

*Happy*

EVER

*After*

Creating a methodology of happiness



Happy Ever After - Creating a methodology of happiness

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# Contents

<b>The introductory phase</b>	<b>6</b>
Method 1 - What is happiness?	7
Method 2 - The World Trade Game	8
Method 3 - Abigail	13
<b>The internal phase</b>	<b>15</b>
Method 4 - The interview	16
Method 5 - The Four Rivers	17
Method 6 - The One Big Thing	17
Method 7 - You can do it!	18
Method 8 - The Walk and Talk	18
Method 9 - The Obituary of a Happy Person	18
Method 10 - Draw MANDALA	20
<b>The implementary phase</b>	<b>21</b>
Method 11 - Culture as a key to happiness	22
Method 2 - Find yourself through relaxation	23
Method 3 - Vent	25
<b>Our Partners</b>	<b>27</b>

# Introduction

This collection of methods were made and used during the *Happy Ever After* seminar in Kabuleti, Georgia 11-17<sup>th</sup> of October 2015. The 22 participants, and trainers, in the seminar came from Finland, Denmark, Hungary, Turkey, Georgia, Ukraine, Russia and Armenia. Together we learnt about the external and internal construction of happiness, made friends and shared experiences. We saw that happiness and wellbeing are complex sums of situation, context and effort in our lives and in the lives of others. Therefore, what we have here is not a road to happiness, but merely a step towards understanding what happiness is for you and your peers. We wish this booklet will help you and your group in sharing experiences, learning and maybe getting a step closer to your Happy Ever After.

The methods in this booklet are divided into

- the introductory phase; where the aim is to learn more about the topics that are used to evaluate happiness externally,
- the internal phase; where we look at how we analyse what makes us happy and what we could do to reach personal goals,
- the implementary phase; where the methods created by the participants are presented.

The methods vary in shape, some are discussion based, others are group building and you might even find some methods, which aim to energize your group. We hope the aims of each method will clear the use of the methods for you and that you find inspiration to use, adapt and even innovate using our methods. We know we have used others' methods as inspiration when we created ours, we try to give merit to those we base our methods on.

May you find inspiration and happiness,

*Team Happy Ever After Georgia 2015*

# *The introductory phase*

Happiness can be examined through ourselves and our feelings, but when it comes to measuring it from the outside it becomes a lot harder. In April 2015 the country-ranking, World Happiness Report was released, being the third of its kind. Establishing that happiness is the measure for social well-being globally, it still leaves us to wonder, what are the themes and topics rated to find the happiest country in the world? The World Happiness Report measures the levels of GDP, life expectancy, generosity, social support, freedom, and corruption. These are some external factors, but looking at how happiness can be defined as achieving goals, an emotional state, personality, cognitive pre-concepts, a sum of positive-negative experiences, experience of survival success, relative to its context, and opportunities for choices, we can easily see that there could be other points to measure as well. We decided to look a bit closer at some external factors of happiness and there are some methods that can help you to develop these as well.

## Method 1 - What is happiness?

**Aim:** The aim is to explore the different understandings of happiness and build further trust within the group.

**Objectives:**

- To build further trust among the participants
- To gain better understanding of happiness through different perspectives
- To engage participants in outside activity to enhance their happiness level

**Materials needed:**

- Papers/notebook for each participant
- Pens
- Camera for recording the plays
- The role cards/notes

**Task:** Each participant gets 1 role-identity, by chance, which they for now need to keep a secret, and which are non-identical, but grouped role-identities (more should be added according to the number of participants)

- Doctor, teacher, politician, engineer
- Father, mother, son, daughter
- Dog, cat, horse, bird
- Tree, flower, bush, grass

Participants are individually walking around reflecting on their own understanding of what "Happiness is ..." in 1, 2, 3 and 4 words, creating quotations, finally having 4 quotes. They also have to form a sentence on what happiness is for the role-identity they got. They then have to find other people with similar identity-roles and create a group.

The groups are given 15 minutes to create a short play (maximum 3-4 minutes) to express their common understanding of happiness.

Gathering at the meeting point and opening the stage for the plays. The plays should be recorded for later reflection. After each play a reflection time is included where the participants may express their opinions, concerns or new perspectives about happiness

**(Expected) outcomes:**

In our project the people found it challenging to think about happiness from the perspective of another role or being than themselves, but it also gave them an opportunity to understand that happiness is a very personal experience as well as something we still have a common understanding of. Good points for reflection was e.g. "What is happiness for a tree?" "How can you compare happiness of a person and an animal?" "Which 'roles' are the happiest?"

## Method 2 - The World Trade Game

**Aim:** To understand the world trade and its effect on happiness.

### Preparation:

You need at least an hour for the game including the discussion afterwards. The game can be used alone or as a part of a longer educational program.

