? rough?). Move to the neck (how do I feel? Am I tense? If so, why not relax the muscles?). Pause for a few moments between indications and at the end of the last indication. Finally, ask them to gently reopen their eyes and share how they felt: 15 min;

_Reflection and cooldown: 10-15 min.

SESSION NR.7

Self-awarenes

- Empathy

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Balloon and Toothpick:
All the participants have a balloon and a toothpick. Instructions are given to protect the balloon and keep it until the end of time without bursting (implicitly it induces the thought of having to poke the balloon of the other, when it is not necessary). In the end, make a small reflection about it, because most of the youngsters will feel the need to burst the other's ballon: 10/15 min;

_Outsiders:
Some participants volunteer to stay out. The rest of the group must be divided into smaller groups according to criteria selected by the participants themselves. E.g. hair color, eye color, etc. The people who were left out are then called to come back and, without talking to each other, choose the group to which they belong. They put themselves ahead of this one, without mixing. Then, each one explains why he chose that group, and can only

Competences to develop

join if he has hit the characteristic, even if the group is the correct one. To change the participants who are left out and make the characteristics difficult (e.g. to go from physical to psychological). : 15/20 min.

_Reflection and cooldown: 10-15 min.

SESSION NR.8

Self-awarenes

•Empathy

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Mirror:
Students form pairs and face to face one of them makes movements and the other imitates him. Then they switch roles. Change pairs at least once: 15-20 min;

_Looking through the eyes of the other:
Describing a scene/object from the point of view of the pair that is on the side of the other;

_Reflection and cooldown: 10-15 min.

SESSION NR.9

Relationship skills

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Chairs on the contrary:
Place the chairs in a circle. The whole group circulates around the chairs until the music stops (or other awake sign). At that time, all the members of the group must climb up and stand on the chairs. In the next phase, a chair is removed and, at the stop of the music, some are left out. This element is then invited to climb also to the chair of another. The process is repeated by

Competences to develop

removing another chair and inviting those who are left out to climb to the chairs, even those already occupied by colleagues. If at some point someone says that it is not worth running because no one loses the chair, the facilitator should point out that he never said that elements of the group would be excluded but chairs. This subject will be used for the next space of reflection. It is time to launch a new challenge aligned with the new perspective of cooperation. So what will be the smallest number of chairs in which they can organize the whole group?

_Reflection:
Sitting in a circle, discuss how we are conditioned by a competitive way of living the challenges, transposing to day-to-day situations. Explore the moment when, in the activity, the transition from competition to cooperation takes place and what has changed in the approach to the challenge.: 20/30 min;

_Reflection and cooldown: 10-15 min.

SESSION NR.10

Self-awarenes

- Empathy

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Conductor:
Pairs are formed; one of the students is blindfolded (the car) and the other is the driver. The objective is for each driver to drive his "car" without speaking (the car does not know who its driver is). Give these indications to the "car" and the "drivers": one tap to go, withdraw the hand to stop, one tap to the left to go left, one tap to the right to go to the right; two taps in a row to make the car go faster. After this, the drivers change between other driver and the cars maintain. After this second round, the drivers get the chance to be the cars and vice-versa. In the end, discuss who they think was driving them earlier and why and how they felt: 20-30 min;

_Reflection and cooldown: 10-15 min.

SESSION NR.11

Competences to develop

Relationship skills and responsible decision-making

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_SHARKS:
Count the number of participants (1 animator included: it will be the captain) and place the same number of chairs in a large room space (not aligned, but close to each other). Then tell the following story: "A group of people decide to take a trip. They choose to go by ship to a paradise island. However, one of the days the ship begins to sink and the captain asks all crew members to quickly go to the lifeboats. Turns out that the sea is infested with sharks and no one can put a foot or arm in the water."

Explain to crew members that they have a big problem to solve! - You have to be able to get all the lifeboats in line, knowing that: The floor of the room is the sea full of sharks (and the rule is that no one can put any part of your body on the ground);

Every chair is a lifeboat. When the animator has to count to three, everyone has to climb to their boat and help each other to meet the goal. The captain doesn't help solve the problem. It collaborates, remembering that no one can get out of the boats, and needs to quickly solve this problem, because it has to ascertain if all the crew members are healthy and safe.

The last proposal is to place themselves in alphabetical order along the boats, saying aloud their name, to confirm their presence. (The crew members, while they are putting the boats in order, have to find the solution of staying more than one in the chair while pulling the other chairs into the queue. In the end, only one crew member can be left per boat).

