

WHY YOUTH WORK NEED TO BE ACCESSIBLE FOR  
YOUNG PEOPLE LIVING WITH DISABILITIES?

# TOOLBOX

ANNEX TO METHODOLOGY HANDBOOK OF THE  
'MOONWALK' PROJECT - I



WHY YOUTH WORK NEED TO BE ACCESSIBLE FOR  
YOUNG PEOPLE LIVING WITH DISABILITIES?

# TOOLBOX

ANNEX TO METHODOLOGY HANDBOOK OF THE  
'MOONWALK' PROJECT - I



This document was created within the frameworks of the 'MOONWALK' project implemented by Együttható Egyesület, Association Uniamoci Onlus and APCC Coimbra. The project was supported by the Erasmus+ programme of the European Union. Project number: 2018-1-HU01-KA205-047650. This document does not necessarily reflect the official views of the European Commission, the European Union or the organisations co-operating with them.

**find out more: [moonwalk.hu](http://moonwalk.hu)**

## TABLE OF CONTENTS

<b>Inclusive Green city actions</b> .....	4
1. <i>General description of the tool/method perhaps history</i> .....	4
2. <i>How does it apply for young people living with disabilities? Relevance. Does it need to be adjusted?</i> .....	4
3. <i>Session outline (10-15 participants)</i> .....	4
<b>Green youth for a green future</b> .....	6
1. <i>General description of the tool/method perhaps history</i> .....	6
2. <i>How does it apply for young people living with disabilities? Relevance. Does it need to be adjusted?</i> .....	6
3. <i>Session outline (15 participants – duration 2h 30 min.)</i> .....	6
<b>Mandala</b> .....	7
1. <i>General description of the tool/method perhaps history</i> .....	7
2. <i>How does it apply for young people living with disabilities? Relevance. Does it need to be adjusted?</i> .....	8
3. <i>Session outline (5 - 15 participants – duration 1h)</i> .....	8
<b>Web-radio channel managed by youth – long term activity</b> .....	9
1. <i>General description of the tool/method perhaps history</i> .....	9
2. <i>How does it apply for young people living with disabilities? Relevance. Does it need to be adjusted?</i> .....	9
3. <i>Session outline</i> .....	9
<b>Workshop: creation of short movies/video spots on social issues</b> .....	10
1. <i>General description of the tool/method perhaps history</i> .....	10
2. <i>How does it apply for young people living with disabilities? Relevance. Does it need to be adjusted?</i> .....	10
3. <i>Session outline</i> .....	10
<b>Self-awareness workshops</b> .....	12
<i>Why self-awareness workshops are useful in social inclusion projects?</i> .....	12
<b>I. Workshop title:</b> Introduction, what is the definition of personality? .....	12
<b>II. Workshop title:</b> Expectations, rules.....	13
<b>III. Workshop title:</b> Responsibility .....	14
<b>IV. Workshop Title:</b> Self-branding .....	15
<b>V. Workshop title:</b> Our desires, our vision of the world .....	16
<b>VI. Workshop title:</b> Self-knowledge, self-definition, self-evaluation I.....	17
<b>VII. Workshop title:</b> Self-knowledge, self-definition, self-evaluation II .....	17
<b>VIII. Workshop title:</b> Identity .....	18

## Inclusive Green city actions

### *1. General description of the tool/method perhaps history*

The tool is based on the method of inclusive volunteering applied to realization of actions for making the city cleaner. The term “inclusive volunteering” describes the service of individuals with disabilities as volunteers themselves as active members of any community. It is a valuable opportunity to combine the young people interest in the environment issues and their need to concretely do something that can create a change, with the development of social skills and inclusive attitudes. The concept has been developed by Associazione Uniamoci Onlus for the implementation of a local project called Palerm Green, that had the aim to gather groups of volunteers involving them in periodical activities of street sweeping and street gardening: young people and young people with learning disability worked together producing great results and with a huge impact on the local community.

### *2. How does it apply for young people living with disabilities? Relevance. Does it need to be adjusted?*

The involvement of people with disabilities as volunteers are remarkable in terms of empowerment and social skills learning, it is even very satisfying for the volunteers who, maybe for the first time, feel to be useful for the community.

To involve people with learning disability in the Inclusive city actions it is important to keep in mind to use a simple language – easy to understand, during the preparation phase and the coordination of the activities.