You need a room big enough for 6 groups with around 2-4 participants in each group. Size of groups should be divided less people in the developed countries and more in the "under developed" countries.

Preferably 6 groups divided into the 3 different categories (see below). If you use less than 6 groups make sure that the balance between 'technology' and 'raw material' stays the same.

The game organisers need a table, a blackboard, and some spare pens, papers and 'money'.

### Equipment

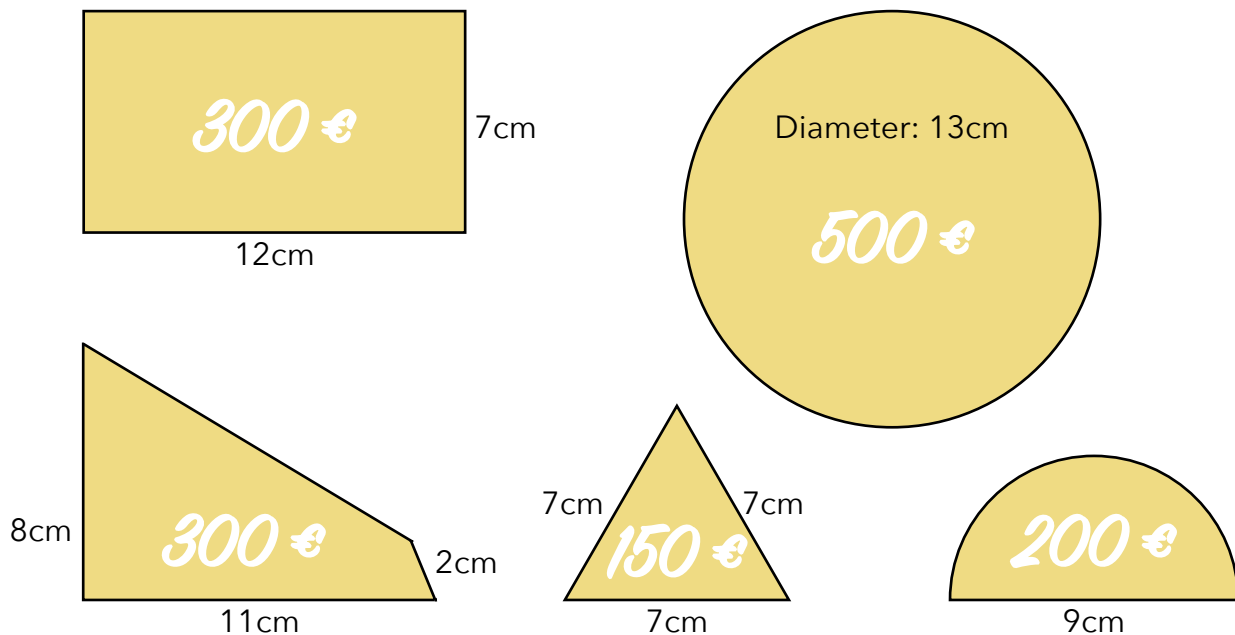
For 30 participants you need:

- 30 sheets of A4 paper in the same colour
- 50 '100 € notes'
- 40 '50 € notes'
- 2 sheets of coloured paper
- 2 tubes of glue
- 2 pairs of compasses
- 4 pairs of scissors
- 6 rulers
- 2 triangles
- 14 pencils/ pens

Group Categories country suggestions	Number of Participants	Distributed Resources
<b>Category A</b>		<b>Resource set</b>
USA	2	<b>A:</b>
Japan	2	2 pairs of scissors
		2 rulers
		3 markers
		2 compasses
		1 triangles
		1 sheet of paper
		6 '100 € notes'
		4 pencils
<b>Category B</b>		<b>Resource set</b>
India	3	<b>B:</b>
Brasil	3	10 sheets of paper
		1 sheet of coloured paper
		1 tube of glue
		2 '100 € notes'
<b>Category C</b>		<b>Resource set</b>
Mozambique	4	<b>C:</b>
Tanzania	4	4 sheets of paper
		2 pencils



All participants must be able to see the models of the products they are producing (see below).



### Facilitators:

**Two bureaucrats in the World Bank.** The bank's job is to quality check the products and to award the countries their money.

**The game's facilitator - UN.** The facilitator's role is to lead the game, observe how things develop and sometimes change the development of the game by introducing new elements. Because the facilitator is also supposed to lead the discussion afterwards it might be helpful to write down everything that happens; comments, happenings etc.

