



DIVE IN



DIVE IN

DIVERSITY & INCLUSION: BUILDING STRENGTHS TOGETHER

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DIVE IN



DIVE IN

This project seeks to find youth strengths and enable and ensure the inclusion of all young people in society.

DIVE-IN project focuses on:

- 1) Strengthening the capacities of educators to work with youth having fewer opportunities;
- 2) Ensuring that all young people have equal access to formal and non-formal learning environments and addressing all the dimensions of inclusion;
- 3) We provide more spaces, opportunities, resources and programmes to foster dialogue and social cohesion and combat discrimination and segregation.

The project's main aim is to develop the knowledge and skills, the set of tools and methods that are being used by youth workers/people working with young people.

Due to this development, daily youth work will be impacted positively and will reach young people in the local community and develop a deeper inclusive attitude in finding their strengths.



DIVE IN



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Inclusion:

Inclusion is **the highest stage of acceptance and mutuality.**

A newcomer is included in an existing community with unique ideas, attitudes, and approaches if community members and newcomers mutually learn from and respect each other. Thanks to this mutual discovery process, all community members, including newcomers, will change positively.

Diversity:

Officially: The summary or union of many different **types** of things or **people.**
For us: Unlimited resource of pleasure, creativity and innovation.



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What is quality learning? How do we support youngsters?

Everyone can learn because we have learned to walk and talk from an early age. However, this only means that we can only learn. For this quality of learning to be present, we must address it consciously.

- It is necessary to consider the student's existing experience, their successes and their failures.
 - How? We can strengthen students by highlighting their learning skills in the case of a positive outcome and by showing them a learning path in the case of a negative result.
- What learning styles and methods they have mastered over the years.
 - How? We can use learning methods that reinforce non-formal information acquisition, increasing students' motivation to complete a 1-1 task.
- A critical component is their self-esteem and how a student sees themselves as a learner. How does it relate to how much their peers have been involved in the teaching-learning process?
 - How? Helping students create a realistic self-image and be able to identify their strengths and weaknesses and outline learning pathways to which we can provide feedback.

Quality learning depends on many components. There is a need for students to receive professional help in education.



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Guidelines:

The cards are a tool for indoor/outdoor usage to improve youth activities. Each card includes information about the materials needed to perform the activity, goal, activity type, questions to ask participants, essential ideas to remember, and a QR code. Each colour in the hashtags and borders represents the activity type. The QR code links to the online document - there is some additional information and cards available for printing.

Symbols:



no limit

Group size



Activity can happen indoors



Activity can happen outdoors



Questions to ask

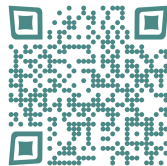


1-2h

Activity time



Important things to remember



Scan me!

Colours:  Info  Activities  Energizers  Reflections



DIVE IN

What beliefs are the most important for you?

AGREE OR DISAGREE

#activity

#awareness

#empathy

#communication



You'll need:

Two signs (*Agree* and *Disagree*)

Goal:

To discuss controversial topics in the group and spark more profound conversations.

On one side of the room, there is a sign “agree” and on the other side “, disagree”. The facilitator reads a statement (abortion should be illegal; disabled people can't work/study, etc.). Participants choose their position on the scale according to how much they agree or disagree with the statement. Participants start to discuss their opinions and can change their positions based on the discussion.



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How many times did you change your position?

How did you feel when others had different opinions?



This activity can be triggering, so leave time for reflection.

Ensure a safe and respectful setting. It is okay to stay neutral.



