

# PROJECT HANDBOOK



## YOUTH EXCHANGE

# Building Bridges Through Emotions

19 JULY – 27 JULY 2021

GUDEVITSA, BULGARIA



Co-funded by the  
Erasmus+ Programme  
of the European Union



ArTeam

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# ORGANIZATIONS



## ArTeam - Bulgaria

“ArTeam” Bulgaria is the hosting organization of the project. It is youth association established at 2016 in Sofia, Bulgaria, as a local youth initiative with the aim to create a platform for development of projects, activities, partnerships and programs for youngsters, volunteers and youth workers which will give them opportunity to be active in their communities, learn new skills and competences, and gain experience and knowledge for personal and professional development. Our mission is to connect active adventurous people together, to promote non-formal and life-long learning among our society and to support quality and innovative projects that match the needs of young people. In the process of non-formal learning young people can learn from their experience and realize their true and authentic self and desires. They will be able to build and acknowledge the true values of life, to develop necessary skills and competencies outside the framework of formal education, and to improve the level of key competences and skills of youth workers and leaders.



## Youth Empowerment Association - North Macedonia

Youth Empowerment Association - YEA is a non-profit civil society organization based in Skopje, founded by youth workers with an extensive experience in national & international projects, making young people the main target group of the organization.

YEA aims to promote youth participation and active citizenship through the methods of non-formal education to achieve better youth policies, greater involvement of the young population in the decision-making process & expand their impact on the positive development of the community. Furthermore, our activities consist of development of the entrepreneurial and innovative mindset of the young people, promotion of active participation as a tool to achieve active citizenship, as well as the preservation and protection of cultural heritage.

YEA's main goal is building the capacities of the Macedonian youth, in order to improve their competences, but also prepare them for future projects and job requirements.



## United Societies of Balkans (U.S.B.) - Greece

United Societies of Balkans (U.S.B.) is a non profit and non governmental, youth organization based in Thessaloniki, Greece working in the field of youth mobility and facilitating youth awareness about social issues. It was founded by the inception of a group of active people in order to address the social issues which affect the Balkan and Eastern European region. It envisions a global and inclusive society, where citizens are equally empowered to contribute in the shaping of a world with less prejudice, discrimination and other forms of injustice.

United Societies of Balkans since 2008 has implemented many local and international activities, based on formal and non-formal education, by trying to underline the important role of experiential learning and non-formal education and to include tools and methods of the non-formal education to mainstream education.



# PARTNER ORGANIZATIONS



## Make a Circle - Italy

The Make a Circle association was established in Italy to carry out promotion and social utility activities, as well as international cooperation activities between young people from different European countries, using formal and non-formal education. The association is non-profit and aims to pursue the general interest for human promotion and the integration of citizens, inspired by the principles of solidarity, reciprocity, democracy, and responsible commitment. It aims to promote the synergies, cooperation, and centrality of the person and encourage the development of the specific abilities of each individual, eliminating the causes of marginalization and injustice.

Make a Circle firmly believes that international mobility is beneficial not only for individuals, but has a positive and significant impact on society by reducing racism, prejudice, and violence, with counterparts who are more competent and motivated to develop in a healthy environment and progressive.



## European Integration Group - EIG - Turkey

Avrupa Entegrasyon Derneği (European Integration Group - EIG) is a non-profit organization that works with Turkish and international youth groups in Turkey. The main goal of the organization is to succeed in the integration of youth individuals, start-up companies, institutions, NGOs and as well corporate companies to European values and digitizing World. We follow our four core values in everything we do: 1) commitment – meaning we offer it our all; 2) transparency – we work with and for the public; 3) positivity – we see opportunities rather than problems; and 4) passion – we want to make the world a better place. It's easy to write these principles down on paper, but it's far more difficult to put them into practice. EIG knows how important non-formal education is and hence incorporates experienced trainers in it. We assure that professionals with relevant experience and a proven record (in youth work and/or the project's topic) will be working with us as before.



## Navissos - Serbia

Navissos is a NGO recently founded in the City of Niš, Serbia. During the years members of Navissos were active participants of NGO's that are situated in Niš. We organized and participated in many projects while promoting NGO sector, human rights, intercultural learning and in general non-formal learning methods. We met each other and decided to unite our knowledge and experience in

one new organization. We brought an idea to name our organization after the former name of our city. The town was named Navissos by the Celtic in the 3rd century BC, and the meaning is „City of fairies“.

Main focus of our activities is on helping and developing our local society and also trying to share European values and opportunities with youth. Every member of Navissos has a lot of background experience in volunteerism, youthwork and different forms of non-formal education. Together we created one new big opportunity for youngsters to develop creative and inovative thinking and skills trough the education projects and programs in the field of science and sport, culture and art, healthy lifestyle, civil society and human rights.



# THE PROJECT

*"Emotions are the driving, activating power that lets you turn your decisions into action. You need to control and manage emotions, not to eliminate them." – Napoleon Hill*

Emotions are universal for all cultures and religions, and are shared by all humans. Every person would benefit enormously from developing and improving their skills to recognize and manage their emotions effectively. This would impact positively both their personal and social life. Recognizing our emotions increases not only our self-awareness but also helps us understand the emotions of others and manage our own. Emotions can be used as a channel to build deeper connection and empathy between people from different nationalities, religions, cultures and social statuses by increasing mutual tolerance, acceptance and respect.

When people are seeing differences in our global society as threatening and unwanted, they tend to encapsulate themselves in their communities and promote the speech of hate and radicalization. We have used emotions as universal experience to create a bridge between different cultures and religions, promote mutual respect and acceptance and present differences as valued and enriching our lives.

By taking participating in this project and sharing their personal stories with the others, participants were able to discover how common our experiences, emotions and feelings are and that humans' inner worlds are not that different after all. They increased their emotional intelligence which has been proven to impact positively people's professional and personal life by developing deeper satisfaction. Participants were also provided with practical skills to assist them expressing their emotions respectfully and activities to practice their new competences in a safe environment.





# THE IDEA BEHIND THE PROJECT

We believe that self-awareness, tolerance, acceptance and cultural exchange are keys to healthy relationships, communities and societies. With this youth exchange, we want to provide youngsters with a safe place and environment where to explore their inner self and emotions as well as their prejudices, fears and impulsive behaviors.

Living with respect towards others cannot happen if people are not accepting their own emotions and flaws. Self-tolerance and inner peace is achieved with self-awareness and self-care. Mutual respect and acceptance are fortified when people come together in a positive climate, through a dynamic and participatory process that encourages self-expression, mutual sharing and cooperation in order to create something meaningful for themselves and their communities.