### Rules:

- All products must have sharp ends, be cut by a pair of scissors and have the exact size.
- When you have produced 5 examples of one product you can present this to the Bank. If the quality is good enough you will be paid the amount of money your products are worth.
- You are only allowed to use distributed resources and equipment.
- You are not allowed to use physical force or violence.
- The facilitator, who represents the UN, will mediate in case of disputes between countries.
- Only what you have when the game ends counts when the result is summarised.
- The bank has the final say, in regards of perceived quality, which means a lenient bank may decide to award less for poorer quality produce, or nothing if it is strict.
- The winner is who has the most money in the end of the game.

## **Instructions for the facilitator(s):**

Explain the aim and rules thoroughly.

Answer questions but make it clear that you will not answer any questions when the game starts.

Divide participants into 6 groups and give them their countries' resources.

In the beginning there will be confusion and you'll get a lot of questions; "Why don't we have any markers?", "What is the coloured paper for?" Remember not to answer any questions. Make sure all the initiative come from the participants and not from you.

The production and trading may last for 30-60 minutes, all depends on how interested the groups are, their activity and initiatives. But, make sure the time is set and that the group is aware of the time running (give reminders of how much time is left) to provoke action in the group.

## **Some important points during and after the game**

### **Notice everything that happens**

The category "A" countries will probably start producing goods at once but they will run out raw material (paper) quite soon. Then they will have to try and get hold of more paper from the other groups. Because you are the only one that can see how the game really develops it is important that you notice how alliances and trade conditions change throughout the game. Use your observations in the discussion after the game. Take notes.



## Stimulate activity

Sometimes the facilitators have to give additional information and try to create new situations. Some of the information can be given to the whole group while some information will be given secretly to some countries. **Remember to inform the bank about all the changes you make.** Not all the elements below need to be implemented in the game. You have to see how the game develops and how much stimulation is needed. Some examples:

- **Price-changes on the global market**  
After a while you can change the price of some products. That way the rich countries for example will find out that their compasses are not as useful as they used to be. From this you can draw parallels to the real world: When a country finds out that their technology is getting out of date they usually sell it to poorer, less developed countries. The prices can also drop if there is an overproduction of one product on the market. (Like oil prices in the mid 80's)
- **Raw materials**  
You can for example give a bunch of papers to one country and then announce for "the whole world" that a new source of raw material has now been found in this country.
- **The coloured paper**  
Two of the groups have a coloured paper and some glue. They have no idea what to use it for. This represents an unknown natural resource. You can make it known for two other groups, e.g.: If you stick a little piece of the coloured paper on to your normal products the price of those products will increase 4 times.  
These two countries will then start searching for the coloured paper and the glue. Because the country that owns it doesn't know the value of it they might sell it really cheap. (Like Zambia sold the rights to exploit and export copper to Rhodes in the late 19<sup>th</sup> century.) Or they get suspicious and won't sell it.
- **Development assistance**  
You might want to inspire a country or two by giving them some economic assistance from the UN, with conditionalities: 1/3 of what they produce with UN support must be paid back to the UN. You can also support a country with technology (e.g. a pair of scissors). If you decide to support a country or one of the rich countries start supporting a poorer country, this can be used later to discuss the motives behind development assistance.
- **Import taxes**  
A group of countries can make restrictions on trade with other countries to protect their own interests.  
E.g. the EU have higher import taxes on treated goods than raw materials. A couple of years ago the import tax on fresh pineapples was 9%, on tinned pineapple the tax rate was 32% while tax on pineapple-juice was 42%. This way the EU make sure that the Third World countries keep on producing and exporting primary goods.
- **Trade restrictions and sanctions**  
Both you and the different countries can set up either multi- or bilateral trading restrictions or sanctions. Examples from the real world: South Africa, Iraq, Cuba etc.

## Ideas for discussion

### Fair trade

Some of the participants will probably get accused of cheating. That gives you the perfect chance to discuss moral issues and ethics in international business.

### Piracy

Some countries may result to piracy, extortion or even thievery, take this opportunity to discuss similar world events and the political implications of trade. E.g. Somali pirates

### Introduction of foreign materials

In some cases the participants have tried to introduce foreign materials into the game (even if the rules deny their use), if the damage is done, or if it slips through the notice of the UN and is only brought up in the debriefing. Then take a moment to discuss the effects of global market and the discovery of new resources (much like the coloured paper).

### "It's not fair!"

Hopefully the participants will point out this fact quite early. After the game it is important to use this statement and together try to find out:

- What was not fair about the game?
- What does the game tell us about the real world?
- How does it feel to be rich?
- How does it feel to be poor?
- Why is it so difficult to change an unfair system?
- Who owns the world's natural resources?
- Who owns the world's technology?

Try to move the discussion from describing how the world is today to how the participants would like the world to be. Try also to make them discuss the moral responsibility that goes with wealth, as well as wealth's relation to happiness.

