

# Toolbox of Non-formal Learning Activities

FOR ENHANCING  
YOUTH ENGAGEMENT



НАЦИОНАЛНА АГЕНЦИЈА  
ЗА ЕВРОПСКИ ОБРАЗОВНИ  
ПРОГРАМИ И МОБИЛНОСТ

C:E:T  
Platform  
BANGKOK 111



# Acknowledgements

This Toolbox of non-formal learning activities and methods is created as a result of the intensive work by participants and trainer's team during the Training course "2023 TC Comedy as a Tool - Enhancing Youth Engagement through Humor" (2023-1-MK01-KA153-YOU-000147709), organised with the support of the [Erasmus+ programme](#) and granted by the [Macedonian National Agency for European educational programmes and mobility](#).

The project is funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency for European educational programmes and mobility. Neither the European Union nor the granting authority can be held responsible for them.

We would like to express our gratitude to all those who contributed to creating this Toolbox, with their suggestions, feedback and dedicated work. We thank all of the participants, project team and volunteers from [CET Platforma Skopje](#) who took part in the project and made it possible as well as the local community of Krushevo where the project was hosted.



Funded by  
the European Union



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FOR EUROPEAN EDUCATIONAL  
PROGRAMMES AND MOBILITY



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# Project summary

In communication with staff from partner organisations, we have recognised that in our youth work we are facing the problem of how to transfer important complex ideas and concepts to young people we work with into simple, visual and easily comprehensible way. Many topics, workshops, and presentations are emotionally challenging for young people, because they are too serious for them to process and engage with. Some concepts, for example, the social inclusion of disadvantaged groups, are important for the youngsters to grasp and understand, but they often seem too abstract for them. So, when activities on important topics are presented to young people, often they are not interested, or if they attend them, they are not paying full attention. Our brains are wired to understand and unpack stories by taking meaning from their structure, narrative, characters, references and tone, building it into the connected, memorable and complex ideas. That's why, if we want to have a high-quality workshops and impactful, effective activities, we must make those abstract ideas more visual, more fun, interesting and memorable for the young people attending them.

Here comes in play humor and how it is used in stand-up comedy storytelling. Basically, humor is an amazing tool for creating a light-hearted, playful and relaxed atmosphere. Humor is a great way to break the ice with an audience, keep them interested, and to ensure that the presentation is memorable. The science says that even an average human adult can focus their attention for about five minutes, so properly timed humor can create breaks and relief in presentations, thus breaking things up and helping keep the audience awake, energized, stimulated and attentive. When an audience is laughing, it is more likely to be engaged in what the facilitator is communicating. When people laugh, especially in a group, a wonderful atmosphere is created for the exchange of thoughts and ideas. People are at ease, more open and energized to discussion and more willing to consider new ideas and perspectives. When we have an energised atmosphere, humor helps the audience to remember those ideas and it leaves them with a good impression of the speaker. In this way, humor can open doors to complex issues, persuade emotionally, encourage to share, and break down social barriers. Comedy can be a valuable tool for working on social issues as it can mobilise masses, focus a critical lens on injustice, and inject hope and optimism into seemingly hopeless problems.

The idea of the project was not to make the youth workers professional stand-up comedians, but to give them guidelines on how to cultivate their sense of humor, communicate better their ideas, explain easier complex concepts and how to create captivating activities for the young people they work with. The project helped the involved youth workers to understand better what stand-up comedy is, how to use humor in well-structured manner and to give style in the delivery of different important ideas and concepts to young people. The youth workers learnt and practiced different competencies and methods of communication and facilitation that they have expressed a clear need to improve and gain.

# Project objectives

The main aim of the project was to improve the competencies and quality of the youth work of 24 youth workers in the fields of communication, facilitation, and youth engagement by using non-formal educational methods and stand-up comedy techniques.

To achieve this, the project objectives were:

1. To improve the communication skills (verbal and non-verbal) of youth workers, including public speaking, presentation, persuasion, negotiation, articulation and active listening
2. To facilitate the exchange of good practices, methodological approaches and resources for youth work, communication and facilitation between the participants and involved organisations.
3. To introduce the basic principles, elements and features of humor and stand-up comedy as well as different strategies, techniques, and practical tips for developing and performing them.
4. To learn and practice ways of how humor and stand-up comedy can be used by youth workers in improving young people's engagement or addressing social issues.
5. To improve the skills of participants to plan, develop, facilitate and evaluate non-formal learning activities and methods for improving young people's engagement in social issues and/or personal, professional and social development.
6. To strengthen the cooperation and networking between involved organisations by providing an opportunity for partnership building.
7. To promote the recognition and validation of competencies and experience through non-formal education by learning about and using the Youthpass certificate and its key competencies framework.
8. To raise awareness about the Erasmus+ programme and the opportunities it provides to youth workers and young people in key competencies development and addressing social issues.