This project was focused on improving participants' emotional intelligence, encouraging diversity, tolerance and mutual acceptance and building bridges through emotions between people from different nationalities, religions, cultures and social statuses.



*Building bridges through emotions*





# THEORETICAL OVERVIEW AND MAIN CONCEPTS

**EMOTION** IS A COMPLEX REACTION THAT RESULTS IN PHYSICAL AND PSYCHOLOGICAL CHANGES WHICH INFLUENCE OUR THOUGHTS AND BEHAVIOR

EMOTIONS CAN BE EXPRESSED **VERBALLY** (THROUGH WORDS) AND **NON-VERBALLY** (THROUGH BODY LANGUAGE AND FACIAL EXPRESSION)

THE BASIC OR PRIMARY EMOTIONS ARE:



Photo credit: Verywell Mind

THEY ARE UNIVERSAL



# DIFFERENT THEORETICAL PERSPECTIVES OF EMOTIONS



Photo credit: Verywell Mind

**PHYSIOLOGICAL:** THE CAUSE OF EMOTIONS IS RESPONSES WITHIN OUR BODY

**NEUROLOGICAL:** EMOTIONAL RESPONSES ARE CAUSED OF BRAIN ACTIVITY

**COGNITIVE:** THOUGHTS CAUSE EMOTIONS

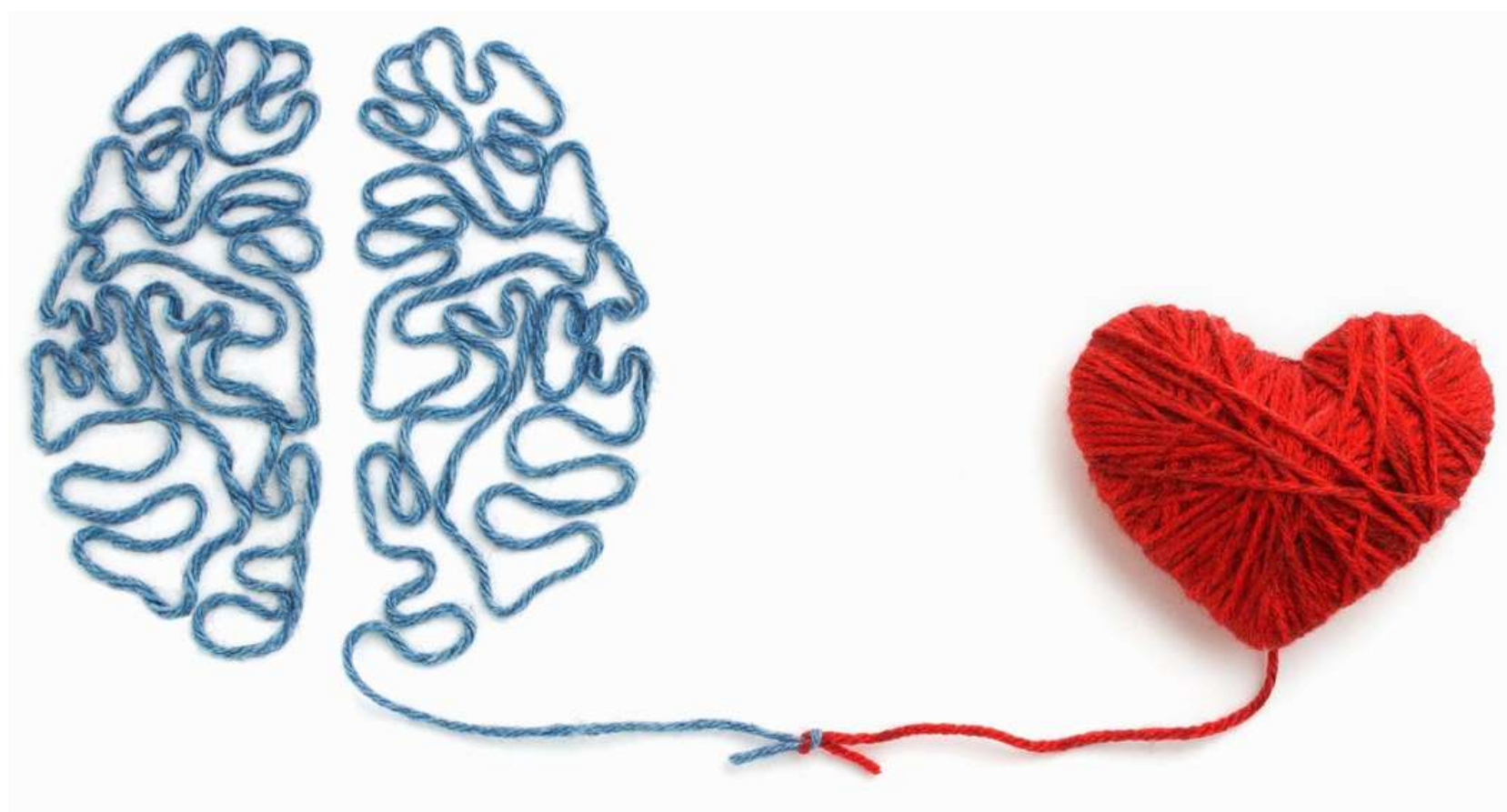


Photo credit: SFB Brands



# EMOTIONAL INTELLIGENCE



Photo credit: CME Solution

**EMOTIONAL INTELLIGENCE IS THE ABILITY TO RECOGNISE, UNDERSTAND AND MANAGE EMOTIONS IN OURSELVES AND OTHERS**

## FOUR ASPECTS OF EMOTIONAL INTELLIGENCE:

the ability to read and understand one's emotions as well as recognize their impact on others

**SELF  
AWARENESS**

**SOCIAL  
AWARENESS**

the ability to accurately notice the emotions of others and "read" situations appropriately

the ability to manage one's actions, thoughts, and feelings in flexible ways to get desired results

**SELF  
MANAGEMENT**

**RELATIONSHIP  
MANAGEMENT**

the ability to take one's own emotions, the emotions of others, and the context to manage social interactions successfully



# DURING THIS PROJECT PARTICIPANTS WERE ABLE TO DEVELOP AND PRACTICE:



AND MORE...