### Source:

<http://www.oikoumene.org/en/programmes/the-wcc-and-the-ecumenical-movement-in-the-21st-century/youth-in-the-ecumenical-movement/world-trade-game.html>

## Method 3 - Abigail

**Aim:** This exercise aims to point to the different understandings of moral as well as opening up the relationship between moral and gender.

**Objectives:**

- Learning to debate: the difference between opinion and fact
- To reflect on similarities and differences in understanding of moral in different cultural contexts
- To debate whether revenge brings happiness.

**Task:**

The participants hear a story about Abigail (see below) and are asked to rank the characters in the story from morally best to morally worst. The facilitator read the story and write down (draw) the list of characters. The group then shares (in smaller groups or all together) their ranking of the moral of the characters and discuss them.

**Characters:** Abigail, Greg, Slug, Abigail's mother, Sinbad the Sailor

*Once upon a time there was a river that was practically overflowing with alligators. As you may have guessed, it was called Alligator River. A girl named Abigail lived on the west bank of the river. Her boyfriend, Greg, lived on the opposite bank. Abigail and Greg were very much in love with each other and wanted very much to see each other. But there was one slight complication: no boat, and an alligator-filled river stood between them. Abigail decided to seek help so that she could see her boyfriend, Greg. She approached Sinbad the Sailor, who, as his name might indicate, owned a boat. She explained her situation to Sinbad and asked if she could borrow his boat. Sinbad thought for a moment and then replied: "Sure, you can borrow my boat, but only under one condition. The condition is that you sleep with me tonight." This startled Abigail because she didn't want to sleep with Sinbad; she just wanted to borrow his boat so that she could see Greg. So, she told Sinbad to forget it, and she wandered off seeking someone else who would help her.*

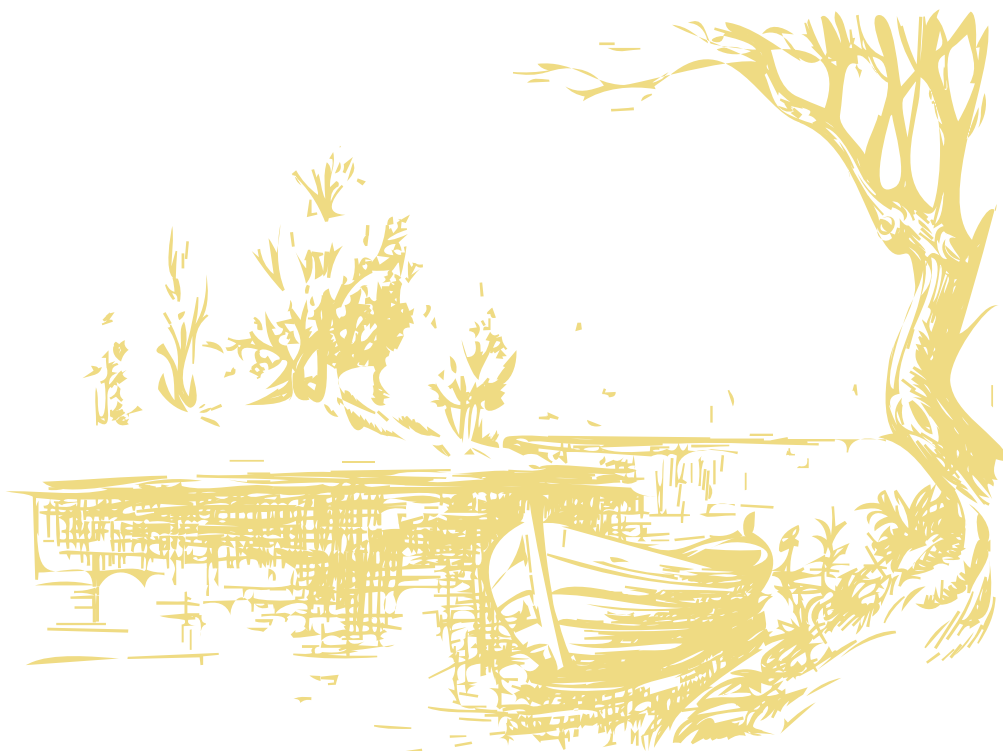
*After a great deal of time, Abigail was unable to find anyone else who could aid her. Discouraged, she returned home, where she sought out her mother. Explaining her dilemma and Sinbad's proposition, Abigail asked her mother about what she should do. Mom responded with, "Look, Abigail, you're a big girl now; it's about time you started making these kinds of decisions for yourself." With that, Mom turned and walked away.*

*Abigail thought and thought. Finally, she decided to take Sinbad up on his offer because she wanted to see Greg so very much; so that night, Abigail and Sinbad slept with each other. The next morning, Sinbad, true to his word, lent his boat to Abigail. Abigail sailed across the river and saw her beloved. After spending a few delightful hours together, Abigail felt compelled to tell Greg what had happened. After she had related her whole story, Greg blew up completely. "You what? I can't believe you did that!! I—I can't believe you slept with him! That's it! It's all over. Just forget the relationship. Get out of my life!"*

