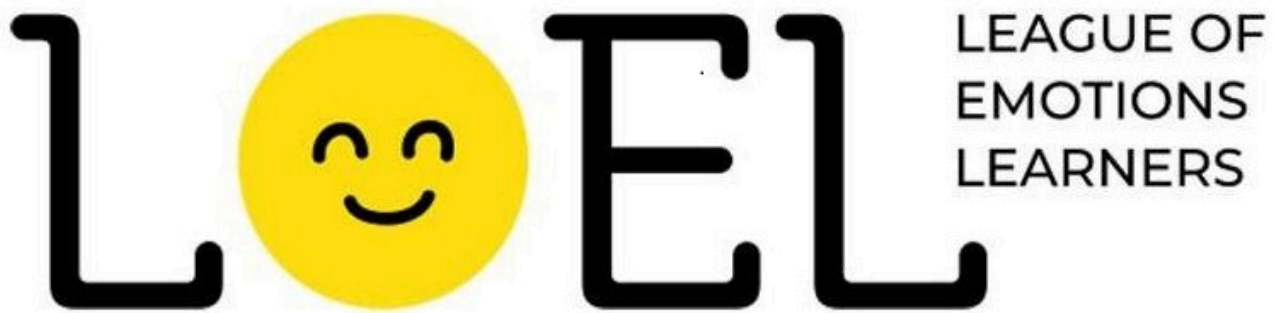




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Learning Activities Guide for Youth Trainers



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What is LoEL?

LOEL stands for League of Emotion Learners, which is an Erasmus+ project funded by the European Commission with project number 2018-2-ES02-KA205-011836. The partnership is formed by Media Creativa 2020 (Spain) as coordinator, Point Europa (United Kingdom), TDM 2000 (Italy), Tallinn University (Estonia) and Virtual Campus (Portugal).

LoEL project aims at empowering young people so they are able to develop their emotional competences, to identify and express self-emotions, to establish successful communication with others both online and offline, to be aware of the limits and potential of ICT-based communication and to manage emotions in professional environments.

In the framework of this project we have created a LOEL app, which is an interactive software designed to empower young people to be able to identify, manage, communicate and understand own and other people emotions.

Besides, we have designed a Training Activity with a program of 5 days addressed to Youth trainers, full of practical activities aiming to prepare those youth workers with the necessary skills and competences to facilitate the training with youngsters.

In this guide, you will find a compilation of practical activities used for the Training Activity of the League of Emotion Learners project.

You can learn more about the project by checking our website: <http://www.loel-project.eu>





How to use this guide?

In this guide you will find all the activities that were carried out in the LoEL Training Activity, together with the necessary materials to replicate them.

At the beginning of each session the trainer provided a first introductory presentation for each day's topic about one hour long. It was followed by a practical part where participants work on the topic, skills and competences presented that day.

All activities have a very practical approach and focused on learning by doing.

The topics covered are:

- Emotional Intelligence.
- Getting to know LOEL.
- Language transformation in the XXIst century.
- Audio-visual narrative and young people.
- Social networks.

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It also includes two ice-breaking activities to start with.

The guide is divided in the different topics above mentioned. The corresponding presentation is included at the beginning of the chapter.

All activities are summarised in table format that include all the relevant information to carry them out: objectives, description, estimated duration and material and handouts needed. A section with "Notes for the trainer" is also included where some ideas and suggestions are provided.

All the presentations, handouts and materials used are included with hyperlinks in each activity, so the trainer is free to use them.