# ACTIVITIES





# HOW DO YOU EXPRESS EMOTIONS IN YOUR COUNTRY?

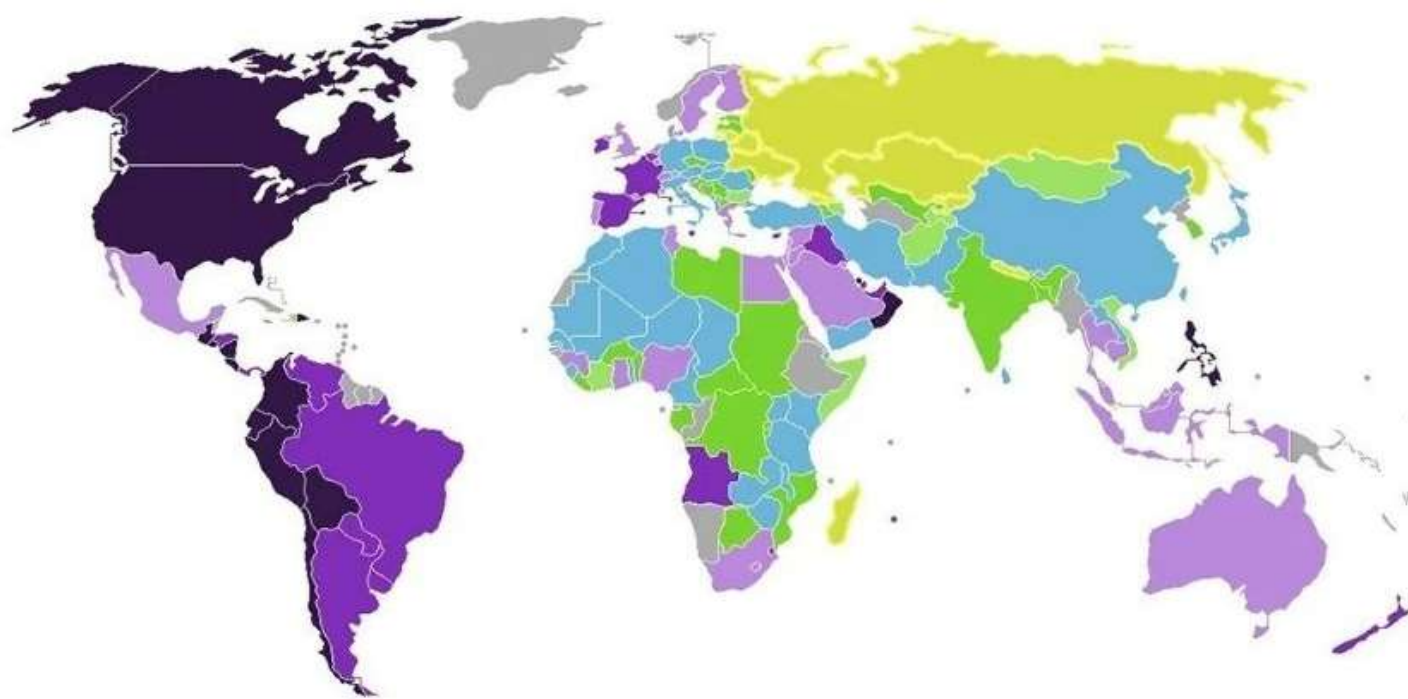


## Instructions for the facilitator:

- ✓ Divide participants in country groups. Each group will present how people express emotions in their country. Encourage participants to be creative and think out of the box. They can make a presentation, play a scenario, use video and photo materials, make it humorous or serious – it is up to each country group.

## ✓ Questions for each group:

- How it is acceptable to approach others in your country?
  - How do you celebrate/honor events and express emotions related to them (career promotions, weddings, child births, birthdays, national holidays, funerals, etc.)?
  - How men and women express their emotions?
  - The expression of which emotions is socially (un)acceptable?
  - How adults teach children to express their emotions and affection?
  - What is the emotional weather in your country?
  - What events stimulating the emotional intelligence and social gatherings are available in your region?
  - What events would you like to be available to you?
- ✓ Each country group will have 10 minutes to present their country.



*"We found this activity very informative about the different cultures."*



# HOW DO YOU EXPRESS EMOTIONS IN YOUR COUNTRY?



*"I have learnt that all cultures have similar emotions."*





# FOREIGN MOVIE



Your task as a country group for this activity is to create a short fictional story (script/scenario) in your own language that presents the uniqueness of your country. You could either make a movie (video) or play it as a theater in front of the others.

- ✓ Distribute the roles among you (director, script writer, actors, etc.). The task of the actors is to be expressive so that the audience could understand what is happening in the story based on their body language and emotion expression even without understanding the language.
- ✓ **Discussion after each country's movie/play:**
  - What has happened in the movie/play?
  - What emotions were expressed in it?
  - How did you recognize them?
- ✓ After the discussion provide a translation and explanation of your movie/play.
- ✓ Share your movie/play in the Facebook group "Building Bridges Through Emotions" with an English translation of the script.
- ✓ Be creative, expressive and original!

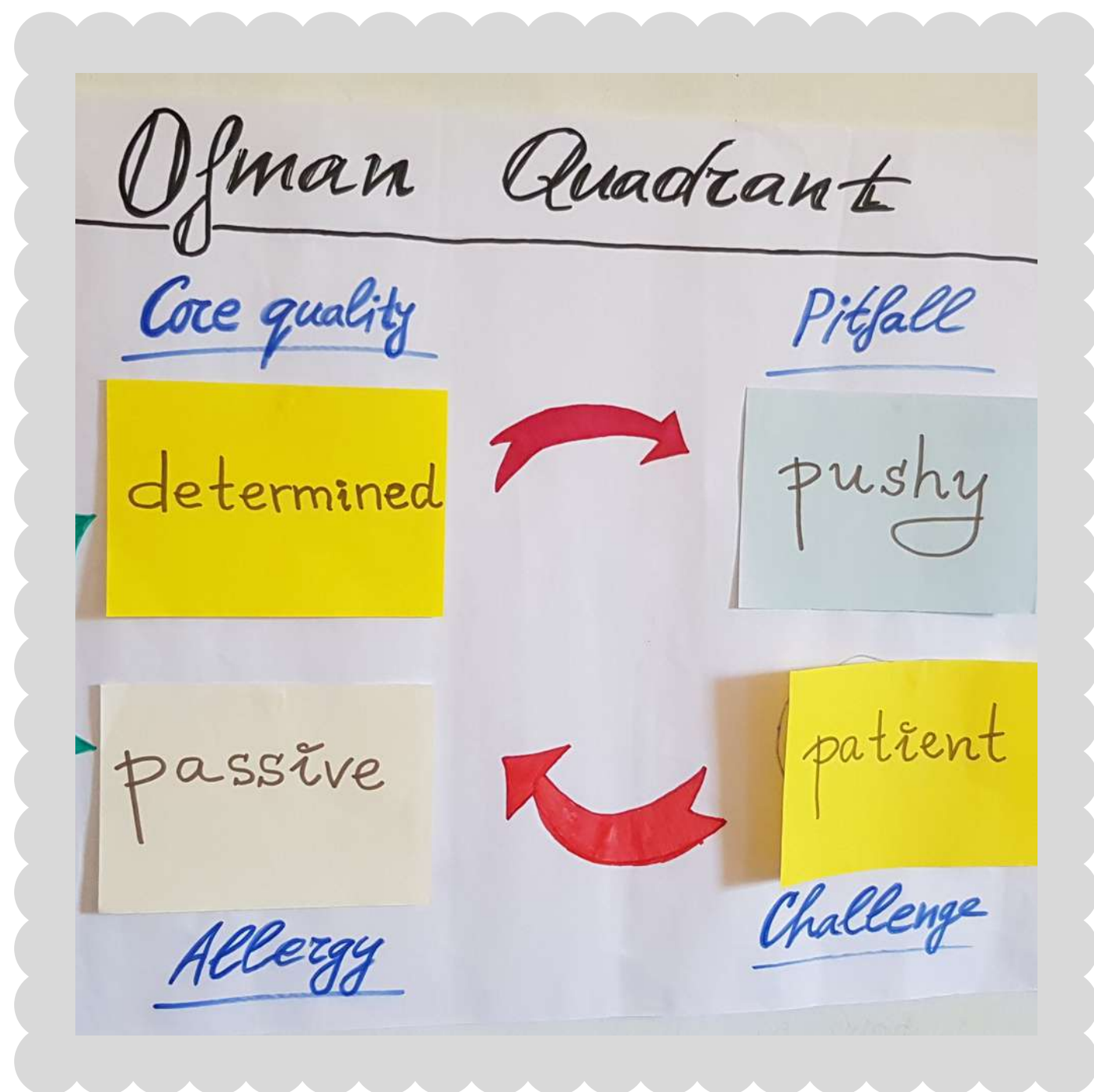
*"I have realized that the ability to recognize and express emotions is very important in learning about and understanding other cultures."*