*Distraught, Abigail wandered off. She came upon a fellow named Slug. Borrowing his shoulder to shed her tears, Abigail related her tale to Slug. Slug then went looking for Greg (with Abigail close behind). Slug found Greg and proceeded to beat the stuffing out of him, with Abigail standing there, laughing.*

**Discussion:**

- What was your ranking?
- Would it change if the gender roles were reversed?
- What effect did the names of the characters have on your decision? (Slug)
- What about the profession? (Sinbad the sailor)
- Was there happiness in this story, where?
- Would additional information about the characters change your opinion about them? E.g. Abigail's mother is divorced, Abigail is working as a teacher, Slug and Greg are best friends etc.



# *The internal phase*

These methods aim to analyse the happiness we feel. The mental wellbeing and contentment with one self and one's situation is imperative for living a full life. Nevertheless, stress and other factors affect us. The time to reflect, on what would make us happy and the methods of how to reach that happiness are on demand. We collected some methods which we used for a segment called "the self-reflection toolbox". As these methods are meant for the individuals as reflection time we did not do a debriefing after each method, but left some time for a general debriefing - of what was good, what could have been better, general comments - at the end. The methods can also work as a introduction if you use the debriefing to reflect back the individual happiness on the bigger picture of happiness as a measurement for social well-being.

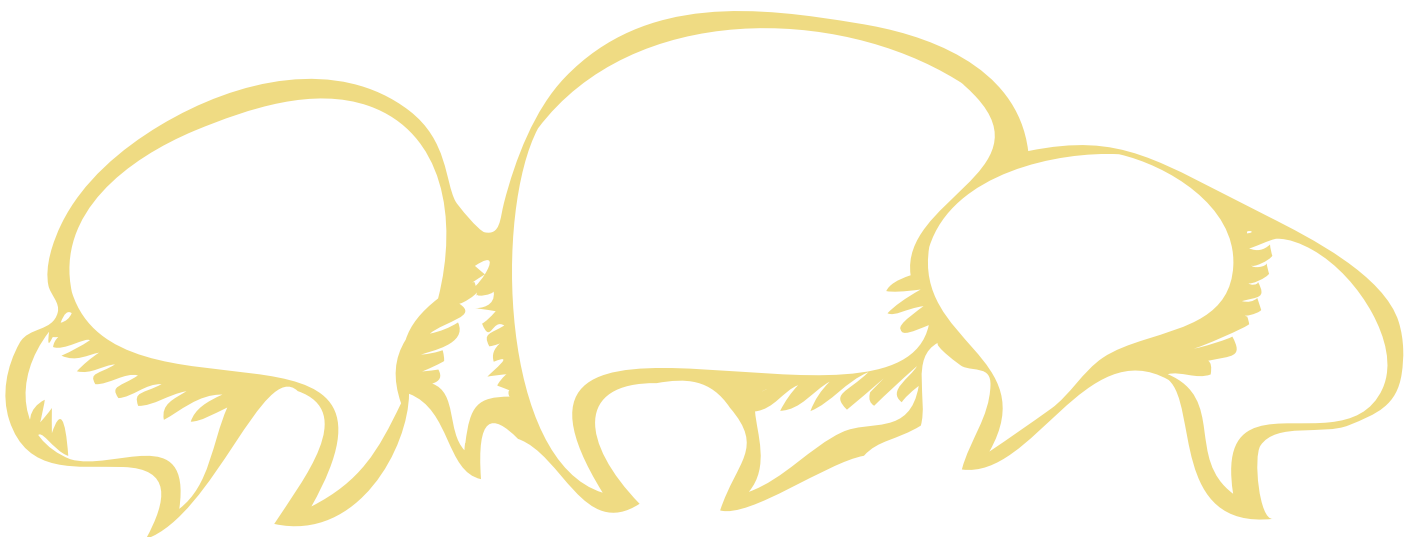
## Method 4 - The interview

**Aim:** To understand one-self better through dialog.

**Task:** The interview is done in pairs where first one is the interviewer, one is the respondent, and then the roles are switched. The interviewer has the right to ask questions and the obligation to listen. At the end of the interview, the interviewer provides the respondent a summary of what was said. The interviewer should therefore try to take notes during the interview. The interview should last about 15-30 minutes per person.

### The questions:

- What do you do to build, manage and maintain your network?
- If I Google you, what will I find?
- What do you do to stay focused?
- What do you do to stay relevant?
- What innovative solutions have you created?
- Walk me through a time when you administered change.
- What important problems or questions do you see facing our industry?
- Your occupation?
- What do you do to expose yourself to new ideas and new thinking on a regular basis?
- What big mistake have you made recently and what did you learn from it?
- What matters to you?
- What are you passionate about?
- What gets you up in the morning or keeps you awake at night?