The coordinator of the group of volunteers should have an inclusive approach, able to motivate the entire group and to actively involve everyone, giving specific tasks or creating small teams to promote socialization.

### *3. Session outline (10-15 participants)*

#### **PREPARATION (day 1):**

- a. Aims of the session:** (i.e. introduction to the topic or contracting or team building, etc) To introduce the group to the topic, to define the safety tips, team building
- b. Necessary tools:** White board and markers, projector, a presentation showing the instruments the volunteers are going to use for the city actions and examples of hardy plants and simple tips to plant them in the ground.
- c. Step-by-step description:** The facilitator introduces the session and invites the participants to join for an energiser and knowledge game. After that there will be a brainstorming about the meaning of volunteering.

The group of participants will be divided in groups of 5; each group has the task to create a name for the group of volunteers, a motto (that could be later printed on T-shirts or just repeated during the city actions to motivate the participants), a short video promoting eco-friendly behaviours. They have 45 min. for this task.

There will be a session of sharing in plenary followed by the presentation of the instruments they use during the volunteering activities (brooms, dustpans, gloves, trash bags and garbage carts – for the

street sweeping and gloves, trowel, hoe, cultivator, hardy plants) followed by a brainstorming to collect the safety tips to respect during the implementation of the activities.

To conclude the session, ask the participants in circle to say an adjective to describe the session followed by the name of another person in the group, who will share his adjective and followed by the name of other participants and so on.

### **GREEN ACTIONS (day 2 on – to be implemented periodically for 1 hour):**

- a. Aims of the session:** to offer a stage for active participation; to promote teamwork; to take care of a street or a square with dust or wild flowerbeds.
- b. Necessary tools:** brooms, dustpans, gloves, trash bags and garbage carts – for the street sweeping and gloves, trowel, hoe, cultivator, hardy plants, water)
- c. Step-by-step description:** The coordinator of the volunteers may decide to work together with street sweeping and gardening – dividing the group in two subgroups, each of them dealing with one action – or separately – one session can be dedicated to street sweeping and another day session can be dedicated to street gardening.

Promote the teamwork inviting for example one volunteer to use brush and another to hold the dustpan and collect garbage using gloves and then to exchange the roles, give to two volunteers the task to move the garbage carts.

Give them general coordination (es. We will start to sweep from here to the end of the street, one group on this side of the street and the other on the other side, let's try to move forward together or one group can work on this flowerbed one group on this other, let's start with making the holes etc.); involve the volunteers in the planning of the flowerbed.

When the groups are at work, move around, give suggestions and support, if somebody seems tired invite him to rest a bit. The volunteers will appreciate if you work too but have always a glance to group. Take some pictures of before, during and after.

To end the session, take a group photo with the volunteers and invite them to share their impressions.

#### **d. Testimonies:**

*“To see how a place takes on a new beauty after it has been cleaned, cured and after planting there some flowers, it still surprises us all” Martina*

*“We cleaned streets where the garbage bags were never enough, we went there back, and it happened that we had to LOOK FOR the garbage” Simone*

*“It looks like magic” a passer-by*

*“None planted a flower here from 10 years” a passer-by*

*“It is you, the youth, who can change the things, well done!” a passer-by*

## Green youth for a green future

### 1. *General description of the tool/method perhaps history*

Group discussion activity aimed to find practical solutions to reduce the environmental impact through everyday life tips and to raise the awareness about the situation and green services in their city. It has been developed by Associazione Uniamoci Onlus during the strategic partnership in the youth field Green Youth's Promoters.

### 2. *How does it apply for young people living with disabilities? Relevance. Does it need to be adjusted?*

It represents the adaptation to people with disability of the common methods used in youth work (cooperative and group learning, role play): an opportunity to stimulate their reflection and discussion, to make the activity to follow the group's outputs. The activity is simple and adaptable to different cognitive levels and different social backgrounds but at the same time is able to stimulate critical thinking, communication skills and problem solving and to actively involve also young people without fewer opportunities.

### 3. *Session outline (15 participants – duration 2h 30 min.)*

#### **Energiser Tuk-Tak:**

a. **Aims of the session:** *breaking ice and team building*

#### **b. Step-by-step description:**

Participants are standing in the middle of room. Trainer will say a butterfly, mushroom, tree, flower, sun or creek (in plural form). The participants task is when they hear butterflies they have to open their arm and demonstrate of flying; When they hear mushrooms-they have to crouch; When they hear trees standing (if possible) and raising up hands; When they hear flowers they have to smile each other;

When they hear sun- they have to wave their fingers; When they hear creek- participants have to say in pairs Tuk-Tak.