# OFMAN QUADRANT MODEL

Ofman's Core Quadrants Theory offers a method to identify and reinforce each individual's positive qualities. Ofman's Core Quadrant framework is built up around four concepts: Core Qualities, Pitfalls, Challenges and Allergies. The diagram shows their relationship to one another.



## Core Qualities

A Core Quality is a naturally positive quality. It has not been acquired, but it is rather 'innate' and part of your wholeness. It is your specific strength or talent. Others often recognise you for it in the workplace. To you, it might feel that 'anyone' has this quality, but that is not the case. You can either suppress or develop inherent Core Qualities. You can identify your Core Qualities by asking the questions: What are you known for? What qualities do people appreciate you for?

## Pitfalls

Too much' of a good thing is bad. An exaggerated quality leads to distortion. For example, too much perfectionism can generate nitty gritty pickiness. When you go over the limit, Ofman speaks of a Pitfall. The quality then has a negative effect on your environment and becomes an obstacle for you. It is the result of a Core Quality applied to the extreme. You can identify the Pitfalls of a Core Quality by asking the questions: What do people think that you sometimes exaggerate in? What do you want to show so badly?

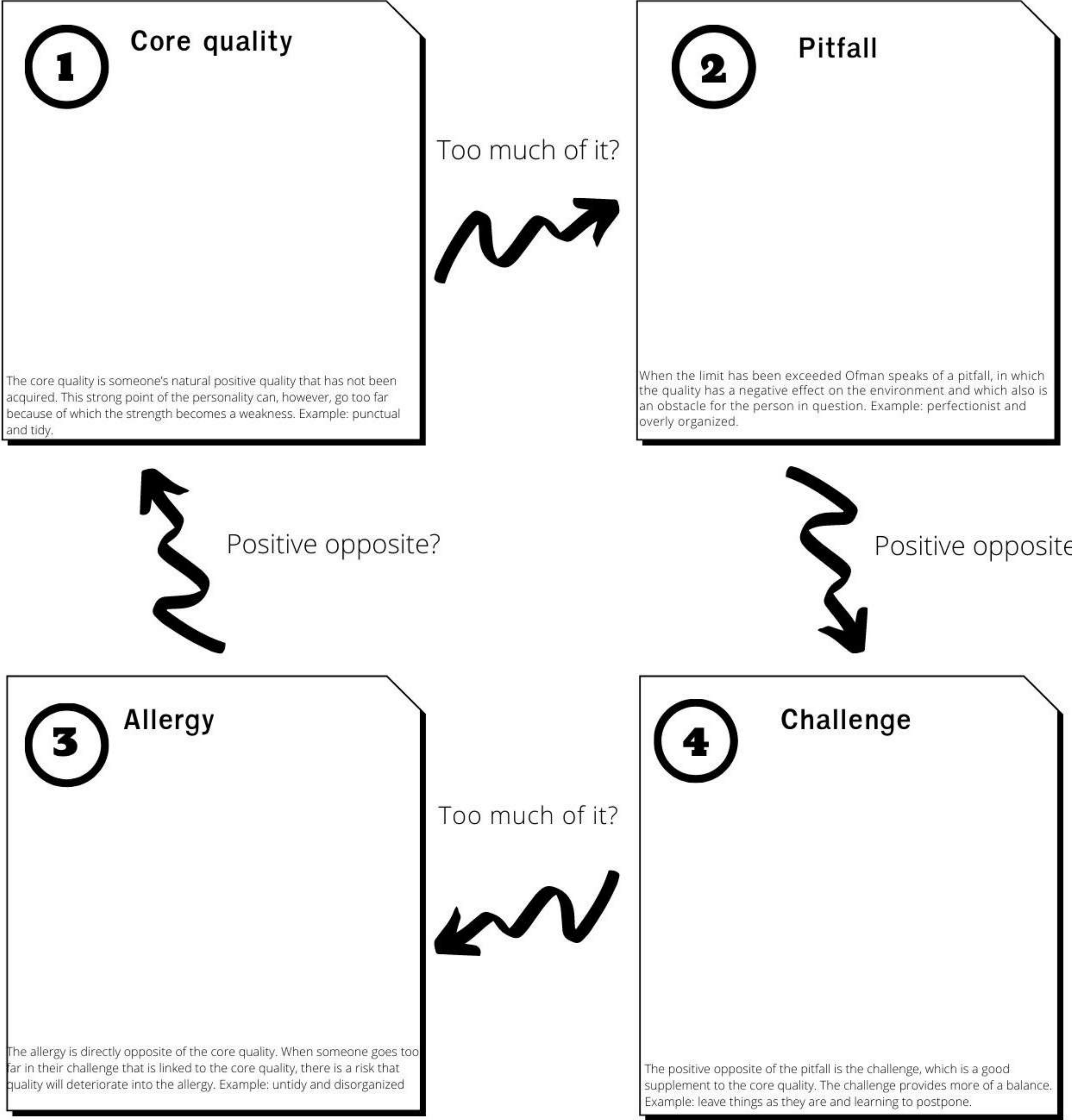
## Allergies

An Allergy is the direct opposite of your Core Quality. It is also the results of an excess of your own Challenge, but personified in someone else. The more you are confronted with your own Allergies, the greater the risk you run of ending up in your own Pitfalls. For instance, if you have decisiveness as Core Quality, you may be Allergic to the passiveness you detect in other people, because it represents 'too much' of your own Challenge (patience). This might cause you to be even pushier. You can identify your Allergies by asking the questions: What do you reproach others that they really miss? What bothers you terribly about other people's qualities? What can't you stand in a person? Or the opposite: What quality do you have that others lack?