AGREE OR DISAGREE - ANNEX

- Having a bad reputation is worse for girls than for boys.
- Same-sex couples should have the right to marry.
- Immigrants are always hard-working because they must be.
- Telling your friends if you are afraid of something reveals weakness.
- All people are equal in value.
- It's more important to have a home, food, and necessities than to be able to say what you like.
- Poor countries should concentrate on ensuring a basic standard of living for all before worrying about the civil and political rights of their citizens
- Some rights are more important than others.
- Some people have more rights than others.
- Everyone should have adequate social and medical protection for their needs.
- Everyone should have a right to celebrate the most important religious festivals to them.
- Abortion should be legal and available for everyone.
- Sentence of death should be banned.
- Not neuro-typical children should go to school together with neuro-typical children.
- Disabled people should not do sports.

AGREE OR DISAGREE - ANNEX

- Forced marriage is a violation of human rights.
- Prisoners should be allowed to vote.
- Drug addicts should get help, not punishment.
- Beauty competitions create unrealistic beauty standards.
- Police should be immune from prosecution.
- Obese people should pay more for healthcare.
- War is never justified.
- People should have to take a test to become a parent.
- Men and women should be allowed to compete against each other in the Olympics.
- Religion should be taught in schools.
- Foreigners shouldn't be allowed to vote.
- Torture can be acceptable in some cases.
- Your race affects your intelligence.
- College should be free for everyone.
- Sex work should be legal.
- The government should provide free birth control.
- Being an only child is better than having siblings.



DIVE IN

What is something special/unique about you?

THE SPECIAL DUCK



#activity

#selfAwareness

#selfDisclosure

#communication



40min

You'll need:

- Lego bricks for building ducks

Goal:

To highlight diversity as an enriching factor, to break with mainstream ideas and celebrate diversity.

This exercise allows participants to think about what they bring to the team by observing the design and shape they give to their ducks.

Participants build lego ducks (2 min). The participants placed all designed ducks in the circle. Participants select one of the best ducks according to different criteria of the target group (the ascetic design, resources saving, the most innovative for blind people, etc.) Continue by proposing another round and joining participants in teams (of 2, of 4, increase in each round) & repeat the process exponentially as long as needed.



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Which of the ducks would you choose as the winners?
If the duck was for a blind learner, which one would you use?
How can diversity change the criteria?



Each participant gets the same amount of identical shape, size lego pieces.
The building process has to be silent.





DIVE IN

What are you proud of?

I AM PROUD OF MYSELF



#activity

#selfAwareness

#teamWork

#communication



40-50min

You'll need:

- Sticky notes
- Pens
- Large-sized paper

Goal:

Thinking about oneself and their own strengths/areas for improvement, without feeling exposed.

I am proud of myself for... – it's a way to identify their strengths and areas for development. Then following with the fields of focus: things I am good at (Strengths), things I want to do better (Development areas), things I want to do in my life (Goals), and what help will I need (Support).

The activity can be used by working in groups, discussing & analysing others' answers, and at the end of the groups, they can present their insights.



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What have you learned and improved on your own?

So, what are you proud of yourself about?

Why is it important for you?



Each activity should also contain elements of how we:

- 1) engage/include, motivate youngsters
- 2) sustain their involvement
- 3) evaluate the learning/progress





DIVE IN

**What's the difference in your communication
with friends and parents?**

BACK TO BACK DRAWING



6-16



20min

#activity

#communication

#positiveDiversity

#trust

You'll need:

- Paper
- Pens/markers/pencils
- Pictures

Goal:

Teaching the participants to learn and rely on each other and communicate in a detailed manner.

Participants sit back to back. The facilitator gives a picture to the group. The participant has blank paper and a pencil, while the other is given a picture with an obscure shape. The participant holding the picture instructs the one with the paper on what to draw. The participant holding the picture instructs the one with the paper on what to draw. After the activity, participants reflect on the whole process.



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How did you feel during the task?
What is the correct instruction?
Did you develop confidence in the task?



Use different pictures.
Leave enough space between the pairs.





DIVE IN

What would you be if you were ideal?

MAGIC MARKET



5-15



45min

#activity

#selfknowledge

#positiveDiversity

#selfvalue

You'll need:

- Sticky notes
- Blackboard/wall
- Pens & Papers

Goal:

To discover our own strengths and diversity.