All this action has to be done by changing a position (moving in one side to another) and finding other participants.

#### **Brainstorming:**

a. **Aims of the session:** to offer a stage for reflection about concrete actions to reduce our own environmental impact.

b. **Necessary tools:** flash cards, whiteboard and marker

#### **c. Step-by-step description:**

Brainstorming with flash cards about what people can concretely do to reduce the environmental impact. Prepare the flash cards in advance to stimulate the participants – drawings for the flash cards: es. bus; open tap; light on; computer on; trash bin; plants .... Tell the participants to take a card, show it to the group and talk about things about how to reduce the environmental impact that come to your mind. Tell the other group member that they can contribute to the discussion in any moment. Take notes on the board of the participants contributions. At the end summarize the group tips and ask if they have further comments. This part of the activity will require about 15 min.



### **Case study:**

- a. **Aims of the session:** to raise awareness about the environmental situation of their city
- b. **Necessary tools:** form with stimulus questions
- c. **Step-by-step description:**

Divide the participants in three groups. Tell the participants that they should create a sort of case study about their city and the “green” services that are activated. Give to each group a form with some aspects on which to reflect: recycling, public transport, sustainable transport (car sharing, bike sharing), Renewable Energy, green areas. Tell them that they have 30 minutes to discuss. After that, a member of each group will present the results of the discussion. Collect the results of the analysis and summarize the main aspects.

### **Role game:**

- a. **Aims of the session:** look at the environment by different point of view
- b. **Necessary tools:** short description of the role
- c. **Step-by-step description:**

Keep the same groups as for the case study and tell one group that they are going to be city town counsellors, the members of the other group are managers of a food factory, the members of the other group are simple citizens. Each group must discuss and come out with 3 solutions to reduce the environmental impact of their category. Tell them that they have 30 minutes to discuss. After that the city town counsellors, the managers and the citizens discuss together the solutions.

- d. **Debriefing and evaluation:**

Did you enjoy the activity? Was it easy to reach the task? How was the debate with the others? How did you feel in your role (counsellor, manager, citizen)? Do you think that the solutions created by the group are realistic? As young citizens, how do you think to put in practice those solutions in your everyday life?

## **Mandala**

### ***1. General description of the tool/method perhaps history***

This relaxation exercise is inspired by Art therapy: Art Therapy is a method that uses the non-formal language of Art to produce personal growth, personal awareness and change. It allows to connect own inner world made of thoughts, feelings and perception with the external reality and life experience. In art therapy there are no rules about how to draw or paint and there isn't a right or a wrong way to make art, what is important is the process, not the result. The change may happen when you decide to work on a problem: reduce stress, experiment materials, understand your way of expression through art to better know yourself.

Mandala, in Sanskrit, means “Holy Circle”. From centuries Mandalas are used in the oriental cultures they are used for meditation. According to Jung, they represent the unification of opposites, they allow the self-expression and they represent the entire personality; they represent also the potential of transformation and change. People spontaneously create mandalas for their need to solve conflicts and dilemmas, in drawings or dreaming. To colour/draw mandalas has a calming and reassuring effect that can be measured in terms of body temperature and heart rhythm.

## *2. How does it apply for young people living with disabilities? Relevance. Does it need to be adjusted?*

It is an inclusive tool that can be easily used for groups of mixed young people, or just with young people or with young people with disability. When working with groups, sometimes it happens that it seems that all the people are a bit nervous or extremely excited; Mandala is an effective activity to calm down the group and to promote a relaxed atmosphere and active communication among the participants.

## *3. Session outline (5 - 15 participants – duration 1h)*

### **Relaxation Exercise:**

- a. Aims of the session:** to promote concentration and the connection with the inner world
- b. Necessary tools:** background music with the sounds of nature
- c. Step-by-step description**

The facilitator gives instructions to the participants with a warm and calm voice:

- Sit on the chair without crossing your legs
- Close your eyes and concentrate on your breath
- Relax the muscles of your face, especially around the jaw, keeping on breathing.
- Relax the muscles of the head and neck, leave that your head bows a little bit forward
- Relax the muscles of the shoulders and leave that the relaxation goes down through arms and hands go on feeling how tension goes away from your back, chest, abdomen till the base of the spine
- Leave that this feeling of relaxation will reach your thighs, knees, legs down through the ankles, feet till the fingers
- Starting from the head, take some moments to verify if there is some part of the body that is hot relaxed. if you find some, make a deep breath and address to that part of your body imagining that it is reached by warm and relaxation. when you exhale imagine that tension goes outside with air.