# Project methodology

The working methods during the training course were based on non-formal and experiential education to provide all the participants with the information needed to enhance their learning process but also to create an inclusive and learner-centered learning environment. The participants were encouraged to learn from their own experience and to learn in new innovative ways. The methodology encouraged participants to share their personal experiences, knowledge, ideas and practices in order to learn from each other. The non-formal learning methods combined with few theoretical presentations from the trainers aimed to foster the personal, social and professional development of participants through the adaptation of methods used according to participants' needs and expectations.

The methods that were used included: getting-to-know each other, ice-breakers and team building, energizers, discussions, debates, working in groups, learning-by-doing activities, peer-to-peer work, simulations, presentations, analysis and comparison, theatre and role-playing, stand-up comedy exercises and techniques, personal and group reflections, open-space and outdoor activities. Methods, techniques, and exercises were also used from the books "The Comedy Bible: From Stand-up to Sitcom" by Judy Carter and "Step by Step to Stand-Up Comedy" by Greg Dean - both pioneers in teaching comedy.

These methods strongly encouraged active participation, cooperation, and involvement of all participants. The methods aspired to be fun, creative and appealing to participants without losing the educational and learning dimensions. The used methodology provided theoretical input and introduction to different topics but was also heavily concentrated on learning-by-doing, peer-to-peer work and practicing the gained knowledge and skills in different contexts and scenarios. During the project, we ensured to create and keep a positive atmosphere where participants felt free to express themselves, without the fear of being judged or said to be wrong.

The working program of the training course consisted of 4 sessions per day that lasted for 90 minutes each, including additional time for personal and groups reflections and evaluations that happened after the last session of the day.

# Partners

## CET PLATFORMA SKOPJE



CET platforma is a voluntary, non-profit, non-governmental association of citizens with mission to: strengthen civil society on local, national and European level, promote and protect human rights, strengthen inter-ethnic relations, empower youth in society, advocate for social inclusion of vulnerable groups, promote non-formal education and offer support, education, and training to young people.



## ASOCIATIA TINERILOR CU INITIATIVA CIVICA

Asociația Tinerilor cu Inițiativa Civică (Association of Youth with Civic Initiative) is a youth organization, apolitical, NGO that aims to drive the development of the Romanian society attracting young people towards active citizenship and promoting the local and national cultural values.

## INTERNATIONAL YOUTH ACTIVITY CENTER



INTERNATIONAL YOUTH ACTIVITY CENTER BULGARIA is a non-profit organization whose main activities are related to fostering young people's participation in a variety of local and international activities and also encouraging them to contribute to projects under the European Commission's "Erasmus +" program.



## DEBATNI KLUB GRADA NIŠA

City of Nis Debate Club is an NGO founded in the City of Niš, Serbia, as a network of debate clubs of the City of Niš. For the past years, its members have been developing methods of gathering debaters, judges, trainers, and teachers from Niš and the region of South-East of Serbia.

# Partners



## ŠOU V LJUBLJANI

Fundacija Študentski tolar, ustanova ŠOU v Ljubljani was established in 2006. We help university students in need, we assign them nonrefundable financial and material resources, we organize language, and professional courses, and also offer them free psychotherapy sessions and various other forms of assistance and education.



## PI YOUTH ASSOCIATION

Pi Youth Association is a non-governmental youth organization that was established to enable young people in Turkey to develop knowledge, skills, positive attitudes and behaviours and to disseminate the decisions taken by the European Union, Council of Europe and the United Nations' in the field of youth.



## PATRAS YOUTH CLUB

Patras Youth Club is set up to provide young people with activities designed to keep them off the streets and out of trouble, and to give them an interest in activity and community to contribute their time, effort and talent to meet someone's need.



## YOUTH SUPPORT CENTRE

Youth Support Centre is non-profit, non-governmental organisation established by youth workers, young people and professionals, involved in their local community life and life of their Universities, motivated to work with non-formal education in in our local community, Poland and Europe in general.





# What is Erasmus+?

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.

Launched in 1987, the "Erasmus" programme was originally established to promote closer cooperation between universities and higher education institutions across Europe. Over time, the programme has expanded and is now referred to as Erasmus+, or Erasmus Plus, combining the EU's different schemes for transnational cooperation and mobility in education, training, youth and sport in Europe and beyond.

The 'Erasmus+' programme concluded its first funding cycle from 2014 to 2020 and is now in its second cycle, spanning from 2021 to 2027. Noted for its participation among staff, students, young people, and learners across age groups, as of 2023, the programme has engaged over 14 million participants in various education, training, youth and sport mobility activities.

It has an estimated budget of €26.2 billion. This is nearly double the funding compared to its predecessor programme (2014-2020).

The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.

It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also:

- supports the European Pillar of Social Rights
- implements the EU Youth Strategy 2019-2027
- develops the European dimension in sport
- Erasmus+ offers mobility and cooperation opportunities in:
  - higher education
  - vocational education and training
  - school education (including early childhood education and care)
  - adult education
  - youth
  - sport

More information at: <https://erasmus-plus.ec.europa.eu>

Video explanation: <https://www.youtube.com/watch?v=ykwdEaROXW4>

# What is non-formal education and youth work?

Youth work and non-formal education are the building blocks of social, cultural and educational improvement of youth outside the curriculum. Non-formal education in youth work enables young people to acquire essential competences that contribute to their personal and socio-educational development and foster their active participation in society, thereby improving their employment prospects.

