

<p>Title: Plant Your magic flower</p>
<p>Short description: An open-air activity for kids, learning to plant</p>
<p>Aim: Promote volunteer work, develop understanding about different plants and planting procedures, reaching harmony in the environment</p>
<p>Description:</p> <ol style="list-style-type: none"> 1. Prepare seeds and bulbs of various flowers and choose a proper (allowed) place outside in advance (e.g. a public park or a garden). Bring the kids there. 2. Ask participants to choose any seed or bulb, watch it and imagine which flower would it become. Ask them to draw the imagined flower on a well paper. Ask them to create a story, a poem or a song about this flower. 3. Plant together the seeds and bulbs and put the designed well paper flowers next to each planted flower, signed. 4. Discuss with the participants what is needed for planting, what is the process, why planting is important. 5. If possible, watch the process of the flowers growing in the upcoming weeks or come back to the place after some time to see the progress and reflect.
<p>Target group: Small kids</p>
<p>Needed materials: Seeds and bulbs of various flowers, well paper and colorful markers. You have to find a proper outside space for planting in advance.</p>
<p>Duration and training process: ca 1-1,5 h</p>
<p>Tool type: Exercise, simulation exercise</p>
<p>Topics addressed: Voluntary Service, Environment</p>

Title:

Needs-feelings-actions

Short description:

A simple tool based on the principles of non-violent communication and basics of emotional intelligence

Aim:

To match needs, feelings in actions in a balanced way

Description:

1. Provide to each participant a paper in a simple shape of a human body.
2. Provide a set of small pictures, that can be symbolically associated to various needs (e.g. sleeping, eating, communication etc.).
3. Ask participants to pick a paper, identify a need, stick this picture in the paper body, in some particular part, add their feeling associated to this need and say an action that has to be done to satisfy the need and change the feeling.

Target group:

Small kids

Needed materials:

Simple paper models of human body, one for each participant; a set of small symbolic pictures associated to various human needs (e.g. sleeping, eating, communication etc.).

Duration and training process:

ca 30 min

Tool type:

Simulation exercise

Topics addressed:

Conflict Management, Personal Development

Title: Dinosaurs vs. Cockroaches
Short description: A workshop about climate change and alternative ways of living
Aim: To learn the difference between circular and linear economy, to raise awareness on climate change, to learn to adapt and survive in alternative ways, getting out of the comfort zone
Description: <ol style="list-style-type: none"> 1. Start with showing 2 pictures - 1 of dinosaurs and another one of cockroaches - asking participants, who do they think are stronger and why. 2. Split the participants in small groups and ask them to make lists of common things they do at home, including their basic needs (cooking, washing dishes, going to toilet, washing clothes, washing hands etc.). 3. Ask the groups to imagine there is no water and electricity. Ask them to find an alternative solution for the same actions a) if they are out in the nature, b) if they are still at their accommodations. 4. Ask the groups to present one smartest solution from their list. 5. Hold a discussion. 6. Optionally, You may also ask each group to present the life cycle of some product (e.g. a piece of clothes, an apple, a mobile phone, a diaper etc.) in a linear type economy and a circular type economy. Compare and discuss.
Target group: any
Needed materials: a picture of dinosaurs and a picture of cockroaches
Duration and training process: ca 1,5 h
Tool type: Simulation exercise
Topics addressed: Environment

Title: Facelook vs. Facebook / Offline Night
Short description: Non-formal education as an alternative to the obsession with digital devices
Aim: Learning to spend a quality time with peers without gadgets
Description: <ol style="list-style-type: none"> 1. Split the participants into small groups. 2. Ask the groups to discuss and write down a list of the things they all do with the help of their phones (e.g. listening to music, talking, writing messages etc.). 3. From the participants' lists choose one different action for each group and ask the groups to perform this action without the phone - to transmit the action in the real life (e.g. to start writing letters to some friends by hand, to have a proper conversation, to play music etc.). 4. Let the participants to reflect first within their small groups - how did it feel to perform the usual phone actions live. 5. Ask the groups to report to the rest of the teams. 6. Sum up. <p>If time and condition allows, You can organize an offline night, asking young people to set their phones on the flight mode or turn off at all and organize an active communicate night without gadgets. This could be a great experience at school.</p>
Target group: Young people from 13 years old, preferably minimum 15 participants
Needed materials: paper, pens
Duration and training process: from 1 h
Tool type: Simulation exercise
Topics addressed: Youth Participation, Personal Development, Group Dynamics