### **Mandala:**

- a. Aims of the session:** to allow the self-expression; to calm down and reassure.
- b. Necessary tools:** printouts of Mandalas to be coloured; pencil colours; rubbers; sharpeners; background music with the sounds of nature; pencils; white papers, compasses.
- c. Step-by-step description:**

The facilitator can start with distributing to the participants some printouts of Mandalas to be coloured and asking them to fill all the areas in it in the way they prefer. When everybody has finished, invite the participants to observe the colours that they used and what they mean to them and to show their Mandala to the group, sharing some feelings if they like. Make them to notice how interesting is the fact that from the same printout they obtained so different results.

Second step of the activity is to guide the participants in drawing their own Mandala.

Give them white papers, pencils, rubbers and compasses.

*Give them the following instructions:*



- Make squared the paper: for Yung the circle inside a square is a representation of the self.
- On the white paper create a circle with a plate or a compass
- Fill the circle with colours, lines and shapes starting from the centre or the circle or you can divide the circular space nobody forbids to go beyond the circular shape.
- On the back make an arrow to show the direction
- Watch it and think about a title (it can be interesting to create a diary of mandalas because the images changes with the time)
- write down the date, observe the colours that you used and what they mean to you, describe the content of the mandala.

To debrief, the facilitator can ask to the participants to share how they feel, what is their current feeling/emotion.

## Web-radio channel managed by youth – long term activity

### *1. General description of the tool/method perhaps history*

A web radio is an easy to manage tool to actively involve young people and to stimulate their communication abilities and critical thinking. It has been used by Uniamoci Onlus for the first time during the project *Disabile in...forma: il network dei giovani* (a local youth initiate under the Youth in Action Programme of the European Commission) in 2012, involving mainly people with disability, who gained the competences to manage a web-radio programme under the local project Young Citizens, where a young speaker hosted some young people as guests and co-speakers for the broadcasts, choosing music and arguments together.

### *2. How does it apply for young people living with disabilities? Relevance. Does it need to be adjusted?*

The tool is already tested for the use with young people and young people with disabilities. The need to cooperate in small groups for the planning of the content of the broadcast will improve the participants abilities to assume responsibility, self-manage activities and teamwork, the need to make some research to find some interesting facts to speak about and to be able to address them to the public will stimulate critical thinking and communication skills, the use of the internet platform for broadcasting and social media for advertisement will improve their ICT abilities.

### *3. Session outline*

This activity can involve from 2 to 10 young people (other young people could participate as guests).

The participants will manage a web-radio channel owned by your organization through weekly programmes or even more frequent - accordingly to the youth participation.

The participants should be supported in the preparation of 30 min. programmes choosing music and topics to talk about or inviting guests.

You could organize 3 introductory meetings: one about communication skills where to propose to the participants some exercises and role play to improve their communication abilities, one about social media advertising (tips about the creation of posts on Facebook and Instagram, how to catch the attention of the followers) and one about the management of the web-radio hosting platform: Speaker - it is a great platform for all podcasters, from beginners to the more advanced; it provide plenty of audio storage space (which, depending on your choice of plan, is either free, or very cheap), unlimited bandwidth, allow you complete control over your RSS feed, plus offer lots of useful tools that help

you: broadcast live/podcast, automatically export to YouTube and Soundcloud, and much more. Follow the tutorial to discover how to start your free web-radio channel.

What do you need? Just a laptop with webcam and Internet connection, headphones and creativity!

Invite the participants to your headquarter 1 hour and 30 minutes before the broadcast to support them in the preparation activities: invite them to choose the playlist they want to broadcast and invite them to look for some curiosities about the singers or the song; invite the participants to look for some facts they want to speak during the transmission (current news, general topics they are interested in es. environment, music, books, LGBT issues etc.) and/or questions that they want to make to the public to create some interactions. Invite them to calculate the total duration of the music, to have a talk with the guests (if any) and to make a rehearsal of the contents (at least for the first times), in order to be sure that everything fits in the 30 minutes of the broadcast and to have a better performance (especially if there is more than 1 speaker or if there are guests). They should also upload the playlist on speaker before the beginning of the broadcasting, and make a post for advertisement on social media.