ICE BREAKING ACTIVITIES

5











| | |
|------------------------------------|--|
| Title of the activity | Who are you? |
| Type of activity | Breaking the ice/Introductory |
| Objectives | The main objective of this activity is to get to know the rest of the participants in order to create a trustworthy atmosphere. |
| Description of the activity | <p>Each participant chooses at least 5 emojis that consider they represent best how she/he is or that tells something important about herself or himself. It may be a fact, a curious data or an anecdote.</p> <p>Participants need to explain to the rest of the participant their choice, to share something personal to get to know each other better.</p> <p>Example: <i>“Airplane emoji. I choose it because I was afraid of flying. Last year I overcame this fear and I’m very proud for this. It represents one of my great achievements.”</i></p> |
| Estimated duration: | It depends on the number of participants. Allow at least 5 minutes per person. |
| Materials: | None |
| Handouts | Annex 1. Printed emojis |
| Notes for the trainer | <p>It is advisable that the trainer starts with the activity to make sure they may provide an emotional explanation about their choice.</p> <p>Another option would be to ask participants to draw the emojis instead of choosing them.</p> |





| Title of activity: | Personal IDS | | | | | | | | | |
|---|--|--|--------------------|---|---|------------------------------|--|---|-------------------------------|--|
| Type of activity | Breaking the ice/Introductory | | | | | | | | | |
| Objectives | <p>The main objective is to get to know the rest of the participants.</p> <p>Nevertheless, the exercise also gives the chance to reflect about how differently emojis may be interpreted.</p> | | | | | | | | | |
| Description of the activity | <p>Each participant should draw in a piece of paper 3 emojis that should represent things she/he would like to know about other participants.</p> <p>Once it has created one sheet per participant, she/he needs to give to the person without saying or explaining anything.</p> <p>The other person needs to guess what the other person is asking about and provide an answer. They will need to work on their empathy at his stage. Answers will be shared at the end, and participants will know more about the other participants, but they will also realise how different may be emojis interpreted.</p> <p><i>Example:</i></p> <table border="1"> <thead> <tr> <th><i>THE DRAWING</i></th> <th><i>THE MEANING</i></th> <th><i>THE ANSWER/ WHAT THE OTHER PERSON UNDERSTOOD</i></th> </tr> </thead> <tbody> <tr> <td></td> <td><i>Do you have any pets?</i></td> <td><i>No, I don't like cats (Do you like cats?)</i></td> </tr> <tr> <td></td> <td><i>What have you studied?</i></td> <td><i>Hamlet- Shakespeare (Which is your favourite book?)</i></td> </tr> </tbody> </table> | <i>THE DRAWING</i> | <i>THE MEANING</i> | <i>THE ANSWER/ WHAT THE OTHER PERSON UNDERSTOOD</i> |  | <i>Do you have any pets?</i> | <i>No, I don't like cats (Do you like cats?)</i> |  | <i>What have you studied?</i> | <i>Hamlet- Shakespeare (Which is your favourite book?)</i> |
| <i>THE DRAWING</i> | <i>THE MEANING</i> | <i>THE ANSWER/ WHAT THE OTHER PERSON UNDERSTOOD</i> | | | | | | | | |
|  | <i>Do you have any pets?</i> | <i>No, I don't like cats (Do you like cats?)</i> | | | | | | | | |
|  | <i>What have you studied?</i> | <i>Hamlet- Shakespeare (Which is your favourite book?)</i> | | | | | | | | |





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|------------------------------|--|
| Estimated duration: | It depends on the number of participants. Approx. 1 hour |
| Materials: | <ul style="list-style-type: none">- Paper sheet- Colour pens |
| Handouts | None |
| Notes for the trainer | This activity provides an opportunity to reflect about how emojis are interpreted by different people. |





INTRODUCTION TO EMOTIONAL INTELLIGENCE

9

Proposed Presentation:

[Presentation about Emotional Intelligence](#)





| Title of the activity | Small things |
|-----------------------------|---|
| Type of activity | Emotional Intelligence: Identification and expression of emotions. |
| Objectives | This activity aims to work on the identification and the expression of emotions. Besides, as they will not be talking about own emotions, they will need to work on their empathy. |
| Description of the activity | <p>In couples, participants need to identify a non-animated thing in the room (clock, door, post it etc.), and based on its use, they need to guess how it may feel.</p> <p>They need to describe those feelings and explain why they feel this way without mentioned which is the object they are talking about. The rest of the participants need to guess it.</p> <p><i>Ex: I'm always very tired because I never stop working. I don't feel special because they only look at me when they want to know something. (A CLOCK).</i></p> |
| Estimated duration: | 30 minutes. |
| Materials: | None |
| Handouts | None |
| Notes for the trainer | It is advisable that the trainer starts with the activity and provides an example. The trainer may decide to bring different objects to the class to make it more entertaining. |





| | |
|------------------------------------|---|
| Title of the activity | Dominant feeling |
| Type of activity | Emotional Intelligence: Role play |
| Objectives | The main goal is to foster a reflection about the emotions and how people we react and behave based on those. It will be also an activity to work on the identification and expression of emotions. |
| Description of the activity | <p>Participants work in couples. Each couple is assigned one emotion from the 6 basic per situation.</p> <p>The trainer exposes a situation to the participants that may represent a conflict or a decision to be made. Each couple should handle it based on the emotion that has been assigned to them.</p> <p>The rest of the partners need to guess which is the emotion that was assigned to each couple.</p> <p><i>Ex: SITUATION: Going to the office in the morning, somebody throws a coffee on my white shirt.</i></p> <p><i>EMOTION: Sadness.</i></p> <ul style="list-style-type: none"> - <i>I start crying and telling myself that all bad things are happening to me always and that I do not want to go to work or to nothing.</i> <p><i>EMOTION: Anger.</i></p> <ul style="list-style-type: none"> - <i>I tell the person that have thrown the coffee that it would be better if our lives never cross again as I would never forget this.</i> |
| Estimated duration: | 30 minutes |
| Materials: | None |
| Handouts | <ul style="list-style-type: none"> - Annex 2: basic emotions strings - Annex 3: list of situations and scenarios |





Notes for the trainer

Another possibility would be to organize a debate. Participants would need to work in groups of 5 people. One person would be neutral and would be the one exposing the situation. Each couple would be given one emotion and they would need to convince the neutral person about which and why should be the dominant feeling. In order to increase the difficulty of the activity, it may be also possible to include secondary emotions instead of the 6 basic ones.





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| Estimated duration: | 30 minutes. |
| Materials: | <ul style="list-style-type: none"> - Paper sheet - Pens |
| Handouts | <ul style="list-style-type: none"> - Annex 2: basic emotions strings - Annex 4: list of titles |
| Notes for the trainer | <p>It is advisable that the trainer starts with the activity and provides an example.</p> <p>It can also be used with secondary emotions and increase the number of words based on the difficulty level.</p> |





LOEL APP OFFLINE ACTIVITIES

15

Proposed presentation:

[Presentation about League of Emotion Learners](#)





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|------------------------------------|---|
| Title of the activity | Discovering emotions |
| Type of activity | LOEL app. Matching exercise based on EMOTION BOX and GUESS EMOTIONS activity |
| Objectives | The main objective of this activity is to work on the identification of emotions |
| Description of the activity | <p>Participants work in couples.</p> <p>The activity has 3 main parts:</p> <ol style="list-style-type: none"> 1) They need to match the secondary emotions with their corresponding definition. 2) Once they have finished, they need to classify them into the 6 basic emotions. 3) Last, they will need to match those emotions with their corresponding photograph. This will be made in front of the other colleagues, justifying and explaining their choice. |
| Estimated duration: | 1 hour. |
| Materials: | None |
| Handouts | <ul style="list-style-type: none"> - Annex 2: basic emotions strings - Annex 5 Secondary emotions and its definition - Annex 6 Secondary emotions poster - Annex 7 Photographs of secondary emotions |
| Notes for the trainer | <p>The activity may take more than expected.</p> <p>The trainers may decide to shorten it a bit by choosing some emotions and not going through all of them.</p> |