## Challenges

The Challenge is the positive opposite of your Pitfall. At the same time, a Challenge complements your Core Quality. For instance, the Challenge of pushiness would be patience. The Challenge is what you admire in other people. It represents the element that counterbalances your Core Quality. The stronger the balance, the weaker the Pitfall (and the same applies to your Allergy - as we will see in the next point). Pitfalls and Challenges are usually sources of conflict with your environment because they neglect your Core Qualities and bring you out of balance. You can identify your Challenges by asking the questions: What do you admire in others? What do people say that you should have more of?

# OFMAN QUADRANT



Comments:



# MARSHMALLOW CHALLENGE



## Materials:

20 sticks of spaghetti  
30 centimeters of tape  
30 centimeters of string  
1 large marshmallow  
scissors (to cut materials)  
stick (to measure)

## Instructions:

- Your challenge is to build the tallest freestanding structure using ONLY the above listed materials.
- The winning team is the one that builds the tallest freestanding structure measured from the table top surface to the top of the marshmallow.
- The team's structure must stand on its own for measuring. Teams touching or supporting their structure will be disqualified.
- Teams can use as much or as little of the 20 sticks of spaghetti, tape, and string provided.

Extra materials CANNOT be provided.

- The entire marshmallow must be on the top of your structure. Cutting or eating part of the marshmallow will disqualify your team..



# MARSHMALLOW CHALLENGE

## FOLLOW-UP QUESTIONS



### All About Me

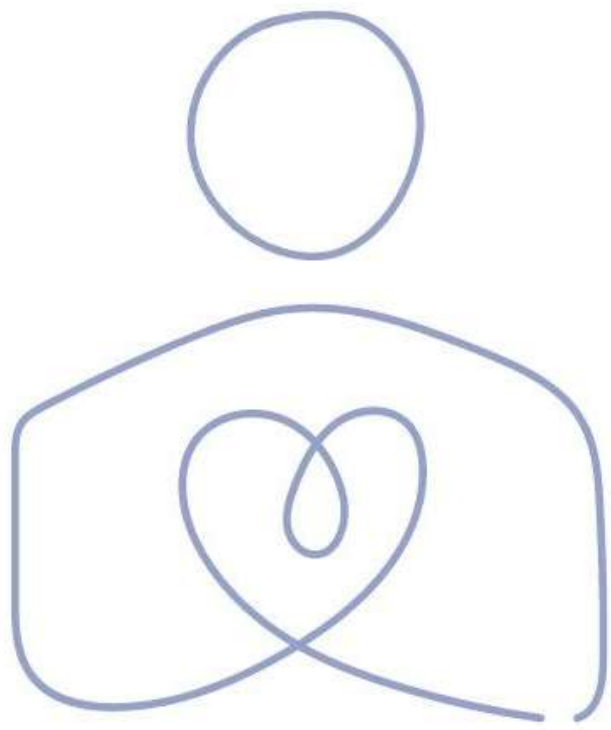
- What did you learn about yourself throughout this activity?
- Are you a leader? Do you work well in groups? Do you work well under pressure? Do you become frustrated under pressure?
- What is something you could work on in the next challenge activity?

### Collaboration

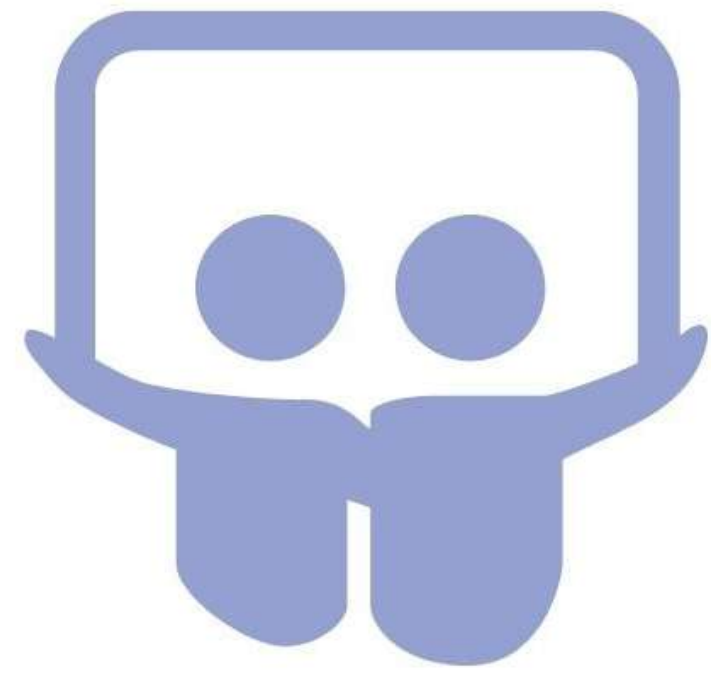
- What does collaboration look like and sound like?
- Did you feel everyone's ideas were well received during the activity?
- How did you deal with frustration?
- Were all teammates included?







# SHARING AND CARING



1. Divide participants in pairs. Each pair should discuss two situations:

- When have you felt understood?
- When have you felt misunderstood?

2. Each pair should identify and express what emotions have they felt in these situations.

3. Make a group discussion using the questions below:

- How did you feel during the activity?
- In which position did you feel more comfortable - when sharing or listening?
- Which emotions have you identified while listening?
- How could you use this experience?



*"This activity was a good opportunity to meet with talented and open minded people and have meaningful conversations."*



# SHARING AND CARING



*"We may come from different countries, but we are all people."*



*"I felt really connected with the guy I talked, and I didn't even know him"*





# EFFECTIVE COMMUNICATION ACTIVITY



1. Divide participants in pairs.
2. Each participant should draw an imaginary (non-existing) creature without showing it to their partner.
3. They should describe their creature to their partner in details so that he or she can draw it accurately without seeing the drawing. No questions are allowed.
4. When all teams are ready, their drawings will be presented and compared to the originals.