### **Debriefing and evaluation:**

After the broadcast you can ask the participants: Did you enjoy the activity? How did you feel in your role? There is something that you find difficult? How do you evaluate your broadcasting? Give your personal evaluation and suggestions to the participants.

## ***Workshop: creation of short movies/video spots on social issues***

### ***1. General description of the tool/method perhaps history***

Movie making is a very interesting tool for young people and it is able to stimulate their cooperation to achieve the best final results. If you use it with the purpose to create a video spot to raise social awareness on a specific topic, it became also a tool to facilitate discussion among the youth on that specific topic (what they think about, what they want to communicate, to whom the video will be addressed).

### ***2. How does it apply for young people living with disabilities? Relevance. Does it need to be adjusted?***

This kind of workshop has been implemented several times by Associazione Uniamoci Onlus both during local workshops and during international youth exchanges with inclusive groups made of young people and young people with disability with very good results, because it foresees several different roles so that everyone can be actively involved.

### ***3. Session outline***

**N. OF PARTICIPANTS:** +5- accordingly to your resources you can create subgroups of participants and each group can work on his own project (each group should be composed at least by 5 people).

**TIME:** It depends on your needs and aims and the result you are looking for - it could be done in one day (8 hours workshop), or you can make some smaller sessions of 3 hours per day, so probably you may need at least 3-4 days.

**MATERIALS:** Print out of the different phases of video-making (each phase on a different paper - like these ones), a laptop for each group of participants, a projector, a flipchart paper, a camera or a smartphone for each group and if possible, a tripod.

**PREPARATION:** Collect 3/4 examples of popular and touching social video-spot from the web, write on a flipchart paper the suggestions to create the script.

**DEVELOPMENT:**

**1 - Introduce to the participants the topic of the workshop:** What is a video-spot and brainstorm which are the advantages of using videos as a means of communication; complete the info obtained with some data (es. 4 billion videos are watched on YouTube every day; People share video with their followers on social media: more than 700 videos are shared by Twitter users every minute; video is an excellent format for informing and educating because it incorporates audio and visual elements that appeal to multiple senses: a video conveys huge amounts of information in a short time, a video is more engaging to the senses, so it can convey more information by showing and telling at the same time; the emotional impact of video ads is significant). Show them the examples you collected on the web and ask for their feedback: what impact they had on themselves? Which one was the most powerful? Were they effective?

**2 - Theoretical input:** distribute to the participants the 8 phases for video-making and ask them to discuss them in group and to put them in the right order. Ask them to read them in the created sequence, stimulating them to explain each phase, and correct the sequence if it is not right and giving explanations. Show them the main phases to create the script and give them a topic on which start to brainstorm ideas for the creation of the movie.

**3 - Give them 30 minutes to discuss the idea in group and write down the script.** Ask them to present you or to the other groups their plan for filming and give suggestions to make the idea more concrete (they should know exactly what to film, where, what the actors should say, who are the actors, who will take care of music, filming, editing, costumes etc.). If needed you can show them a YouTube video about the most popular types of shooting, if in the group nobody is familiar with it, but usually in each group of young people there is somebody who likes video-making and is able to make nice videos and to edit them, even using quite simple programmes.

**4 - It is now time to film!** Let the participants to do what they planned in autonomy, let them go outside if needed, and give suggestions on how to ask permissions to bar owners, shoppers etc. if they need to film in private spaces. Just overview the general process, suggesting them to make more filming of the same scene and asking them what they filmed, which scenes are still missing etc. Be available for help, but you don't need to follow them around when filming.

**5 - Editing:** stimulate the task division during the process of editing, so that there will be a sub-group looking for background music (preferably without copyright), another one that will create the text to add to movie (Title, subtitle, eventual slides with text, closing credits, logos etc...), another or two who will take care of editing itself and the last one who can write a presentation article for the video-spot. Allow the participants to join the group they prefer in relation to their abilities and interest.

The workshop may end with the organization of an Oscar night, were to show the videos and give the opportunity to the participants to explain their content and message and finally awarding the best one.

The best is to organize it in a pub, showing the short-films on a screen for the general customers - a very good dissemination ;). Very important is to share the created video on social networks as YouTube and Facebook.