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| Title of the activity | Idioms for feelings |
| Type of activity | LOEL app. Based on IDIOMS activity |
| Objectives | Work on the expression of emotions |
| Description of the activity | <p>The group is divided into two major groups and they are put one in front of the other.</p> <p>An idiom is be given to each group (from the IDIOM exercise of LOEL app) and participants need to put the idiom in a phrase correctly. The other group need to guess which the meaning of the idiom is.</p> <p>Points will be assigned to each group per correct answer and the group that is trying to explain the idiom will only have 1 minute to do so.</p> |
| Estimated duration: | 30 minutes |
| Materials: | None |
| Handouts | - Annex 8. List of idioms |
| Notes for the trainer | Another possibility would be to use gestures to explain the idiom instead of providing a verbal explanation. |





LANGUAGE TRANSFORMATION IN THE XXIst CENTURY

18

Proposed presentation:

[Presentation about language transformation](#)





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|------------------------------------|--|
| Title of the activity | The poem |
| Type of activity | Language transformation. Reflection about the use of jargon words for expressing emotions. |
| Objectives | The main objective of this activity is to work on their expression of emotions by using words that may be not familiar for them. In this way, they will also discover and learn new jargon words and how they may be used for expressing emotions. |
| Description of the activity | <p>This activity has two main parts.</p> <ol style="list-style-type: none"> 1) In couples, participants need to brainstorm in 1 minute about jargon words used by young people (LOL, influencer, like...) and write them in different post-its/paper sheet. The goal is to compile as many words as possible, without repeating the ones that have been said before by previous couples. The idea is to reach at least 25 words in total. Participants need provide a short explanation about their meaning and how these words are used. Just in case, the trainer will have prepared some words from the JARGON WORDS activity of LOEL app. 2) Once all jargon words are compiled, participants will work in couples. Each couple will be given a concrete emotion (one of the 6 basics) and 5 jargon words from the ones that have been previously listed. Each couple will need to write a poem expressing the exact emotion they have been assigned. The rest of the participants need to guess which is the emotion described. |





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| Estimated duration: | 30 minutes. |
| Materials: | <ul style="list-style-type: none"> - Post-its/paper sheet for participants. - 25 jargon words (one per post) - Annex 9. List of jargon words (for the trainer) |
| Handouts: | <ul style="list-style-type: none"> - Annex 2: basic emotions strings |
| Notes for the trainer | In order to increase motivation among participants, it may organize a Poem Conquest. All poems will be voted and the one with highest number points will be winning. |





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|------------------------------------|--|
| Title of the activity | Do you talk emoji? |
| Type of activity | Language transformation. Emoji phenomenon |
| Objectives | The main objective of this activity is to make a reflection about emojis and be aware of all the factors that are taken into consideration when designing them even if we use them without thinking too much. |
| Description of the activity | <p>The trainer may use the materials proposed in this activity that can be found in the presentation.</p> <p>Trainer introduces UNICODE, emojiopedia and how new emoji selection is officially carried out (inclusion aspect, cultural differences etc).</p> <p>New emoji proposals are shown as example together with a list of those emojis that have been rejected before.</p> <p>Then, participants are asked to design a new emoji (by drawing), and put a name and explanation about the reasons behind.</p> <p>The rest of the participants need to act as a judge and say if they would accept/reject the emoji.</p> |
| Estimated duration: | 30 minutes |
| Materials: | <ul style="list-style-type: none"> - Post-its/paper sheet for participants - Colour pens - Slide 31,32,33 & 34 of the Power point presentation |
| Handouts | None. |
| Notes for the trainer | It is important to give highlight the importance of the universality and inclusion factor. |





| | |
|------------------------------------|--|
| Title of the activity | Emoticon saying |
| Type of activity | Language transformation. Use of emojis for communication |
| Objectives | The main objective of this activity is to work on emojis as one of the most important communication ways nowadays and be aware of the different interpretations they may have. |
| Description of the activity | <p>Participants will work in couples.</p> <p>They are requested to recreate internationally known titles of films/songs/famous person/historical events with emojis.</p> <p>The rest of the participants need to guess and provide their answer as soon as possible.</p> <p>In order to foster motivation, points will be given per each correct answer.</p> |
| Estimated duration: | 30 minutes |
| Materials: | - Annex 1. Printed emojis |
| Handouts | None. |
| Notes for the trainer | <p>In case it is difficult, participants may decide to give some clue like: it is a modern song.</p> <p>In order to increase the difficulty, the trainer may decide to limit the topics as: just modern songs, events of the XX century etc.</p> |