Participants describe many of their positive qualities and important strengths and write them separately on sticky notes. After they are done, the sticky notes are collected, and the facilitator reveals that the number of sticky notes in the participant's hands is the number of points they get for the auction.

The facilitator posts the sticky notes on the board, and the auction starts. The auction ends until all notes are off the board or when there are no more points left.



DIVE IN



Who has any points left? Why?
Are you satisfied with your purchase?
Which qualities are the most important for you?



Don't tell the group about qualities being score points.
Keep track of how many points are left after one purchase.





DIVE IN

**How would you describe the community you
live in?**

CITY QUEST

#activity

#explore

#team

#cooperation



You'll need:

- Paper & Pen
- Camera
- Other things for tasks given

Goal:

To understand and strengthen team building and explore new areas.

Prepare different tasks for participants to complete in teams while exploring the surroundings of a location. Tasks can be adapted to the interests of the participants and the topic to be covered. For each completed task given point, the tasks need to be done in a specific time frame given by the facilitator.



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How do you feel after the activity?

What would you do differently next time doing this task?

Which was the hardest/easiest tasks and why?





DIVE IN

What is your usual outlet of strong feelings?

CREATIVE GRAFFITI



#activity

#mentalHealth

#Freedom

#emotions

#art



You'll need:

- Graffiti paint
- A wall, large poster etc.
- Gloves

Goal:

To use art and colour therapy to process emotions, get rid of stress.

Give participants time (2-5 minutes) to think about how they are feeling at the moment. Then ask each participant to use graffiti techniques to draw their feelings out. Everyone does it at the same time. There are no restrictions here, and you can draw, write or paint. There will be no need to talk about the developed work.



How do you feel after the activity?
How can art help you to feel included?



Offer as many colors as possible.
Can be switched to a paper & pen activity.





DIVE IN

What is your biggest dream?

SMART GOALS

#activity

#learning

#goal



You'll need:

- Paper
- Markers

Goal:

To measure accomplishment of set goals periodically.

Each participant sets 2-3 individual goals according to the SMART goal principle. After that, the participant creates a chart of their goals where they will be able to measure what percentage of the goal has been reached. Participants note how many per cent of the goal has been reached from time to time.



Did the chart help you to reach your goal?
What helped or hindered you from achieving your goals?



Offer as many colors as possible.
Goals need to be - **S**pecific,
Measurable, **A**chievable, **R**elevant,
Time-based.





DIVE IN

What do you feel privileged about?

PRIVILEGES

#activity

#differences

#resources

#strengths



3-20

20-25min

You'll need:

- Space to move
- Tape to draw the start line

Goal:

To recognise our strengths, opportunities, resources, and obstacles embedded in our life and background.

Participants stand in a line in front of the instructor. The facilitator reads the statements listed in the annex. In case the answer of the participant is yes, (s)he steps one step forward. If no, steps back. Some participants will end up near the instructor, who had better opportunities embedded, others stay behind, but everybody must be respected.



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How did you feel, when you were stepping back?
Do you feel more grateful than before?



Be honest!
Respect everyone!



PRIVILEGES - ANNEX

- If your parents worked at night and at weekends to support your family, take one step back.
- If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward.
- If you have ever been diagnosed with a physical or mental illness/disability, take one step back.
- If you came from a family with a supportive environment take one step forward.
- If you have ever tried to change your speech or mannerisms to be popular, take one step back.
- If you were embarrassed about your clothes or your home while growing up, take one step back.
- If you can make mistakes and not have people attribute your behavior to flaws in your racial/gender group, take one step forward.
- If you can legally marry the person you love, regardless of where you live, take one step forward.
- If you or your parents have ever gone through a divorce, take one step back.
- If you felt like you had adequate access to healthy food growing up, take one step forward.
- If you are reasonably sure you would be hired for a job based on your ability and qualifications, take one step forward.
- If you feel comfortable with being emotionally expressive/open, take one step forward.
- If you were ever uncomfortable about a joke or a statement you overheard related to your race, ethnicity, gender, appearance, or sexual orientation but felt unsafe confronting the situation, take one step back.