## Youth Work

Youth work is a broad term covering a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people's active participation and inclusion in their communities and in decision making (Council of Europe 2017).

For the European Union, youth work is: a broad term covering a large scope of activities of a social, cultural, educational or political nature both by, with and for young people. Increasingly, such activities also include sport and services for young people. Youth work belongs to the area of "out-of-school" education, as well as specific leisure time activities managed by professional or voluntary youth workers and youth leaders and is based on non-formal learning processes and on voluntary participation (EU Council Resolution 2009).

Youth work happens where young people are and on their terms. It is based on their voluntary participation and trust. Youth work can take place at any level, in any space or interactive environment, including virtually, or through direct contact. It can be one activity, or a regular programme of activities where young people interact with each other. In a youth work process, young people and youth workers grow together by, for example, challenging prejudice and individual, social and societal problems and by practising democracy. Youth work is based on non-formal education and learning processes, facilitated by youth workers, whereby young people learn to voice their aspirations - for themselves and for their communities - and work to bring about change. It is also a social practice, which often focuses on the social inclusion of young people, including those from disadvantaged backgrounds.

Youth work can be offered universally to all young people in youth clubs, cafes or in one-stop shops. It can also be targeted, through detached, street or mobile youth work, where it is aimed at supporting specific groups experiencing discrimination and multiple disadvantages. For example, targeted youth work may take place in remote rural areas, in disadvantaged neighbourhoods, juvenile prisons or in refugee camps.

Voluntary participation is one of the defining features of youth work. Another one is that it is non-judgmental. Youth workers and young people participate as equals – together they construct, develop and sustain their relationship. Youth work is a space for mutual support and encouragement, trust, learning opportunities, self-analysis and reflection, emotional development, social and cultural awareness and, ultimately, positive self-realisation.

Through their participation in youth work, young people should not only develop autonomy, assume responsibility for their actions and take charge of their life, but also become active citizens who question and challenge established norms with a view to bringing about positive social and political change. In practical terms, youth work is a journey undertaken with groups of young people who change and evolve; it can take place in a variety of locations, focus on a variety of issues and use different methods.

The perceived benefits of participation in youth work are many and varied and can include the creation of spaces for young people and “bridges” in their lives. The bridge-building role of youth work has a particularly strong impact on the lives of young people who are experiencing inequalities, disadvantages and discrimination.





## Non-formal education

Non-formal education (NFE) refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, that happen outside the formal educational curriculum, including in youth organisations. NFE is complementary to formal and informal learning (adapted from Compass manual for Human Rights).

Non-formal education is important as it has a key role in providing opportunities for young people to acquire skills useful for their social inclusion, personal growth, and democratic engagement.

## Key characteristics of NFE

Non-formal education may take different shapes and forms. There are some common characteristics, however:

- NFE is a planned learning process with educational objectives.
- NFE activities are based on the needs of learners. NFE activities are open to the input of learners to the learning process and encourage making links to real life.
- NFE is based on the voluntary participation of learners (in other words, NFE is not a compulsory activity).
- NFE is inclusive and accessible, in other words every young person can take part and organisers actively seek ways to include persons that may experience exclusion or marginalisation.
- NFE methodologies are varied, participatory and learner-centred, they include a mix of individual and group learning and encourage people to learn from each other.
- NFE it is all about learning life skills and preparing for active citizenship.
- NFE is holistic, which means engaging learners' emotions, minds, and bodies.
- NFE activities may be run by professional educators/trainers and/or volunteers.

NFE is based on active participation (doing, experiencing). A central part of the learning process is self-reflection. Exercises in NFE are of an experiential nature (for example, simulations and role-plays) and input will always be interactive (a product of the facilitator and participants; they contribute with their experiences and knowledge).

## Some tips to consider when developing NFE based activities within youth projects include:

- Make sure there is a **logical link** between the issues young people face, the educational process you propose and the impact of your activity for participants and wider communities. Think about what your activity will change in your context.
- Identify **learning needs and learning outcomes** for your participants.
- **Match your objectives with the types of activities** you propose, the time available, the needs of your participants, and the number of participants.
- **Plan and structure your educational process**, in a way that sessions link to each other and young people learn something meaningful in a step-by-step manner.
- Prepare your activity sessions, so that you know what you will be doing, how, and who from your project team is responsible.
- In the educational activities, provide **enough time** to explore and engage with relevant topics. Do not rush learning and do not try to discuss too many different topics in too short a time. Ensure time for reflection, and not just experiencing. Through reflection, participants will consolidate their learning.
- If participants are expected to **deliver follow-up activities**, dedicate time for them to plan and equip your participants with the adequate skills for their follow-up.
- If the activity includes the exploration of complex or sensitive issues, **ensure sufficient time and appropriate methods** for participants to engage with them.
- **Active learning**: avoid too many frontal presentations, as participants may disengage or get demotivated (or be reminded of their bad school days). Vary your methods and adapt your content to your participants! Don't forget to consider participants' emotions, minds, and bodies.
- Consider as much as possible **accessibility needs**, to ensure everyone's participation in your activity. If your participants experience barriers that exclude them from taking part in your activity, actively seek ways to increase inclusion (for example, by removing participation fees, or by ensuring that all your participants can fully take part in each activity).
- The methods you use should allow participants to **share and learn** from their own experiences and the experiences of others in the group.
- If you are not sure you have within your organisation sufficient experience or expertise on the topic you wish to explore, **search for a trainer or facilitator externally or cooperate with other entities**.
- Ensure your project team includes a person responsible for the educational process and that most of the people in the team are young (under 30).
- Provide time for participants **to get to know each other and to develop trust within your group of participants**.
- **Evaluate your activities**. Adapt the evaluation method to your group of participants. Remember that in NFE, evaluation is done for your organisation to learn how to improve its activities and to have an indication of whether you reached the objectives set.