Title: Banitsa workshop
Short description: Banitsa is a traditional Bulgarian pie. The tool uses the symbolic meaning of banitsa for team-building purpose.
Aim: Team-building and developing empathy
Description: <ol style="list-style-type: none"> 1. Split the participants in groups of 5. In case of dealing with smaller kids, make sure there is also one facilitator per group. 2. Provide the 5 ingredients needed for banitsa and ask the groups to find out how to make a banitsa pie. 3. While banitsas are baking ask the participants to discuss in their groups the symbolic meaning of each ingredient - what does each of them give to the final product (e.g. the egg is uniting, the cheese is giving the taste etc.). 4. Ask each participant of the groups look back at their team work while preparing banitsa and decide which banitsa ingredient he or she was, why. 5. Enjoy eating the ready banitsas together.
Target group: kids from 5-6 years and older, a minimum of 5 participants; can work well for participants with any disabilities
Needed materials: 5 ingredients for banitsa: egg, salt, dough, cheese, butter
Duration and training process: Ca 60 min
Tool type: Group Building Activity
Topics addressed: Conflict Management, Intercultural Learning, Group Dynamics

Title: Potato
Short description: A team-building activity for learning about non-violent communication
Aim: improving non-violent communication, combating prejudices
Description: <ol style="list-style-type: none"> 1. Split participants in groups of 7, where each person has one of the following roles: <ul style="list-style-type: none"> -idea generator -the one who always says "No" -the one who does not care -the cleverest one -perfectionist -joking one -operator (make sure they do not know the roles of each other. 2. Provide the description of the task to the perfectionists of each group. 3. Ask the groups to sit at the tables with the materials prepared: several raw potatoes, a box of matches 4. The groups have to make different shapes from the materials provided, e.g. a turtle, a giraffe, etc. and being their roles. 5. Film the groups while they are acting. 6. When finished, all together watch all the recorded videos without sound, asking the participants to try to find out their own roles in other groups' videos. 7. Discuss, how they decided who is who watching the videos. 8. Watch the videos with the sound. Compare. 9. Discuss the difference between facts and assumptions, as well as the role of prejudices. Sum up. 10. If time allows, You can bake or grill the potatoes on the fire all together and enjoy the party.
Target group: from 13 years old, groups of 7, minimum 14 participants
Needed materials: <ol style="list-style-type: none"> 1. a similar set of some potatoes and a box of matches for each group 2. small papers with the 7 roles for each group: <ul style="list-style-type: none"> -idea generator -the one who always says "No" -the one who does not care -the cleverest one -perfectionist -joking one -operator 3. small papers with the shapes to be with the provided materials in each group, e.g. a turtle, a giraffe, etc.
Duration and training process: Ca 1,5h
Tool type:

Group Building Activity, Simulation Exercise
Topics addressed: Conflict Management, Personal Development, Group Dynamics

Title:

See, hear, feel with the heart.