PRIVILEGES - ANNEX

- If you have ever been the only person of your race/gender/socio-economic status/ sexual orientation in a classroom or a workplace setting, please take one step back.
- If you took out loans for your education take one step backward.
- If you had a job during your high school and college years, take one step back.
- If you feel comfortable walking home alone at night, take one step forward.
- If you have ever traveled outside of your home country, take one step forward.
- If you have ever felt like there was a non-adequate or non-accurate representation of your racial group, sexual orientation group, gender group, and/or disability group in media, take one step back.
- If you feel confident that your parents would be able to financially help/support you if you were going through a financial hardship, take one step forward.
- If you have ever been bullied or made fun of based on something that you can't change, take one step back.
- If there were more than 50 books in your house growing up, take one step forward.
- If your parents or guardians attended college, take one step forward.
- If you ever went on a family vacation, take one step forward.
- If you can buy new clothes or go out to dinner when you want to, take one step forward.
- If you were ever offered a job because of your association with a friend or family member, take one step forward.
- If one of your parents was ever laid off or unemployed not by choice, take one step back.

Source: <https://www.youtube.com/watch?v=hD5f8GuNuGQ>



DIVE IN

What do you feel when others control you?

3 ASPECTS UNCOVER 100

#activity

#control

#communication



You'll need:

- 3 tables & chairs (10m apart)
- Paper, colours, scissors
- Play-dough & blind-fold

Goal:

To experience an out-of comfort zone situation from 3 different points of view.

The group is divided into teams of 3 people. Each team has three roles, a blindfolded (BF) learner, a teacher and an observer. In the first table, BF learner has to draw the view in front of them. On the second table, the BF learner cuts out the paper and creates a 3D cube. In the third table, the BF learner creates the partner's portrait of play dough. Each task has to be done within 5 minutes.

The teacher can only help the learner with instructions without touching anything. Observer analyses write notes about what is happening and later describe the cooperation of the teacher and learner. The teams can change roles at each table to gain more experience.



How helpful were the received instructions?
How did you feel blind-folded?
Which role/situation did you enjoy?



Give time to change the roles and venue!





DIVE IN

What will you do if you get a million euros?

DECIDE

#activity

#decisions

#prejudices



You'll need:

- Whiteboard/blackboard
- Markers or chalk

Goal:

To understand the importance of comprehensive information and of not having prejudices

Participants sit down, and the facilitator hangs papers with one sentence on each of them describing a candidate as listed in the annex. on the board. The facilitator tells the story that the participants are surgeons and have one heart for transplantation. Based on this piece of info, they have to decide in common on the order of candidates, who will be given the heart and saved.

After the joint decision, the facilitator turns in the paper, describing the candidate from another point of view (often with opposite characteristics). Based on these two description puzzles, the participants have to determine the order of candidates again.



DIVE IN



How did you enjoy the negotiation process?
How do you feel about the decisions made by you and in the group?



Don't judge! Negotiate!
Convince!



DECIDE - ANNEX

1. Statement	2. Statement
36 years old single man, who is a professional neurosurgeon.	Is aggressive and beats his wife.
12 years old child, prodigy in music.	Intensively bullies her mates.
42 years old man, father of two under aged children.	Alcoholic and risks the children daily.
15 years old pregnant teenage girl.	Works at night to help her mother financially.
17 years old girl working as a waitress, having an autoimmune illness.	Takes care of her siblings, because they lost their parents in a car accident.
35 years old priest, helping people in need.	Kleptomaniac.
a 39 years old researcher, who needs 1-2 months to find the cure of cancer.	Killed 9 people and hundreds of animals during the research.