# 1. Doctor's Appointment

## SHORT OVERVIEW

This activity puts participants into various communication situations in a role play which represents a patient visiting a doctor. Participants will learn about verbal and non-verbal communication and its importance. Also, they will be able to discover different barriers to communication.

DEVELOPED BY: BOJAN KOCEVSKI (NORTH MACEDONIA), VOJISLAV VUJIĆ (SERBIA), LYUBOMIR KUNCHEV (BULGARIA)



**Issues addressed:** Verbal and Non-verbal communication, Communication barriers



**Target group:** Young people, aged between 13 and 30 years old.



**Group size:** There should be an even number of participants (as pairs will be required). It can range from 6 to 30 people.



**Time:** 90 minutes

## AIMS AND OBJECTIVES

- To be able to recognize how verbal and non-verbal means affect the effectiveness of communication and transmitting the message
- To recognize what non-verbal means are helpful or necessary under various circumstances
- To understand that barriers of communication can occur and how to eliminate them as well as what causes the communication noise

## LEARNING OUTCOMES

- Demonstrate the importance of non-verbal communication in the transmission of messages to achieve the effectiveness of communication
- Compare how non-verbal, verbal, and combined communication effect the time needed to send the message
- Show the barriers that are often experienced during communication

# Instructions:

## ENERGIZER - FAMOUS COUPLES

Start the activity with “Famous couples” energizer and then provide the description of the activity to the participants. Energizer instructions: People will be given stick notes with a name of a famous person/character on them, which they cannot look at, but they just have to stick them to their foreheads. Then without talking to people they have to organize themselves and find their famous partners. No speaking allowed, only non-verbal communication. (e.g. Mickey Mouse & Minnie, Spongebob & Patrick, Bonnie & Clyde, Tom & Jerry, Homer & Marge, Donald Trump & Melania, Adam & Eve, etc.)

## DOCTOR'S APPOINTMENT

1. Divide the participants into pairs that were formed during the energizer.
  2. Ask them to move the chairs so that they are sitting in front of their partner. Explain to the participants that the activity is going to be a role-play about a patient visiting a doctor to which he/she needs to present his/her symptoms. Ask the participants to decide who will be the doctor and who will be the patient.
  3. Give out first symptoms to the patients (randomly) and explain the first scenario: the doctor can ask questions and the patient can only answer with their eyes (no mimicking, gestures or words included), and the doctor must ask questions to find out the symptom.
  4. Secondly, the pairs switch and the patients are given another symptom which they now must explain using only gestures, while the doctor is guessing. The people who were patients before can experience being a doctor.
  5. Pairs change partners again and patients are given new symptoms, and in the third scenario, the doctor can only ask closed questions (Yes/No answers), and the patients cannot say anything other than Yes or No.
  6. In the last scenario, the partners switch again, are given new symptoms and can now talk normally, can use any means of communication, but not directly naming the symptom.
- After the practical part is done, the debriefing starts. Facilitators will ask the debrief questions and encourage discussion.
- Lastly, a short theory of verbal and non-verbal communication will be presented, together with the barriers which will summarize the whole activity and explain the purpose of it.



## TIPS FOR FACILITATORS

You can make up the symptoms based on the targeted groups (easier for children and youth, more difficult for professionals). Depending on time the number of scenarios can be altered (new methods can be added - drawing, writing, acting, etc.)

## SPACE REQUIREMENTS AND TRAINING MATERIALS

- The size of the room depends on the number of people, we will need a chair for every person.
- Pieces of paper with different symptoms - so that they can have various problems (paper and pen).
- Flipchart for the debrief part, as well as markers.

## DEBRIEFING QUESTIONS

- Which situation was the easiest for you and why?
- Which position did you prefer to be in the activity? Why?
- What barriers did you experience in different scenarios?
- Were any of the scenarios particularly hard? If yes, why do you think this happened?
- What do you think was the point of this exercise? What did you learn?
- Did different partners affect your experience? Why could this be?