## Method 5 - The Four Rivers (extremely short version)

**Aim:** To reflect on the things that makes you happy and to start an inward journey to your true self.

**Task:**

A fast track to self-reflection can be found in what Angeles Arrien, cultural anthropologist and educator, calls the Four Rivers: Inspiration, Surprise, Challenge and Love. Ask yourself:

1. What inspired you today? Inspiration is a key to creativity and an antidote to being overwhelmed.
2. What surprised you today? This is about flexibility and resilience in response to whatever comes your way.
3. What challenged you today? Challenge opens the door to mastery and reaching beyond the knowable.
4. What made you feel connected to others today? This amplifies and puts a focus on moments of connection. Caring is a balm for the soul.

## Method 6 - The One Big Thing

**Aim:** To make our future goals more feasible.

**Task:**

Take some time to reflect on a goal you have for yourself, something big, that you want to achieve in one year from this moment. Write it down. Then think about what you could do that would help you reach that goal this month. A considerably smaller feat. Write this down. Then think what you could do this week (the next 7 days) to reach that monthly goal. And then think what can you do today to reach that weekly goal. You can go more into detail, write a small task for each day, week and month of the year. This way you will create your own steps toward success.



## *Method 7 - You can do it!*

### *Make your own motivational poster*

**Aim:** Remind yourself you are your biggest resource

**Material:**

- A3 sheet of paper
- Stickers
- Glue
- Pens
- Pictures
- Colorful paper etc

**Task:**

Use your favourite slogan or motto as inspiration and use a large paper where you can do, draw or create the most motivational poster ever. Whatever you create just remember it has to be put on display to be effective, it should serve as a reminder to yourself, that you can be your own biggest resource rather than your biggest obstacle.

## *Method 8 - The Walk and Talk*

**Aim:** To deepen the knowledge of personal happiness by sharing own experiences and listening to others while taking a walk.

**Task:**

The participants are asked to find a pair with whom they set out for a short walk (30 min-1 h) while which they discuss the topic of personal happiness. "What makes you happy?" and "How do you express happiness?" can be two questions to get the conversation started. However, the talk is supposed to be unstructured, as to leave the participants with a chance to further some aspects of happiness they want to discuss, as opposed to preset themes.

## *Method 9 - The Obituary of a Happy Person*

**Aim:** To reflect on what attributes to a happy life for you as an individual

**Task:**

The participants gets an obituary form, which they proceed to fill out, having to take a moment to reflect on their lives and what things contribute to their happiness.

*OBITUARY / NECROLOGY*  
*of a*  
*HAPPY PERSON :)*

\_\_\_\_\_ (Full name of the deceased, including nickname, if any)

Passed away at the age of \_\_\_\_\_

at (place of death) \_\_\_\_\_

by (cause of death) \_\_\_\_\_

with (people who were near at the moment) \_\_\_\_\_

This person had \_\_\_\_\_ life.

His/her childhood was (stories, schools, friends) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

S/he got education in (school, college, university and other, specialization) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

S/he found his love with (marriage/s, children) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

This person achieved (designations, awards, and other recognition) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Most of all s/he liked most (hobbies, sports, interests, activities, and other enjoyment) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

His/her biggest joy was \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Unusual attributes, humour, other stories \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Method 10 - Draw MANDALA

**Aim:** To reflect on your inner world through creating visual representation of your thoughts, worries and things to be proud of.

**Instruments:** coloured pens, pencils, paper, objects of a shape of circle.

**Instructions:** Start you drawing with making a point in the center of a paper. It will be a center of the whole Mandala. Draw a series of circles around this dot. You can use different objects for this e.g. plates, compass, cups. Fill the circle rows with geometric or organic elements, the ones that is appearing in your mind. You are free to draw any elements you want, but the only condition is to repeat the pattern in a raw. Repetition is a key of creating Mandala.

**Result:** After finishing your masterpiece try to reflect what elements and what colours are dominant on your drawing? Do they symbolize the same things you were thinking about for a long time?



# *The implementary phase*

The following methods were created during the seminar, by the participants. The aim of the methods is to assist the development of local workshops on the theme of happiness or even just introducing the happiness topic through a few simple methods in other working groups or youth groups. The participants of the seminar had all experience in youth work and used their personal experience as inspiration for how to address happiness as a topic. We hope you find the methods interesting and inspiring!

## *Method 11 - Culture as a key to happiness*

**Aim:** Understand of how different lifestyles create criteria for our happiness. What are the common values in different lifestyles?