DIVE IN

What is challenging for you?

CROCODILE RIVER



#activity

#teamBuilding

#outdoorActivities

#communication



You'll need:

- 2 ropes
- Carton pieces (group size/2)
- 3 blindfolds

Goal:

For the whole team to learn to communicate and cooperate more effectively!

The team must cross a dangerous crocodile river marked by the two ropes. They can use the floating platforms (cardboard squares), which must constantly contact a body part. The crocodile (the facilitator) loses the platform when the contact is lost. If a team member steps into the river, the team needs to start from the beginning. The team can use 5 minutes to create their strategy and think about how much time it will take them to accomplish the task.



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What was your strategy?
What was working and what was not?
How did you manage to include all of the people?



The facilitator can make interventions by blindfolding a person, or by asking them to jump on one foot.



CROCODILE RIVER - ANNEX

Number of participants will determine the width of the river, as well as the number of “floating platforms” and distance in between them.

In order to set the width of the river, count the number of participants and for each participant add 1-1,5m of river width. If you have more than 15 participants, count 1 meter and, if less than 15 participants, then count 1.5 m per participant.

For “floating platforms” - it is okay to give 1 piece of carton per participant, if you have a smaller group, then it is good to give one piece less.

Keep in mind that if it seems too easy, then you can always regulate it by extending the river width or by being very strict about having to always touch the platform (in case there is no contact, then the facilitator takes the platform away). Also, in case participants touch the water you can either blindfold them, ask them to jump on one foot or make the whole group start again.



DIVE IN

What characteristics do you value in others?

HUMAN PORTRAITS



4-20



20min

#activity

#gettingToKnowEachother

#strengths

You'll need:

- Paper
- Colorful pencils

Goal:

For the participants to get to know each other and see how diverse they are.

This activity focuses on showcasing our strengths and how diverse we all are. The group is divided into couples - person A will need to tell about themselves for 2,5 minutes, whilst person B will listen and draws their portrait in the meantime. Afterwards, they will switch. When they come back to the big group, each person will show the portrait they made of their partner and introduce this person to the whole group.



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What surprised you about the other person?
How did it feel for you to talk about yourself for 2.5 minutes?



The facilitator can add questions/topics that participants would talk about in the given 2.5 minutes





DIVE IN

How are you planning your life?

LEARNING TREE

#activity

#goalSetting

#settingTheBase



You'll need:

- Flipchart
- Post it notes
- Markers

Goal:

For each participant to share their fears, expectations, and contributions

The facilitator shares information about the planned events and then asks each participant to write down their fears, expectations, and contributions on separate post-it notes. Once this individual part is done, the facilitator introduces the learning tree of the events. Its roots are the fears, the leaves are the expectations, and the rain on the side is the contribution. Then each participant shares their fears, expectations, and contributions and puts their post-its on the group learning tree.



DIVE IN



How many similarities did you catch?
How can you support yourself and others to make the most out of this activity?
Which part was the hardest for you to think about?



This activity requires trust between the participants so it should not be done in the first part of the training.





DIVE IN

What are youth strengths and weaknesses?

SELF SWOT

#activity

#self Knowledge

#positive Diversity

#self Value



5-15



45min

You'll need:

- Pen
- Papers

Goal:

To provide insights based on your personality strengths and weaknesses, what challenges you see ahead of you, and what opportunities are present around you, now and in the future.

Make a SWOT matrix with a four-quadrant table with a colour-coded grid. Strengths and opportunities are things you consider favourable and within your control, while weaknesses and threats are unfavourable and dictated by external forces. Explore the correlation between your strengths and weaknesses, how to leverage your strengths to make the most of your opportunities, and how to improve weaknesses to mitigate threats.



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How did you feel while looking for your traits?
What was the toughest/easiest part? Why?



SELF SWOT - ANNEX

Strengths

- What are you good at naturally?
- What skills have you worked on developing?
- What are your talents, or naturally-born gifts?