Short description:

A team-building exercise for training empathy and understanding inclusion

Aim:

training empathy and understanding inclusion

Description:

1. Split participants in groups of 4, where each person has one of the 4 roles: 1 can not see, 1 can not hear, 1 can not talk, 1 can not use the hands. For this You have to provide the blindfolds, scarfs, ropes, ear plugs, tape etc.
2. Place the teams in front of some barriers, obstacles, e.g. stairs and ask them to find a strategy to get through the difficult route.
3. You may add some more challenges on the way (e.g. to blow a balloon, to make an origami etc.).
4. After the obstacles, still in the same roles and with the same accessories the participants have to end up in a totally dark room, where all together they have to taste some unusual food (at least 2-3 small dishes, better not very common ones).
5. Invite the participants without any accessories into the usual activity room for a discussion. Reveal the food they were tasting.
6. Debriefing. Hold a discussion, using as example, the following questions:
 - a) what has happened to you during the activity, how did you feel and why;
 - b) what did you notice about other people around? How much did You care about others?
 - c) what do you know about people with fewer opportunities, which kind of groups of fewer opportunities do you know theoretically and you met in real life? how noticable are these groups of people?
 - d) how your attitude to the topic of inclusion has changed after the activity?
 - e) what could be improved in your own behaviour and the community around you to foster inclusion?

The groups with fewer opportunities You might discuss:

- 1)with social obstacles, 2)with economic obstacles, 3)with disability, 4)with educational difficulties, 5)with cultural differences, 6)with health problems, 7)with geographical difficulties; see more detailed here:

<https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusionoffenders/InclusionOffendersWho/>

You may use also a poster attached to discuss the meaning of equal opportunities.

Pay attention, that there are potential risks to happen during the activity. E.g. practically, as participants are not used to moving and acting with limited senses, there might be injuries. So, make sure, there is always a close attendance by facilitators provided. There should definitely be several facilitators for a simultaneous actions of several groups, or arrange the actions of groups in turns. Another potential risk is that there is actually already a participant in the group who has difficulties with hearing, vision etc. This might cause extra tension. Discuss with the participant in advance if he or she is ready and willing to participate. If You feel there might be a crisis in some group, You can add a "stop" right, so that a person can say it loudly and exit the activity, if it is really

inconvenient. Besides, during the debriefing be ready, that some people may share tough stories from their own lives or from a close person's life. It is just normal as an evidence, that the people with fewer opportunities are all around, but usually not noticeable. Let them speak out and share, invite the rest of the group to listen with full respect and not comment or ask inappropriate questions. Ask the speaking person if he or she wants a supportive hug, but do not insist.

Target group:
from 13 years old, groups of 4, minimum 8 participants in total

Needed materials:

1. Accessories for the 4 roles: blindfolds, scarfs, ropes, ear plugs, tape etc.
2. Small papers with the names of the roles.
3. (optional) materials for additional challenges on the way (e.g. paper, balloons).
4. A similar set of at least 2-3 dishes for each group.

Duration and training process:
60-90 min

Tool type:
Group Building Activity, Simulation Exercise

Topics addressed:
Social Inclusion, Disability, Group Dynamics

Title: Perform emotions
Short description: A tool based on the basic emotions summarized by Paul Ekman in Atlas of Emotions
Aim: To help the participants to recognize the emotions and improve emotional intelligence
Description: <ol style="list-style-type: none"> 1. Split participants into 5 groups. 2. Give each group a poster with one of the 5 basic emotions: anger, fear, disgust, sadness, enjoyment. 3. Let the groups draw one of the task papers: e.g. face mimics, gesticulation, drawing, dancing, singing (You may change any of the performing tasks to Your taste). 4. Give the participants some time to prepare. 5. Let the groups act and ask the rest to guess the demonstrated emotions. 6. Discuss what has happened, what was easy or difficult, if they know basic emotions, if they recognize emotions in real life situations, why it is important.
Target group: from 13 years old, minimum 10-15 people.
<p>Needed materials: Posters with 5 basic emotions: anger, fear, disgust, sadness, enjoyment.</p> <p>Papers with the tasks for performing: e.g. face mimics, gesticulation, drawing, dancing, singing (You may change any of the performing tasks to Your taste).</p> <p>You may get free materials and more inspiration about basic emotions in Paul Ekman's Atlas of Emotions https://atlasofemotions.org/</p>
<p>Duration and training process: Ca 40 min</p>
<p>Tool type: Name Game, Simulation Exercise</p>
<p>Topics addressed: Conflict Management, Personal Development, Group Dynamics</p>