AUDIOVISUAL NARRATIVE AND YOUNG PEOPLE

23

Proposed presentation:

[Presentation about audiovisual narrative](#)





| | |
|------------------------------------|--|
| Title of the activity | Guess what? Deeping into basic emotions |
| Type of activity | Audio-visual narrative. Self-reflection activity. |
| Objectives | The main objective of the activity is to be aware of the different ways and formats emotions are expressed. |
| Description of the activity | <p>This activity is divided into two main parts: one individual self-reflection and a group activity focused on young people.</p> <p>1) Participants will be asked to relate the basic 6 emotions with a colour, animal and a song and if willing to, explain to the rest of the participants their choice. It may be because the feeling it evoke or a memory they have.</p> <p>2) After that, in two different groups, they will need to do the same activity but thinking about a young person and try to guess their answers (18 years old person)</p> <p>Once both groups have shared, a discussion will be fostered:</p> <ul style="list-style-type: none"> - Was it easy? - Which were the main differences identified? |
| Estimated duration: | 1 hour. |
| Materials: | - Sheet of paper. |
| Handouts | None. |
| Notes for the trainer | When sharing the results of the first part, the trainer should be the one guiding and fostering a discussing through some questions like: why you chose a lion? Have you realised most of you chose red for anger? |





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|------------------------------------|--|
| Title of the activity | Exploring emotions |
| Type of activity | Audiovisual narrative. Guessing game. |
| Objectives | The main objective of this activity is to make a reflection about the different ways people tend to express their emotions through different formats. |
| Description of the activity | <p>This activity has two main parts:</p> <ol style="list-style-type: none"> 1) The trainer shows different photographs, soundtracks and videos that evoke different feelings. Participants need to say which is the emotion evoked. Some of them may be interpreted differently by each person. <p>It will be an open discussion about what the different formats transmit feelings, about the preferences of participants etc.</p> <ol style="list-style-type: none"> 2) A video that show a full range of emotions is shown. Participants are asked to write down all the emotions they identify in the video. |
| Estimated duration: | 30 minutes |
| Materials: | - Selected audio, photographs and videos. |
| Notes for the trainer | The trainer should highlight that sometimes it is not easy to express how a person feels and raise awareness about the fact that people may also express their feelings through different formats, even if they may also led to misinterpretation. |





SOCIAL NETWORKS

27

Proposed presentation:

[Presentation about social networks](#)





| | |
|------------------------------------|--|
| Title of the activity | Social networks usage |
| Type of activity | Social networks. Self-reflection and open discussion. |
| Objectives | The aim of this activity is to increase awareness about how we use social networks and the reasons and objectives behind it. It will also offer the chance to share among participants the different views. |
| Description of the activity | <p>It would be advisable to see the TedTalk proposed in the presentation beforehand.</p> <p>The trainer should be the one moderating and fostering a discussion. Some of the issues and questions to be covered:</p> <ul style="list-style-type: none"> - How many social networks do we use? - For what purposes do we use social networks? - Do you express yourself through social networks? - How much time do we spend on them? - Which are the feelings social networks rises? - Is this the desired use of social networks? - How can be improved? |
| Estimated duration: | 30 minutes. |
| Materials: | - Slide 16 of the Power Point presentation |
| Handouts: | None. |
| Notes for the trainer | The trainer should be the one fostering and moderating the discussion. In order to break the ice, it would be advisable if the trainer is the first one sharing about its use of social networks. |



CONTACT US AT proyectos@mediacreativa.eu