Weaknesses

- What are your negative work habits and traits?
- Does any part of your education or training need improvement?
- What would other people see as your weaknesses?

Opportunities

- What kinds of courses have you been good at?
- Are there any groups you can join?
- What could you achieve in your personal life if you improved on some of your weaknesses?

Threats

- Is your job, education, or personal life getting in the way of advancing in any of the other areas?
- Do any of your personal traits or weaknesses directly lead to a threat to your success?
- Think about things that, if they were different, would help you move closer to achieving your goals. What are they?



DIVE IN

Where are you getting your energy from?

SHAKE DOWN

#energizer

#shakeItOff

#dontSleep



Goal:

Group shaking out their bodies one limb at a time & retrieving more energy.

The group stands in a circle. Everyone should have an arm's length of space on either side. Everybody counts loudly: "1 - 2 - 3 - 4 - 5 - 6 - 7 - 8!" and at the same time shakes their body:

First, eight shakes of the right arm, eight shakes of the left arm, eight shakes of the right leg, and 8 shakes of the left leg.

Repeat eight times. Each time, reduce the number of counts and shakes until 1.



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How is your energy level?
Show it!



In order to increase efficiency, it is worth doing part of the activity outside.





DIVE IN

What is your funniest feature?

CHANGE PLACE, IF...

#energizer

#changePlace

#gettoknow



Goal:

To get to know each other, highlight similarities and differences.

Everyone stands in a closed circle. The volunteer goes to the middle. The person in the middle tells one fact about himself, and others who relate to it have to change places (for example, the participant says, "change places if you have blue eyes", and everyone who has blue eyes changes places in the circle). After the round, one person should remain standing in the middle, and now it's their turn to say a new fact. Play as many rounds as you want to or have time for.



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Was it easy to come up with the facts?
How did you feel standing in the middle?



There is a possibility to make levels – you can do a few rounds about the appearance and then go deeper (to personality traits, fears, dreams, etc.)





DIVE IN

What makes you happy?

BIG FAT PONY



15-30min

#energizer

#singing

#dancing



You'll need to sing:

While running: "Here we go with the big fat pony. Here we go with the big fat pony. Here we go with the big fat pony, early in the morning."

While dancing: "Front, front, front, my baby. Back, back, back, my baby. Side, side, side, my baby, early in the morning."

All the participants stand in a circle. The facilitator starts to run around inside the circle and sings a song. With the last word of the verse, he stops in front of one person and starts dancing and singing with them. Then the facilitator takes the person in front of themselves, and both of them start running around in the circle while singing. Again with the last word of the verse, they both stop in front of **different people**. They both dance again, and when finished, **take the person with them to run around in the circle**. This continues as long as the facilitator wants, or all participants run around and sing the verse.



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You can modify the dance moves and the verse itself however you want, but keep it simple. In the bigger groups, you can start with more than one person to quicken the energizer's pace.

Everybody needs to sing the song.





DIVE IN

Show your favourite dance move!

FOLLOW THE BOOK

#energizer

#movement

#silence

#fun



You'll need:

One book for the facilitator

Goal:

To regain energy and enjoy concentration as well as a good laugh.

The facilitator stands in front of the group with a book in hand. Participants have to move their bodies just as the book is moving. The facilitator moves the book in diverse directions and rhythms to make group members move and laugh.



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Avoid accidents and very sudden actions.





DIVE IN

Is it always bad to make a mistake?

THREE IS PIZZA

#energizer

#celebrateMistakes



Goal:

For the participants to learn that mistakes are okay and can be celebrated.

Participants stand in a circle, and the facilitator introduces a new way of counting where each number that consists of 3 or can be divided by three will be replaced by the word “pizza”—for example, 1-2-pizza-4-5-pizza-7-8-pizza, etc. When a participant makes a mistake, they run around the circle screaming, “I made a mistake!” and everyone celebrates for them. After that, the group starts from the beginning.