# Appendix: Debriefing materials for verbal and non-verbal communication

## COMMUNICATION

Good communication is an essential tool in achieving productivity and maintaining strong working relationships at all levels of an organisation. Employers who invest time and energy into delivering clear lines of communication will rapidly build trust among employees, leading to increases in productivity, output and morale in general. Meanwhile, employees who communicate effectively with colleagues, managers and customers are always valuable assets to an organisation and it is a skill which can often set people apart from their competition when applying for jobs. As our targeted group consists of people who have completed their education (either high school or university) and have problems finding employment, we believe communication is crucial for them to succeed in interviews as well as to secure and keep their future jobs.

## SYMPTOMS FOR THE ROLE-PLAY

\*feel free to use this page as a cutout



Blurred vision	Vomiting	Depression
Chronical tiredness	Insomnia	Anxiety
Twisted ankle	Pain in finger	Eczema
Fever	Can't hear on one ear	Can't move neck
Back pain	Can't step on foot	Blocked nose
Swollen ankle	Stomachache	Broken finger
Migraine	Prescription	Broken leg
Heart attack	Pulled muscle	Tooth ache
Broken hand	Dislocated shoulder	Cut a finger

## NON-VERBAL COMMUNICATION

Interpersonal communication is much more than the explicit meaning of words, the information or message conveyed. The non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication.

### **Includes:**

- Facial expressions
- Posture
- Tone and pitch of the voice
- Gestures displayed through body language – body movements (kinetics)
- Physical distance between the communicators – personal space (proxemics)

### **Non-verbal communication helps people to:**

- Reinforce or modify what is said in words (e.g. nodding when agreeing with someone/something)
- Convey information about their emotional state
- Define or reinforce the relationship between people
- Provide feedback to the other person
- Regulate the flow of communication (e.g. signaling to others they finished speaking)

### **Examples of effective non-verbal communication:**

- Avoid slouching. Sit with your back straight up against the chair or lean slightly forward to convey engagement.
- Steer clear of smiles or laughter when messages are serious.
- Display some animation with hands and facial expressions to project a dynamic presence. (But, in general, avoid talking with your hands excessively, which can appear unprofessional and unpolished.)
- Don't bring your phone, a drink, or anything else to an interview or meeting that could distract you.
- Don't interrupt your interviewer.
- Eliminate fidgeting and shaking of limbs.
- Establish frequent but not continuous or piercing eye contact with interviewers.
- Focus on the conversation.
- In a group interview, shift eye contact to the various speakers.
- Introduce yourself with a smile and a firm handshake. Be sure that your palms are dry.
- Keep your hands away from the face and hair.
- Lean slightly forward to indicate interest.
- Listen carefully, and do not interrupt.
- Maintain open arms – folded arms can convey defensiveness.
- Modulate your vocal tone to express excitement and punctuate key points.
- Nod to demonstrate understanding.
- Observe the reaction of others to your statements.
- Pay attention to the conversation.
- Read the nonverbal signals of others – provide clarification if they look confused, and wrap up if they have heard enough.
- Refrain from forced laughter in response to humour.
- Avoid looking at the clock, your phone, or displaying any other signs of disinterest.
- Respect the amount of personal space preferred by your communication partners.
- Rotate eye contact to various speakers in group interviewing or networking situations.
- Shake hands firmly without excessive force.
- Show that you're interested in what the interviewer is telling you.
- Smile to indicate that you are amused or pleased with a communication.
- Stay calm even when you're nervous.
- Steer clear of monotone delivery
- Wait until the person is done talking to respond

Effective verbal communication skills include more than just talking. Verbal communication encompasses both how you deliver messages and how you receive them. Communication is a soft skill and it's one that is important to every employer.

Effective verbal or spoken communication is dependent on a number of factors and cannot be fully isolated from other important interpersonal skills such as non-verbal communication, listening skills and clarification. Clarity of speech, remaining calm and focused, being polite and following some basic rules of etiquette will all aid the process of verbal communication.

### Examples of effective verbal communication:

- Advising others regarding an appropriate course of action
- Announcing clearly
- Anticipating the concerns of others
- Asking for clarification
- Asking open-ended questions to stimulate dialogue
- Assertiveness
- Calming an agitated customer by recognizing and responding to their complaints
- Conveying feedback in a constructive manner emphasizing specific, changeable behaviours
- Conveying messages concisely
- Disciplining employees in a direct and respectful manner
- Emphasizing benefits of a product, service or proposal to persuade an individual or group
- Encouraging reluctant group members to share input
- Explaining a difficult situation without getting angry
- Explaining that you need assistance
- Giving credit to others
- Introducing the focus of a topic at the beginning of a presentation or interaction
- Paraphrasing to show understanding
- Planning communications prior to delivery
- Posing probing questions to elicit more detail about specific issues
- Projecting your voice to fill the room
- Providing concrete examples to illustrate points
- Receiving criticism without defensiveness
- Recognizing and countering objections
- Refraining from speaking too often or interrupting others
- Requesting feedback
- Restating important points towards the end of a talk
- Selecting language appropriate to the audience
- Showing an interest in others, asking about and recognizing their feelings
- Speaking calmly even when you're stressed
- Speaking at a moderate pace, not too fast or too slowly
- Speaking confidently but with modesty
- Stating your needs, wants or feelings without criticizing or blaming
- Summarizing key points made by other speakers
- Supporting statements with facts and evidence
- Tailoring messages to different audiences
- Telling stories to capture an audience
- Terminating staff
- Training others to carry out a task or role
- Using affirmative sounds and words like uh-huh, got you, I understand, for sure, I see, and yes to demonstrate understanding
- Using humour to engage an audience
- Utilizing self-disclosure to encourage sharing

# 2. Find Me

## SHORT OVERVIEW

Created for participants to get to know each other better by writing personal information about themselves while the participants from the rest of the group have their eyes closed.