Discussion will follow using the questions below:

- Why many of the pictures does not look like the original?
- What were your frustrations while giving and receiving instructions?
- How can you relate this situation to communicating with others?
- How what you think you communicate to others differed from what they actually understand?
- How could you improve giving and receiving feedback?



*"This activity was fun! But it turned out to be much harder than it seemed. I've realized that I do not express myself as clearly as I think."*



# THE ISLAND JOKE

Jokes are a popular way of introducing cultural and religious stereotypes. They can also be a powerful weapon in opposing them. Here are a handful of jokes assembled by participants in another Erasmus+ project. Present the jokes to the other participants and make a discussion using the questions below.

## Questions for discussion

- ✓ How do the jokes make you feel?
- ✓ Can you imagine how they could affect different people?
- ✓ What can you do to oppose offensive jokes?
- ✓ Can you think of any jokes related to your country, culture and/or religion?
- ✓ How can you use humour to overcome difficulties in an international team?



*"One of the best things we're doing on Erasmus+ projects is breaking prejudices. Just like prejudices, we have stereotypes, and on this activity we were making jokes about each country based on their own stereotypes and prejudices."*



# ***THE ISLAND JOKE***

*"This activity was really funny because we showed each other what perceptions we had about the other countries before the project."*

*"We also have realized that these perceptions have started to change."*



*"In the end, we discussed our previous stereotypes and prejudices and learnt that not everything is always the way we perceive it."*





# PREPARING AND IMPLEMENTING EVENTS ABOUT EMOTIONS IN SMOLYAN

During the project, the participants had the task to plan and implement an event or workshop on the topic of emotions. Their goal was to use emotions as a way to create connection between people from different social, cultural, religious and ethnic background. Since all the events have been implemented in a local town in Bulgaria, the participants had to also consider different ways to overcome the language barriers.

During the implementation of the event, the participants were able to develop and practice their creative, organizational, communication and improvisation skills.





# INFORMATIONAL WORKSHOP IN SMOLYAN



On 24 July 2021 in the center of Smolyan was held an informational workshop prepared and organized by the young participants from the project.

Participants prepared an Erasmus+ corner giving information to the local people about the project "Building Bridges Through Emotions", what non-formal education is and the opportunities which Erasmus+ programs gives.

They also lead several non-formal activities involving local people in order to raise the awareness about emotional intelligence, cultural diversity and mutual acceptance in order to encourage the level of tolerance among people from different nationalities and backgrounds.



# BEHIND THE CURTAINS



*"We wanted to show how emotional connection can be made even without actually seeing the person on the other side. The curtain eliminates all the prejudice that can happen when we see the person for the first time. After each person answers a series of emotional questions they will feel like they knew the person for ages. It is a fun way to introduce others to emotional intelligence."*

*Why do you think it was important?  
To acknowledge that people still have emotions  
and can connect with others even in this fast  
technology world.*

*"What did this activity give you?  
A way of seeing other people connect without  
their looks getting in the way."*





# FIND YOUR GROUP



*"The main goal was to show people how they group together in their normal life. For example, because of their nationality, skin color, etc. Participants from the project and youngsters from the local scouts took part in this activity"*





# GOOGLE SUGGESTIONS FOR BULGARIA



*"When we typed in Google the question 'why Bulgaria is so...', the first two results appearing were 'is so beautiful' and 'is so poor'. We decided to ask local people in Smolyan these two questions and how they feel about the suggestions from Google.*

*These suggestions are usually formed by the most searched questions. The local people in Smolyan responded with different emotions to the two questions. They were happy about the first suggestion and they were sad about the second one.*

*People wanted to change the current system and the perception about Bulgaria being poor. Some elderly people criticized Soviet regime back in time and expressed their sadness about its consequences."*



# BROKEN TELEPHONE

*"One of the sessions we did was happening in the city center of Smolyan in order to show to the local people what the Erasmus+ program is and what opportunities it provides. One of the events we implemented was a „Broken Telephone“. It is a well known game to all of us where we're whispering some word to the person next to us. In order to make it more interesting, we were whispering words in some of the native languages of the participants (different than English). It turned out to be harder then we thought, because the first and the last person had totally different word in the end of the game."*



*"The game become even more interesting when local people joined so we all had fun together."*

*"Even though this activity seems easy and childish, it emphasizes on the importance of communication and listening. It showed us that sometimes mistakes are happening only because of misunderstanding and the fact that people are not listening to each other."*



# NON-VIOLENT COMMUNICATION



*"Our group created an activity about non-violent communication. The aim was to highlight the differences with violent communication.*

*We organized the participants in pairs and everybody received a card. There were two rounds. each person received a card with the description of a difficult life situation they had to explain to the other and a positive or negative approach they had to follow to answer and give a feedback.*

*All participants in the activity felt inspired and curious about learning new ways of communication. After that we asked them a few questions during which they shared their personal experiences. Moreover, we presented a few charts and information about non-violent communication and we finished with a cycle of gratitude, during which everybody in pairs shared the most positive values they admire in each other."*



# EMOTION PANTOMIME



*All the participants made a circle. In every round, one participant was picking a card with an emotion without sharing. Then, they had to pantomime the word by using only their body language and facial expressions. The other participants had to guess the emotion.*

*"It was very funny and entertaining activity!"*

*"During the activity I realized that I can't recognize very easily some of the emotions only by facial expression! I was surprised!"*