## Self-awareness workshops

### *Why self-awareness workshops are useful in social inclusion projects?*

Social inclusion projects aim to establish a safe space where people of all backgrounds may express themselves authentically without trying to fit in. To create this comfortable, safe environment, we must first become self-conscious, or aware of our own cognitive biases and blind spots. Evolutionarily, we naturally tend to prefer people who are similar to us and are sensitive to all forms of diversity. Due to our ingrained prejudices, when faced with differences, we all unintentionally and instinctively exclude others. We tend to favor those that are similar to us by elevating or providing more opportunities for those who make us feel like ourselves.

With the help of self-awareness workshops, once we've identified the ways in which we gravitate towards people who are similar to us and exclude those who are not, we can break that bias, and start to build bridges so that everyone is included.

**The objective of the sessions:** To explore and improve the self-image of the group members, and to develop their personality through experiences within the group.

**Obtainable competences:** Self-knowledge, self-evaluation, self-definition, social skills, compliant behavior, development of emotional intelligence, ability to express yourself, self-control, stress management, realistic self-image, assertive communication.

### **I. Workshop title:** Introduction, what is the definition of personality?

**The purpose of the session:** orientation, strengthening group cohesion, creating an atmosphere of trust

**Session duration:** 1.5 hours

**Content of the session:**

**Introduction:** Duration is 30 minutes. During the introduction, the trainer's objectives:

- Getting to know the participants
- Assessment of group cohesion
- Strengthening one's own position, identifying informal "leaders".
- Gaining the trust of group members
- Assessment of group members' motivation for (active) participation in the training

**Task:** The trainer writes four questions on the flipchart board. These are the four questions along which you ask each participant to introduce themselves.

1. How to address you in the group? (This can be any name)
2. How long have you worked for the company?

3. What do you do when you are not working? (Similar leisure activities bring group members together, enable them to spend time together outside of work, and also provide new information and change previous prejudices.)

4. What motivations drove you to come to this training? (This question also leads to the next day's task: expectations-fears)

**Introducing the weekly theme, personality formation and development:** Introductory questions aimed at a thought-provoking conversation and assessment of the participants' intellect: What does the word personality mean? What belongs to a person's personality? What effects can be used to influence the development of a person's personality? What is socialization? What is the role of the narrower environment in the development of personality? The relationship between personality, self-knowledge and learning.

The event ends with a closing round, which also functions as an evaluation-feedback round.

## II. Workshop title: Expectations, rules

**Purpose of the session:** Mapping the expectations and fears of the participants, establishing group rules

**Session duration:** 1.5 hours

**Content of the session:**

**Starting round:** How are we doing today Did you have any thoughts related to the topic that came up during the previous session that would be worth talking about?

**Expectations – fears:**The goal of the task is to understand the deeper motivations of the participants, to increase their commitment to the training and the group, to create a sense of security and trust, and to clarify unrealistic expectations and fears.

**Task:** The participants are given three colored post-it notes, on which they have to write one word each, what they expect from the training and/or the group, and express their fears in the same way. Then the prepared labels are stuck onto two pre-made flipchart papers. One of the larger sheets is the expectations (sunshine), the other is the fear side (moon).

**Rules:** The task consists of three parts:

a. Discussion: What are the rules for in everyday life? What do they help and limit the person in? How do they affect personality development? What experience do we have with the rules? If we look at the whole life of a human being, how do regulatory forces appear, how and when do they enter? What are the rules at work? Forms of appearance of rules: e.g. social contract, law, contracts, gentleman agreement, etc.

b. What rules apply to the group? The trainer divides the group into 3-4 smaller groups. After that, they are given the task of defining the basic principles and rules that they will adhere to during the training. Since the trainer is also part of the group, the trainer uses the following addition: the start and end times of the group cannot change, the absence must be notified to the trainer in advance in case of illness or vacation, confidentiality.

c. After that, the small groups put the finished cards next to each other. The trainer writes the corresponding expectations on a piece of flipchart paper that will become the group's common rules.

He clarifies the elements that are not explained with the group, on the other hand, he initiates a conversation about those that appear only in one place. If the summary form does not include the trainer's expectations, he makes a proposal to discuss them, e.g. :

- Delay -> punishment ("luck card": group members invent punishments on small notes that they can carry out or "don't do something you wouldn't do to yourself")
- Number of absences -> How the group will influence its individual members to attend regularly
- Telephone use
- Method of indicating needs

The event ends with a closing round, which also functions as an evaluation-feedback round.