### **Target group**

Youth between 18-24 years, they should be from different countries ( country side, capital, rural, island, opposites).

### **Theme**

It is about the activities and lifestyles, what makes happy people from the different countries. They can learn more from others about the lifestyles, culture and happiness as well. During the preparation is time to talk about this topics and share experiences and knowledge. This session is preparing to talk about happiness in different countries.

### **How?**

**Timing:** 90 minutes

**Description the game:** warm up & getting to know each other

Before the seminar/workshop/meeting we ask the participants to name 3 lifestyle activities which make them happy or which currently are the most typical cheering programs. From this information the trainers prepare this session.

At first we split the participants in as many groups as there are countries at the seminar. The trainers make cards from the prepared information. On the cards tere is written one activity or a complete lifestyle from one country, which was the most popular and some introductions.

The group have 15 minutes to prepare what they want to act out and to collect all the material needed. After the 15 minutes the groups have to act out the prepared play. The others have to figure out or describe which country with which lifestyle has been acted.

Following the plays trainers will be starting conversations to start discussions about aim of the methods.

**Where:** Indoor ( seminar room) or outdoor (somewhere quiet place)

### **Materials needed**

- Cards
- pens
- costumes and everything else what the participants find around themselves

## Method 2 - Find yourself through relaxation

**Aim:** Learn a way to relax and a chance to find out more about yourself and how you perceive your environment.

**Target group:** People over 15 years.

**Theme:** Self-reflection, relaxation.

### How?

Introduce and explain the first part of the exercise:

- Hand out pen and paper to everyone.
- Explain what is going to happen in the first part of the exercise.
- Controlled relaxation exercise that leaves participants in relaxed state. Time 10-15 minutes. (Autogenic training)
- Have them lie down on their backs in comfortable positions, with hands at the sides or above their heads. Have them close their eyes.
- Start the exercise (talk slowly, in a relaxed and even tone, leave a second or two between your sentences):

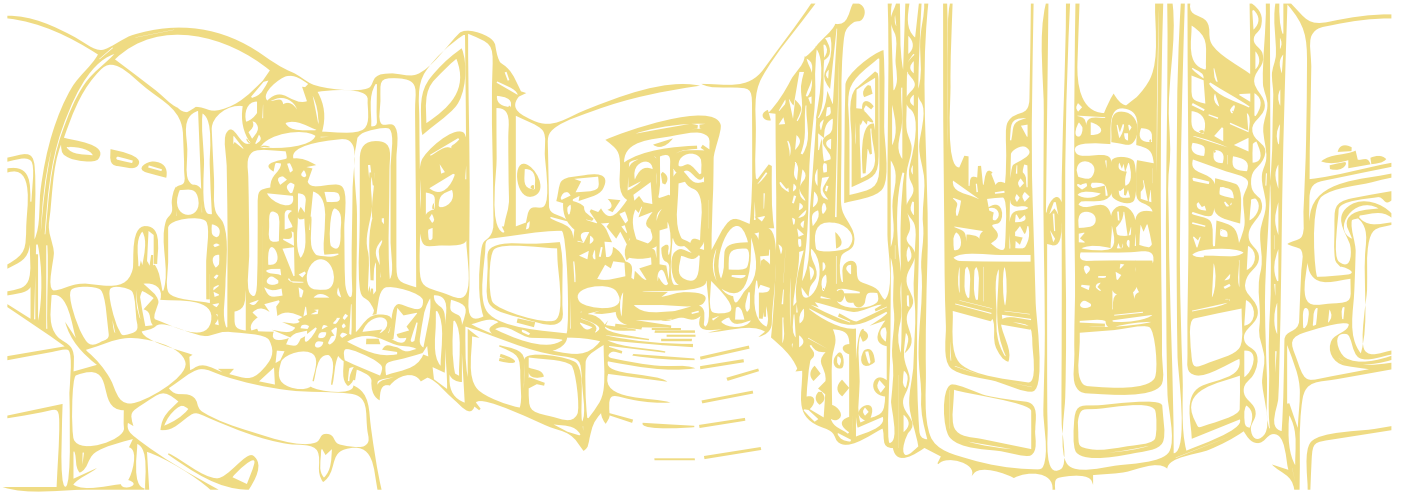
*Relax and start to pay attention to your breathing. Feel as you breathe in, feel as you breathe out. Start to slow down your breathing and feel as you become calm. Feel as your whole body relaxes and that the calm you feel spreads into your muscles... Start to pay attention to separate parts of your body. Feel your feet, feel as they gradually relax. Feel as the relaxation starts to spread from your feet to your legs. Feel as it reaches your ankles and they become relaxed as well. Feel as the relaxation moves further and your legs become more relaxed. Feel as the relaxation reaches your knees and as they relax as well. Then feel as the relaxation spreads to your thighs and as they relax as well. The feeling of relaxation continues to move further, it reaches your hips and they become relaxed as well... Soon it reaches your stomach and the muscles of your back. They slowly relax as well. As the muscles of your back continue to relax gradually, the feeling spreads to your chest as well. As the relaxation reaches your shoulder, it starts to spread to your arms as well. You feel as your arms relax. The feeling reaches your elbows and your wrists and they slowly relax as well. The relaxation then spreads to your hands and your fingers and you feel as each and every one of them relaxes. The relaxation also spread to your neck and you feel the muscles relax. Then it spreads to your head and you feel your face and the last of your muscles relax. The feeling of relaxation spread to your whole body and you feel that you are more relaxed than at the start. Let yourself feel the relaxation and the calm in your whole body.*