DEVELOPED BY: BORA KURT (TURKIYE), MIHAJLO GAK (SERBIA), MELISA NAR (TURKIYE)



**Issues addressed:** Youth engagement and participation, Intercultural learning



**Target group:** Children and young adults



**Group size:** 10-20 people



**Time:** 75 minutes

Preparations 15 minutes

First stage: 20 minutes

Second stage: 20-25 minutes

Third stage: 25 minutes

Final stage 10 minutes

15 minutes of explanation

## AIMS AND OBJECTIVES

- Getting people to know each other through learning English
- Meeting new people in a deeper way

## LEARNING OUTCOMES

- Intuition skills, learning the English language, teamwork
- Making participants more comfortable with one another
- Breaking the language barrier by practicing the language

## Instructions:

1. For the first 5 minutes we get to know each other and then we explain the rules of the game. Divide people into 2 teams [The method of dividing doesn't matter - you could use counting in a new language] then each team must pick a name for themselves.

2. Identity Cards: Each person will prepare an identity card. This card should contain a drawing of that person and 2 statements about themselves. These will be 3 separate clues. In the first two games you receive statements and in the third game you receive a drawing. Facilitators will then collect these cards, put a number on every card, and cut them up into 3 separate clues. After every game each team will receive clues equal to the right answers.

3. Still divided into two teams, team number two will be receiving the notes, and the first team will be writing the notes. Every person from the first team will be paired up with another person from the second team, and they will receive the notes from their matched partner. The form in which the notes are supposed to be written in by the member of the first team are consisted of two sentences and the structure is the following: The first sentence should be describing their partner "You are/have/like \_\_\_\_\_", and the second themselves "You are/have/like \_\_\_\_\_". The team that receives the notes will have their eyes closed and reach out with their hand. The other team will hand over the notes to their dedicated partner. Then the team receiving the notes has to guess who their partner is. After the first round, the teams switch their tasks.

4. Everyone is supposed to write 3 personality traits that describe them on a piece of paper. They will take their papers and stick them to the wall so the other team can pick a single paper per participant. Then the teams will switch roles. Each team member of the second team will come to the wall to pick a single paper which has personality traits. After everyone gets their piece of paper, we will give them a few minutes to think about who could match with the paper's description. Each team member will write the number of the person they're thinking of. Remember that the numbers will be decided prior to this activity with the following method. Both teams will stand in a line facing the opposite team. Starting from the right side, numbers will be dedicated from 1 to the maximum number of participants. After everyone finishes their with their thought process, they will reveal their conclusion and if they get it correct, they receive one clue for each right answer.

5. The facilitators will prepare some word cards in advance. On these cards, an English word will be written according to the level of understanding English among the age group. However, the letters of this word will be scattered. Before starting the game, the facilitators will take the players out and hide these word cards in the classroom/working room or any outdoor place. Teams will try to find these cards by searching quickly. At the end of this part of the activity, if they guess the word written on the card correctly, they will receive 1 visual clue for each correct word.

6. The fourth game is the end game where you will have to decide which clues belong to which person. Both teams bring together all the clues they have collected. Teams discuss among themselves and make predictions by combining clues about the characters of the players on the opposing team. Remember that every person has 3 clues, and you can guess the person even if you don't have all 3 clues. The team with the most correct guesses wins the game.

## ACTIVITY IN PROGRESS



## TIPS FOR FACILITATORS

Be cautious when using this activity with younger children, since the point is to get to know each other better, and kids tend to be overly competitive so keep in mind that you should remind them of the goal of the activity.

## SPACE REQUIREMENTS AND TRAINING MATERIALS

- Boxes (5 or more)
- Sticky notes [or other color paper]
- Scissors
- Pencils [at least 1 per person]
- Regular A4 format paper

## DEBRIEFING QUESTIONS

- How did the identity card activity contribute to team bonding?
- What challenges did you face in the note-writing and guessing game?
- How did the personality traits exercise influence team dynamics?
- What role did teamwork play in the success of the word search activity?
- How did your team strategize in the final game, and what insights did you gain about the opposing team's members?

# 3. Soup of Words

## SHORT OVERVIEW

Through 3 different tasks during this session, we want to familiarize participants with the basic phrases used in the country where the project is taking place, using a different method of learning language we want to see the linguistic similarities between different nationalities and lastly, we want to learn about cultural differences that are not apparent at first sight.