### III. Workshop title: Responsibility

**Purpose of the session:** Examining the relationship within the group and individual, responsibility and transfer of responsibility

**Session duration:** 1.5 hours

**Content of the session:**

**Starting round:** How are we doing today? Did you have any thoughts related to the topic that came up during the previous session that would be worth talking about?

**Game: "12 Angry Men" or Responsibility Game:** The aim of the task is to show the line between individual responsibility and joint responsibility visible to the participants, thus increasing their commitment to participating in the training and active participation in the group.

Direct effects:

- Self-knowledge development, personality shaping effect
- Community building
- Commitment
- Striving for consensual solutions
- Assertiveness

**Task:** The group forms a jury, which has to make a decision about a person's life. Two possible decisions are release or the death penalty. The decision can only be based on consensus, so it is only valid if all members agree with it. There are three built-in people in the group:

- always stands for innocence
- is always on the side of guilt
- constantly doubts and when the group is about to make a decision, raises an idea that makes them unsure

They have 15 minutes to decide! They have to make a decision after reading a story with incomplete information:

*„John was an university professor majoring in philosophy. His wife left him and took their daughter with her. John hasn't seen their child for years, for several reasons. He was dismissed from the university because a student accused him of sexual assault. Although his innocence was proven, he has not been able to find a job as a teacher since then. He actually had an affair with the student,*



*which caused his wife to leave him. After that, he drowned his sorrows in alcohol. During his years as an university teacher, John was a member of an activist group against the death penalty, together with other fellow teachers, but due to the previous rape scandal, lawsuit, dismissal and alcoholism, the activists also fired him because they believed that he was harming their cause. He only maintained a friendly relationship with a female colleague, who is also a member of the activist group and who was found dead in his own kitchen two weeks ago. John is suspected of raping and strangling the woman. His sperm was found in her body, and John was lying drunk and passed out on her porch. The police went to the scene because of an anonymous caller.”*

**If found guilty:**

John was innocent. His life fell apart, so he had no reason to live anymore. His female colleague was found to be suffering from a terminal disease. They decided that, since their previous fight against the death penalty has been deemed futile, they will prove to the system, the state, that they also participate in the execution of innocents. Therefore, it is planned that the woman's suicide will be presented as murder and rape, of which John will be the suspect based on indirect evidence.

**If found not guilty:**

John was guilty, and after his release, dismembered victims were found in the nearby woods. Foreign remains found on the victims matched John's DNA. After his release, he committed several similar murders before being recaptured.

**Discussion of the task:** On the one hand, the task is emotionally taxing, one might say shocking, and on the other hand, it draws attention to the fact that our decisions must be well thought out, always taking into account the possible consequences.

The trainer asks the following questions:

- How did it feel to participate in the task? Did they find out exactly what the built-in people were supposed to do? Why did we need built-in people? What was the most difficult thing for the built-in people? What techniques were used to influence the group?
- In general life, how much chance does a single person have to influence the opinion of a community? What combination of factors is necessary for an individual to be able to influence the opinion of a community? How does the community affect the opinion of the individual? Has anyone felt that in order to avoid conflict, they prefer to keep their own opinions quiet? If not, what helped you to express your opinion? If so, what do you think could have influenced the outcome of the decision?

The event ends with a closing round, which also functions as an evaluation-feedback round.

#### **IV. Workshop Title: Self-branding**

**The purpose of the session:** Exploration of the strengths of the individuals making up the group, reflection

**Session duration:** 1.5 hours

### **Content of the session:**

**Starting round:** How are we doing today? Did any thought arise in relation to the topic that arose during the previous session, which would be worth talking about?

**Me-brand and group bank:** The aim of the task is for the participants to become aware of their positive qualities and to be able to talk about them without shame. In general, it is typical for people to equate positive self-expression with bragging. Behind this, there are self-knowledge and self-confidence problems, because of which they mostly do not associate their achievements and success experiences with their own qualities and actions, but they punish themselves too much for their failures.

### **Task:**

1. Write down your 3 strengths on your post-its.
2. Write in such a way that others believe about you!
3. You may not use these words and phrases:

„creative, team player, good/excellent communication skills, flexible, reliable, precise, good adaptability, I can reinvent myself in any situation, empathetic, learnable”

Everyone will tell you why they chose the characteristics they did. We stick the post-its on pre-prepared wrapping paper, which will be outside the room in a clearly visible place every time until the end of the training: so that we know these are the good qualities that we can use during the training.