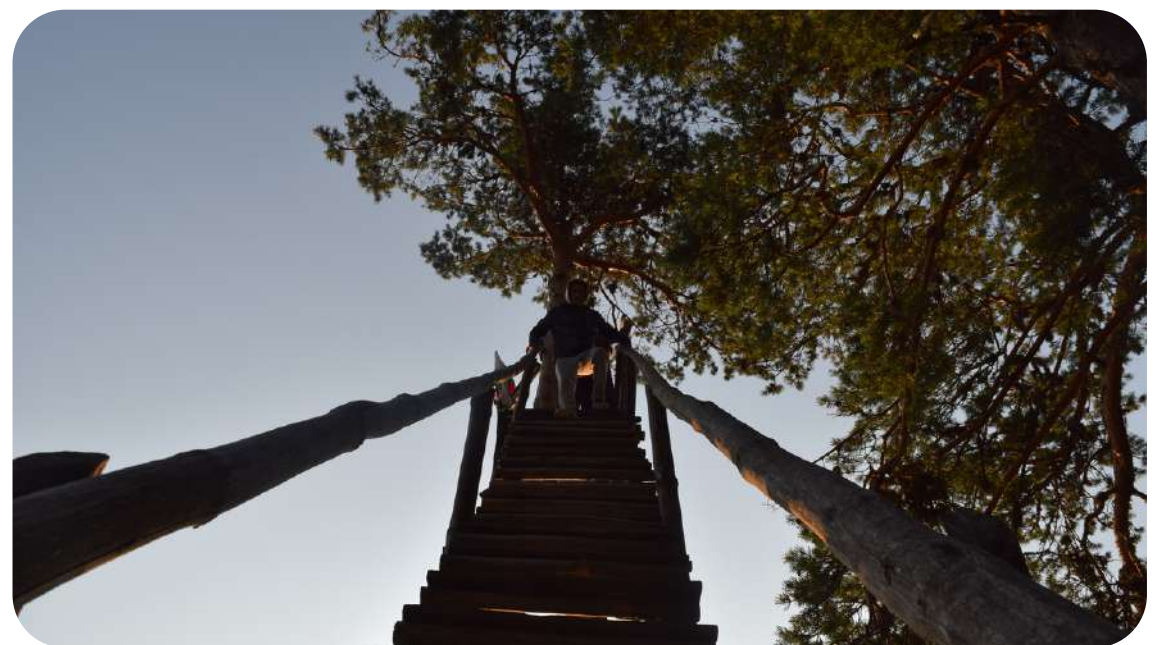


# GREETING THE SUN

*"We prepared our backpacks in the evening and we woke up at 4.00 am in order to greet the sunrise from the peak of the mountain. Initially we managed to climb to the peak in the dark and it took us 2 hours to reach there. We were right on time to see the sunrise. We took many pictures. We stayed at the peak for a while with a sense of inspiration and self-awareness thinking of the importance of helping each other."*



*"We got really tired and we struggle because we have to go fast to reach the peak on time to see the sunrise. When we arrived there, we were all out of breathe. However, the view was astonishing. We had breakfast watching the pink and violet sky and we felt better. We thought that the effort of the walk was worthy and we could enjoy the sunrise. "*



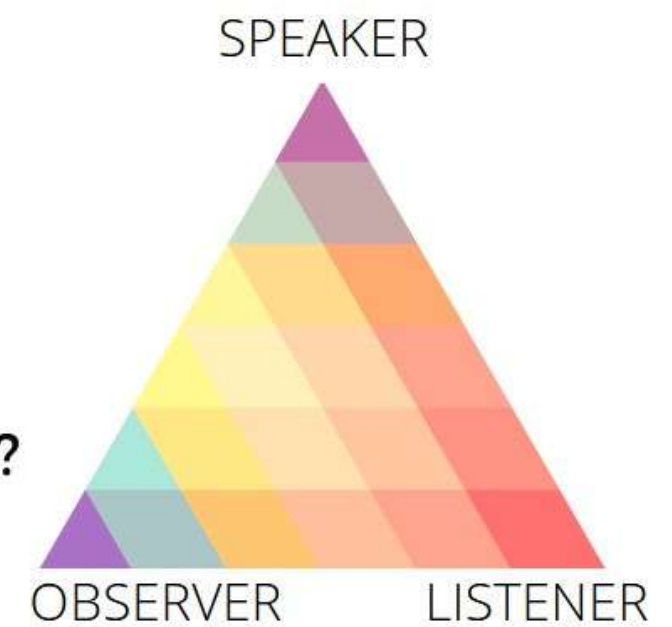


# ACTIVE LISTENING ACTIVITY

This is a role play activity. It is designed to help us practice our active listening skills, observation skills and ability to provide feedback.

## Instructions for the facilitator:

- ✓ Start with opening questions to the group
  - How would you describe what active listening is?
  - How could you develop your active listening skills?
  - When and where could you practice them?
- ✓ Continue with dividing the group in teams of three. Each group should receive a list with the active listening skills schema. Give them 2-3 minutes to examine the list. After that you can start the activity.



## C oncentrate

- Focus your full attention on the speaker
- Eliminates environmental “noise”

## A cknowledge

- Demonstate your interest and attention
- Encourages speaker to send clearer message

## R esearch

- Gather information about your speaker’s interests & objectives
- Promotes more in depth conversation

## E xercise emotional control

- Be sensitive and delay judgement

## S ense the nonverbal message

- Observe the speakers body language and gestures

## S tructure

- Organise the information as you receive it
- Improves retention and understanding of the material



*“Everyone enjoyed this activity. Most of us preferred the role of the observer, because you can see the conversation from a different perspective.”*



# ACTIVE LISTENING ACTIVITY

## Instruction to the participants:

- ✓ Participant 1 – you will be sharing a personal story. Choose the story in order that you feel comfortable to share it within your small group.
- ✓ Participant 2 – you will be in the role of the person who is actively listening the Participant 1. Try to use the skills explained in the list and ask questions trying to be as much empathetic as you can.
- ✓ Participant 3 – you will be observing the communication between the two - the body language, the stability of the voice, level of empathy, technique used by the Active listener, etc. Provide feedback at the end in the small group.
- ✓ You have 5 minutes in each role. After the first 5 minutes, tell the group to stop and give 2 minutes to the Participant 3 to share his/her observations in their small group. After that tell the participants to change their roles within the small group and give them again 5 minutes. Everyone should try each of the 3 roles. After that you will have group discussion.

## Questions for discussion:

1. Which role did you like the most and why?
2. How did you feel in each role?
3. What have you learned about yourself during this activity?
4. What would you like to improve in the future?



PAY  
ATTENTION



WITHHOLD  
JUDGEMENT



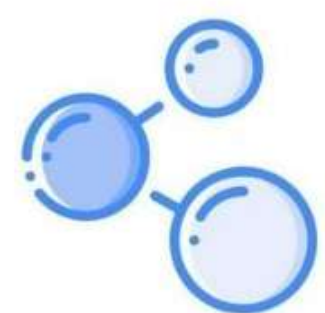
REFLECT



CLARIFY



SUMMARIZE



SHARE



*"After this activity, we all had better understanding of ourselves because we were all able to play each roles."*