DEVELOPED BY: AGNIESZKA TRYGAR (POLAND), KUTAY BAYCU (TÜRKIYE), NINA KELHAR (SLOVENIA)



**Issues addressed:** Cultural differences, Awareness of similarities and differences, Intercultural learning



**Target group:** Young adults between the ages of 20 and 30 years from any social or economic background.



**Group size:** 25-30 participants



**Time:** 90 minutes



1. Energizer [10 minutes]
2. Pre-activity [20 minutes group discussion + 10 minutes evaluation]
3. Main activity [5 minutes individual work + 30 minutes group sharing + 15 minutes reflection].

## LEARNING OUTCOMES

- New methods of learning languages
- The feeling of connection
- To boost the feeling of exploring languages
- To debunk myths about other nations
- Perceptions of the nation in the different light

## AIMS AND OBJECTIVES

- To improve the intercultural learning of participants by analyzing the similarities and differences between various cultures.
- To enable participants to be more connected with each other through language learning activities
- To raise awareness and provide knowledge to young people about different cultural elements.

# Instructions:

## ENERGIZER - MOOD SALAD

With this exercise, we want to teach participants basic phrases to introduce the national language of the country where the project is taking place. On the blackboard we write the following phrase in the national language: How are you? And we provide three answers and an opportunity to choose between good, bad and so-so.

The group forms a circle. One person stands in the middle, and points to any person and asks them "How are you?". The person asked has three possible answers: "Good", "Bad" and "So-so". If the answer is "So-so", nothing happens and the person in the middle looks for another person in the circle to pop the question again. If the answer is "Good", both the interviewer and interviewee switch places. If the answer is "Bad", all players switch places and the person who does not find a place stays in the middle and continues the game.

## PRE-ACTIVITY

The participants are divided into groups. In each group there must be only one participant per country. Each group will receive a paper with columns for their native country. Then everyone in the group will tell a short story in their native language. It can be long, short or even meaningless. Others will have to listen to the storyteller and stop him when they hear a word that sounds like a word in their native language [it doesn't need to be written the same] and then put it on paper (they should find min. 3. words that are similar).

Example: "Jak się masz" (how are you) in Polish sounds like "İyi akşamlar" (good evening) in Turkish. The word "Bok" in Slovenian means "hello", in Polish means "side" and in Turkish means "shit".

When each of the participants have already told the story and all the groups finish, we form a full circle and discuss the following questions:

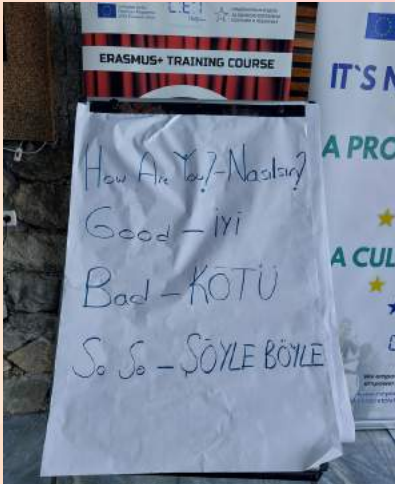
- What was the most interesting thing/word that you discovered?
- How did you feel when finding out the similarities in language?
- Do you feel more connected with the nation with whom you had a similar word?
- Are you more open now for discovering new things about this culture?
- Did you find this as a fun/new way to learn languages?

## ICEBERG MODEL

All participants sit in a circle. On the basis of iceberg model of culture, the participants individually write down on a piece of paper three examples from their country's culture, which can be found in the "deep culture" section, for example: religion, body language, traditions and so on. Then each of them presents their examples and the rest of the group listens to them and tries to determine whether there is something similar in their country.



## ACTIVITY IN PROGRESS



### TIPS FOR FACILITATORS

- Be energetic and encourage a positive atmosphere for participants to feel comfortable sharing and opening up about their culture. Explain that the environment is judgment-free and only respectful comments are allowed.
- Study the iceberg model so that you will present it correctly and be more confident answering further questions.

### SPACE REQUIREMENTS AND TRAINING MATERIALS

- Space requirements: big common area with chairs and a table that can be put aside.
- Training materials: paper, pens, markers, blackboard, projector, computer

### DEBRIEFING QUESTIONS

- How did you feel during this activity?
- Did you discover something new about other cultures?
- What was the most surprising information that you heard?
- Would you say there are any similarities between your culture and others?
- Why do you think your culture is or isn't connected with other cultures?
- Which custom (wedding, dance, food, dressing up), if any, would you like to experience from other cultures?
- Do you think it's important to respect each other's customs and why do you think that?

#### DOWNLOAD THE ICEBERG MODEL:

[HTTPS://BCCIE.BC.CA/WP-CONTENT/UPLOADS/2020/09/CULTURAL-ICEBERG.PDF](https://bccie.bc.ca/wp-content/uploads/2020/09/cultural-iceberg.pdf)



# 4. Social Issues of the Youth

## SHORT OVERVIEW

We want to show participants the different types of bullying and how to cope with them, respecting people, socializing without their phones and social media as well as communication without talking.