In addition, these three characteristics are also the "brand" of the given person. The brand is closely related to external perception, that is, it is not enough to know that I have three important positive qualities, it is also important to be able to represent them.

During the discussion, we seek answers to the following questions:

Is it difficult to say positive things about ourselves? What is the reason of this? In what situations might we need to be aware of our values and even represent them? How can we display and represent the inner properties and values? For example: communication, including language use, the way we dress, etc.

The event ends with a closing round, which also functions as an evaluation-feedback round.

## **V. Workshop title: Our desires, our vision of the world**

**The purpose of the session:** To make the participants aware of the conscious and unconscious contents that affect behavior and the building blocks of personality and development of tolerance.

**Session duration:** 1.5 hours

### **Content of the session:**

**Starting round:** How are we doing today? Did any thought arise in relation to the topic that arose during the previous session, which would be worth talking about?

**Task:** My perfect world, individual drawing/painting.

The participants are given 1 hour to visually represent the perfect world they imagine, and then in the rest of the session they present the created pictures one by one, the trainer facilitates discussion, analysis and reflection on their content. The trainer's further task is to draw attention to the differences between individual people, so as to strengthen their acceptance.

The event ends with a closing round, which also functions as an evaluation-feedback round. Since the occasion closes a thematic block (personality), the trainer facilitates a longer round of evaluation and feedback.

## **VI. Workshop title: Self-knowledge, self-definition, self-evaluation I**

**Purpose of the session:** Conceptual clarification, introduction of the thematic block

**Session duration:** 1.5 hours

**Content of the session:**

**Starting round:** How are we doing today? Did any thought arise in relation to the topic that arose during the previous session, which would be worth talking about?

**Introduction:** Introductory questions aimed at a thought-provoking conversation: What does the word self-knowledge mean? What is the relationship between self-knowledge and our personality? How does self-awareness work affect personality? What is the relationship between self-knowledge and self-esteem? What is the role of the narrower environment in the development of self-awareness?

### **How do we evaluate criticism?**

**Task:** My self-portrait in 10 years montage. You can use glue, used newspapers or even other materials for this task. We provide the tools to the participants. The purpose of the task is to work on self-knowledge. We will place the self-portrait in the room, and then come back to analyze them next time.

The event ends with a closing round, which also functions as an evaluation-feedback round.

## **VII. Workshop title: Self-knowledge, self-definition, self-evaluation II**

**The purpose of the session:** Analysis of self-portraits taken during workshop 6. Drawing analysis, discussion of thoughts and feelings arising in connection with the drawing, vision of the future.

**Session duration:** 1.5 hours

**Content of the session:**

**Starting round:** How are we doing today Did any thought arise in relation to the topic that arose during the previous session, which would be worth talking about?

During the session, the trainer facilitates analysis, discussion, and reflection on the pictures taken by the participants on the previous occasion. The participants talk individually about their drawing in front of the group, in which the group members get involved.

The event ends with a closing round, which also functions as an evaluation-feedback round.

## VIII. Workshop title: Identity

**Purpose of the session:** Comparing the participants' self-image with the image created by others

**Session duration:** 1.5 hours

**Content of the session:**

**Starting round:** How are we doing today? Did any thought arise in relation to the topic that arose during the previous session, which would be worth talking about?

**Task:**

1. Each participant receives paper and a pen and draws his own profile (alone or with the help of someone else).

2. As an individual work, the participants think about the various characteristics of their identity (these elements are written on the drawn face) and how others can see them (these elements are written outside the drawn face). Give the participants enough time to try to think about the different elements that make up identity (family, nationality, education, gender, religion, roles, belonging to groups, etc.). We can encourage them to think about the personal aspects and attitudes they like as well as the ones they don't like.

3. In the second step, think about whether:

- What is the relationship between what they see and what others can see, and what is the relationship between different points of view - which can be expressed with the help of lines and stars,

- How the different points of view/attitudes and related determining factors were formed during their life - this can be expressed with colors that represent different moments of life, can be shown on the "time scale" drawn next to the face, or can be presented with different bubbles, etc.

We process the completed images together in a participatory plenary format.

Share your comments with each other based on the following questions:

- How do we see ourselves? How do others see us? What influences me? What were my reference points? How do perceptions and attitudes change over time and why? What processes do I notice in relation to the changes and how are they connected? How do I deal with the things I don't like about myself and where do they come from? What relationship can I observe between the different points of view?

The event ends with a closing round, which also functions as an evaluation-feedback round.