# CRITICAL THINKING ACTIVITY

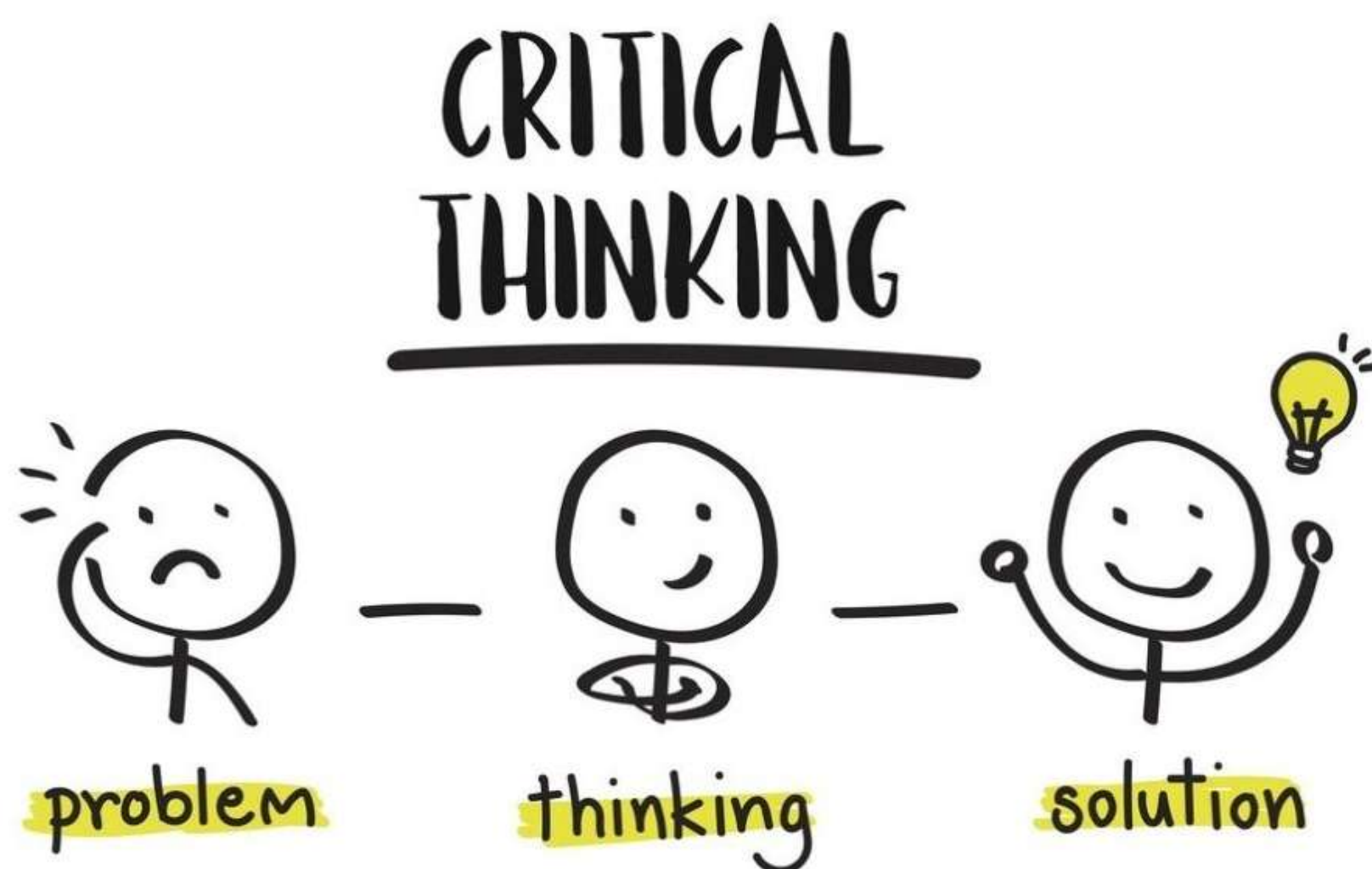
We will now practice how to recognize and avoid different manipulation techniques through a role play. This activity aims to develop our critical thinking skills and provide us with practical skills on how to identify weak points in various manipulation techniques.

Instructions for the facilitator:

- ✓ Divide the group in pairs. Give one of the participants in the group a small stone.

Explanation to the participants:

- ✓ Participant 1 - This stone in your hand is very, very special for you. Your aim is to keep it for yourself.
- ✓ Participant 2 - You really desire that stone and you are ready to give everything in order to persuade Participant 1 to give the stone to you. Test every strategy that comes to your mind. Be creative!
- ✓ During the activity observe yourself - how do you feel in this position, what approaches do you feel comfortable to use?
- ✓ You have 5 minutes.
- ✓ Then switch your roles.



*"This activity made me realize that I need to be more careful if I don't want to be easily manipulated. There are so many different techniques to deceive someone! Also, I think I should work more on my critical thinking skills in the future."*



# CRITICAL THINKING ACTIVITY

## Questions for discussion:

1. Share what happened in your group.
  - Did you get/give the stone?
  - What strategies did you try to get what you desired?
  - Which strategies were successful?
2. Which role did you like the most and why?
3. How did you feel in each role?
4. Can you relate this experience with any situation in your everyday life? Think of patterns that repeat in different situations.
5. What manipulation techniques have you identified during the activity?
6. Which of them have you experienced and/or witnessed in your life?
7. What makes us vulnerable to such manipulation techniques?
8. What helps us avoid them?
9. What have you learned about yourself during this activity?





# THE IGNORANCE TEST

This activity aims to challenge our world view and motivate us to develop self-critical sense regarding our own opinions and ideas. It often turns out that we think we know something that is not true. Participants will be presented with the Ignorance Test containing questions on social and global matter.

Link: <https://upgrader.gapminder.org>

## Questions for discussion

- ✓ Did you know the answers or you guessed? If you guessed, based on what did you do so?
- ✓ What are the reasons for having such perception about the world?
- ✓ In which topics did you give the biggest number of wrong answers?
- ✓ What surprised you the most?
- ✓ What do you think are the negative consequences of having a distorted view of the world?
- ✓ How can we have an updated perspective on the world?

*"Real knowledge is to know the extend of one's ignorance."*

*- Confucius*





# THE POWER OF VULNERABILITY

This activity aims to challenge our perception of vulnerability and its role in our lives.

We will start with a video presentation.

Link: <https://www.youtube.com/watch?v=iCvmsMzIF7o>



## Role Play



- ✓ Divide participants in groups of five. Each group should create a scenario about a situation of vulnerability. It may have negative or positive outcome - it depends on the group.
- ✓ Each group should play it in front of the others.
- ✓ Discussion will follow:
  - Share your general impressions about this situation.
  - What emotions each situation provoke in you?

*"Vulnerability is the birthplace of love, belonging, joy, courage, empathy and creativity."*

*- Rene Brown*



*"This activity was very emotional to me. I think that our group has gained some very significant insights about ourselves. We were able to share in an authentic and open manner with each other. I feel more connected to the others now."*



# LEISURE TIME ACTIVITIES



*"Staying all together around the fire and sharing our stories and emotions with the others was one of the best experiences ever!"*

*"It needs a lot of concentration and good balance to manage to hit the target. I am happy I did it!"*



*"I enjoyed it a lot! It was my first time horse-riding and I would definitely do it again"*





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