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How does it feel when another person makes a mistake, and you are not judging but celebrating?

How does it feel to make a mistake?

How can you see a mistake as a good thing?



The facilitator can work with reframing the idea of mistakes and making it feel like it is okay to make them.





DIVE IN

What methods do you use for self-reflection?

MEMORY STICKS

#reflection

#memorySticks

#selfAwareness

#emotionalLiteracy



You'll need:

- A stick per participant
- Colored threads
- Sticky notes, flowers, etc.

Goal:

To visualise the highlights of the experience and to ease the process of reflection.

If activities are taking place outside – let participants find a stick for themselves. At the beginning of the training session, the facilitator should give every participant a stick and inform them that this will be their companion for a day. After every activity, each participant makes a mark on their stick which discloses their experience best (it should take 3-5 mins). At the end of the training session, every participant should show their personalised stick and share what every symbol on the stick means/talks about the day.



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How do you feel looking at the finished stick?
What does each symbol remind you?



The facilitator after the reflection should summarise the day and highlight the diversity of the memory sticks. Participants can take their memory stick as a gift.





DIVE IN

What is your most vivid dream?

DIXIT

#reflection

#Feelings

You'll need:

Dixit cards

Goal:

To reflect on personal feelings and goals.



The facilitator lays at least 5-10 Dixit cards (depending on the number of participants) on the floor/table. The facilitator asks the participants to choose one card each round which reflects their opinion best, e.g.:

- their feelings,
- the characteristics of the best youth worker,
- their situation in their community,
- themselves in 10, 20 years.

Each participant shows a card to the group and shares why they chose it.



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Were your choices conscious or intuitive?





DIVE IN

**From whom would you like to receive
feedback?**

BURGER REFLECTION METHOD

#reflection

#questions

#selfReflection

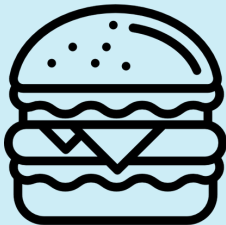


You'll need:

Paper & Pen(optional)

Goal:

To reflect on yourself about activity/daily situations/emotions.



< TOP BUN (Define what are 1-2 things that you would do differently next time in such a situation and why.)

< MIDDLE PART (Define 1-2 things you did well in this situation, why it was good.)

< BUN (Praise yourself out loud.)



DIVE IN



You can do this reflection discussion in the group or individually on paper. It's essential to find good things – there always are some good things in each situation.





DIVE IN

What does nature mean to you?

NATURE TOKEN REFLECTION



#reflection

#nature

You'll need:

Natural/outdoor setting

Goal:

For each participant to connect with nature and themselves.

The facilitator creates a sensual setting that stimulates participants to connect with themselves and nature. Participants take a few deep breaths, smell the fresh air, feel the wind and listen to the sounds of nature. They are asked to walk around (might be barefoot) and find a nature item representing their progress in the program (facilitators' choice). Once they come back, they place the item in a group token with other participants and share what this natural element represents for them.



DIVE IN



Why did you choose this particular element?
What does it represent for you?
How did you connect with this element, yourself and nature?



It is very important to create the right setting for this activity that encourages participants to connect and reflect.





DIVE IN

Which emoji describes you?

SYMBOL DRAWING

#reflection

#emotions

#drawing



You'll need:

Paper & colorful pens

Goal:

To express our feelings as a result of the drawing.

Each participant is given a sheet and coloured pens on which they should draw a symbol of how they are feeling at the end of the task or day. Turn on pleasant, soft music and allow time for creativity.



DIVE IN



Why did you choose this symbol and those colors?

Which part of the drawing is the most important for you? Why?

How do you feel while looking at your drawing?



After an emotionally more challenging topic, it's hard to talk about our feelings, so drawing and talking about the result is an easier way to express it. Talking about the drawing depersonalises the experience and allows sharing more openly.