*Couple of seconds of pause. Optionally repeat with a feeling of heaviness and a feeling of warmth spreading. Otherwise end the exercise.*

*Ask them to wake up and help them make sure they are awake by asking them to flex their muscles.*

Explain the second part of the exercise now.

- Ask them to walk around the space and list ten things that first grab their attention (and they find interesting).
- This should not take long, but don't push the participants to keep them in relaxed state.



Once finished with listing, ask them to think about each thing on their list, why it grabbed their attention and what does it tell them?

- Explain how deep they should go, why it is interesting? Why am I especially drawn to it? Does it tell something about my values, background or interests in general?
- Timelimit 20-30 minutes (depending on the group)

Group discussion of the findings (15-30 minutes, depends on the group).

**Facilitating questions:**

- Was there something that surprised you?
- Was there something that confirmed your expectations?
- How well did you relax? Could you forget the "outside world"?
- Is there something special on your list you wish to share?

**Where:** Preferably outside, quiet environment where they can lie down. Interesting setting with many objects to see and consider.

**Materials needed:** Paper & Pen. Comfortable lying down space.

**Other comments:** In case of a noisy environment, using relaxing music to cover it up is a possibility.



## Method 3 - Vent

**Aim:** Most people bottle up stress they feel in connection with people they are otherwise on good terms with, or if the life situation they are in makes them vulnerable to the actions or influence of said person (i.e. they are a teacher or some other authority figure).

Being able to let go of this stress gives people relief, especially as quiet often they would not even realize that this stress is accumulating or affecting them in any way.

**Target group:** High school+

**Theme:** A game of roles and venting. Also self-reflection.

### How?

The participants need to select 1-3 people (depending on available time) from their life that they have problems with - anyone they would like to be able to shout at for a couple of minutes, or people that they blame for certain specific events. (Selected person doesn't have to be present, but may be.)

Then they need to write these names onto separate pieces of paper, along with a short description of what they feel about how this person acts like towards them (the mood/style) and what they believe this person feels about them.

Have them form pairs, move to a free area and exchange roles, one at a time: first one person gives the other a role they created, and says the words: "Please take on this role for me." The recipient should answer: "I accept this role."

From then on, have the rolegiver vent their frustrations: tell the roleplayer all the problems they have with them, be verbally aggressive, shout if they feel like it, rant, etc. During this the recipient should take a mostly passive role, whenever they act though, it should be a) according to what they have gotten about the role, b) to make it easier for the rolegiver to vent: provoke them, repeat the exact things that caused the problems, etc.

When done, the roleplayer should give back the role, saying: "I give this role back to you, as I only took it temporarily. From now on I am myself again."

The rolegiver should accept the role with: "Thank you, from now on I will only see you as yourself only."

Change positions, repeat.

If there were more roles per person, change partners and repeat.

When everyone is done, discuss what they think about the exercise.

**Where:** Big closed place, preferably one that can be separated into smaller sections - like booths, if possible. Aside from the facilitator and the participants, there should be no one in the room, and privacy of the area should be arranged as much as possible.

**Materials needed:** Paper, pens, chairs, maybe tables. Any kind of partitioning items, if available.

## Other comments

The game needs to start with a full disclosure of its rules at the start, so that the participants can have enough trust to fully immerse themselves. Also, it needs to be stressed that the exercise is limited to the session and that they shouldn't take anything personally as roleplayers. Tell them not to share anything they heard as roleplayers without express permission of the one they got the role from.

The ritualistic parts are important for they let the participants distance themselves from the game when it is done.

Make sure no one ever has the role of themselves (i.e. don't let Joe play being Joe). But the rolegiver may give themselves as roles (i.e. if Joe feels he has a problem with himself he may have someone else play him) - though encouraging this is not recommended.



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**Russia:** Volgograd Association of girl-scouts  
[www.girlscout.ru](http://www.girlscout.ru)



**Ukraine:** Dnipropetrovsk regional youth non-governmental organization "MIKS"  
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