_Reflection:
This Game aims to increase individual and collective competence in problem solving and promote the feeling of self-efficacy, through the culture of inter collaboration of the group and inter help.: 25 min.

_Reflection and cooldown: 10-15 min.

Competences to develop

SESSION NR.12

Relationship skills and responsible decision-making

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Team building:
Teams of 3 people. Each team has tasks to do in 30 min, ensuring everyone gets them done. One team member is blindfolded, another uses earplugs, another has the arms tied and only the one that has the arms tied can speak. Give them the following tasks: keep a balloon afloat all times during the 30 min, pass under a table (all of them), paint a portrait group, fold paper boats (one per person). Everyone needs to do all the tasks.

Questions:
- What was it like to have certain disabilities?
- Did you function as a group?
- Did the group support each other?

_Reflection and cooldown: 10-15 min.

SESSION NR.13

Relationship skills and responsible decision-making

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Divide the participants into groups of 4 or 5 people. Give each group a list of 10 random items. Then tell them that they are in an apocalyptical scenario and they are trapped on an island and need to survive there. Ask them to choose 5 of those items, reach an agreement and then share it to the group: 20 min;

_A Knot of Hands:
This activity is very short and perfect if you want to bring your team together and help them relax. The setup is very simple - ask participants to stand in a small circle facing each other, then ask each participant to reach out and hold someone's hand on the opposite side of the circle. After this has been done once,

Competences to develop

ask participants to do the same with their other hand, this time holding a different person's hand on the opposite side of the circle. Now challenge the team to disengage without letting go of each other's hands.

This is a surprisingly difficult challenge that requires team organization, exceptional communication, and good leadership, while forcing all participants to get involved.

_Reflection and cooldown: 10-15 min.

SESSION NR.14

Relationship skills and responsible decision-making

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Roleplay:
Ask participants to think about a situation of conflict that they faced recently. It can be a situation in which they were spectators, it doesn't need to be a situation that they faced directly. Then ask one to volunteer by sharing the story to the group. After that person had explained the story, it will be possible to know how many participants are needed for the roleplay. Then the volunteers should act out that described scene of conflict, and the rest of them act as the public and can intervene anytime, by saying stop and explaining how the "characters" should behave in order to solve the conflict. Do this process with 3 or 4 different youngsters in total: 30 min;

_Reflection and cooldown: 10-15 min.

Competences to develop

SESSION NR.15

Self-portrait

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_ Start the process of the self-portrait: ask the youngsters to define themselves in 3 words. Then ask them what are their 3 core values (they can search in the internet for information if needed, or give them a paper with a list of values). Having this in mind, they should start developing their self-portrait. Make clear that it's not a selfie, but a self-portrait, so it can be a picture taken by someone else. Show them examples of famous self--portraits, as follows:

·Van Gogh, Frida Khalo and Normal Rockwell:
https://mymodernmet.com/wp/wp-content/uploads/2017/04/famous-self-portraits-thumbnail.jpg

·More here:
https://mymodernmet.com/famous-self--portraits/

By the end of this session, the youngsters may already have in mind the picture that they want to take. They can write it down, try to draw their ideas, or even try to take some pictures already. The previous chosen words (their self-description and their values should be somehow represented - if not all, make them choose at least one of each - this is also the goal for this session) 30 min;

_Reflection: 10-15 min.

Competences to develop

SESSION NR.16

Self-portrait

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Continue with the process of the self-portrait: in this session the participants should have their portraits done and presented to the group;

_Reflection: 10 min.

SESSION NR.17

Final session:

- Reflection about the process as a whole
- Self appreciation
- Comparison of initial results and expectations with current results

_Warm-up/energizer: 10 min;

_How do I feel today? How do I usually feel?
Choose and emotions from the previous A3 (if possible, these sheets should be present all the the during the sessions, for example in the wall) and leave space for the youngsters to talk about their emotions if they feel like it: 10 min;

_Questionnaire:
Implement the same questionnaire as the one in the first session, without letting the participants know what they answered before: 10-15 min;

_Evaluation of all the process:
Local Events and Blended Mobility: questionnaire and informal feedback that the participants may want to share with the group or the trainers: 10-15 min;

_Saying goodbye.


LOYAL
POSITIVE
OUTGOING - CRAZY
LOYALTY
ACCEPTANCE
FREEDOM
CALM
LOYAL
HONESTY
LOYALTY
FRIENDSHIP
KINDNESS
3 Characteristics :
→ ambitious
→ curious
→ I like to travel
3 Values as guideline :
• charming
• family
• loyalty


DC
TR
ja
Juventude
em ação
Erasmus+