DEVELOPED BY: STEFANI IVANOVA (BULGARIA), ELA PETRA KIRIČ (SLOVENIA), NICHOLAS KREFT (SLOVENIA)



**Issues addressed:** Cyber bullying, Socializing without phones, Mental well-being



**Target group:** Young people, aged between the ages of 13 and 35, addicted to technology and social media and having communication problems.



**Group size:** 20-40 participants



**Time:** 120 minutes

## AIMS AND OBJECTIVES

- To make participants more aware and empathetic towards cyber-bullying through experiential learning activities
- To provide knowledge and first-hand examples of cyber bullying
- To reduce the usage of phones and propose different ways of communication between people, especially youth

## LEARNING OUTCOMES

- Changing the attitude about social differences
- Learning to respect differences
- Learning different types of non-verbal communication
- Raising awareness about cyber-bullying

# Instructions:

## PART 1: THE IMPACT OF BULLYING

1. Firstly we do an energizer. Sit in a circle facing in the middle, person A is walking outside of the circle and drops a “flag” at a random person B. Person A then needs to run around the circle and if person B catches them before they sit at B’s place, they are out of the game. Play this game for around 10 rounds.

2. Then we sit back and have a conversation and a brainstorming session introducing the main topic. We ask the participants what they think about cyber bullying. If they have examples or personal stories, they can share them with everyone just to get a little more familiar with the topic.

### 3. FIRST ACTIVITY

Everyone writes some mean words to an imaginary person that they have some traits in common in the form of bullying. Then each participant will have to stand up in front of everyone and read the letter out loud and say “I am” before the mean words. At the end we ask them how they felt during the exercise.

### 4. SECOND ACTIVITY

Divide the participants into 5 groups and give each group a different topic. The topics are sexual orientation, physical appearance/body insecurities, religion, financial status and nationality. They are going to discuss given topics and write 5 positive things/compliments about that topic.

## PART 2: NO PHONES, NO TALKING, JUST GRATITUDE

5. Then we are doing the second energizer, preferably outside. Get the participants in a circle and pick one person who is going to choose and describe another person from the group in mime. The one who guesses which person is being described is the next one who describes.

### 6. THIRD ACTIVITY

When participants come back inside from the energizer make sure to put the signs: NO TALKING and NO PHONES on a visible place so they will be a bit confused. Prepare a calm music, playing and hug corner. They can’t ask any questions. We show them the Erasmus+ family tree on which their task is to draw themselves. After some time we play the following YouTube video “An experiment in gratitude” <https://www.youtube.com/watch?v=oHv6vTKD6lg>, in which they can see people writing letters for their loved ones and calling them. After the video they will have to do the same thing.

7. After that, conclude everything and end the presentation.

## ACTIVITY IN PROGRESS



## TIPS FOR FACILITATORS

Be clear, fast, understandable without necessary words. As you work on topic such as bullying that can be very delicate and emotional, the debriefing is the most important part of your activity.

## SPACE REQUIREMENTS AND TRAINING MATERIALS

- Inside and outside spaces,
- Sticky notes, pieces of paper,
- Markers and pens,
- TV/computer

## DEBRIEFING QUESTIONS

- How did you feel about bullying yourself?
- Were you ever a bully or being bullied, how did it feel to be on both sides of the spectrum?
- Are you addicted to social media?
- Was it hard to communicate without talking?
- Do you often show gratitude towards your loved ones?

# 5. What YOU Don't See

## SHORT OVERVIEW

Understanding the problems and difficulties that certain social groups face while seeking employment, through group learning and teamwork.

DEVELOPED BY:  
EKATERINA KUZMANOSKA (NORTH MACEDONIA), PRZEMEK LEGUCKI (POLAND), RALUCA PARASCHIVESCU (ROMANIA)



**Issues addressed:** Social issues, Perspectives, Privileges. Awareness



**Target group:** 18 to 19 years old (high schoolers participating in a normal school program with a good economic background and of a less diverse neighborhood)



**Group size:** 25 participants



**Time:** 90 minutes

## AIMS AND OBJECTIVES

The activity's main aim is to understand the struggles that different groups of society face, to combat discrimination in the workforce and create inclusion of certain groups in everyday society.

- To create a safe space for open discussions and group learning between participants through the use of non-formal education
- To acquire more information and discuss the struggles and problems of young people through teamwork and collaboration
- To develop the social and cultural awareness competencies of young people

## LEARNING OUTCOMES

Learn how to be understanding to different sorts of groups by using the competences they acquired. Most notably social competence (active listening, respect, leadership, conflict resolution, communication) will be improved. Very important in expanding their thinking by expanding on their cultural understanding like embracing diversity, identifying unconscious biases, understanding social norms of different cultures, listening to their perspectives and more. Most importantly of all, learning how to recognize injustice and how to battle it.

# Instructions:

## STEP BY STEP: WHAT YOU DONT SEE!

1. Starting with an energiser where the group forms a circle and they are given a ball. Then a song plays and they pass the ball around, until the song stops and the person that has the ball has to tell a joke. (5 min)

2. Explaining the aim of the activity and explaining the activity itself:

Explain that this activity has an aim to battle different sorts of prejudices people face in the workforce on daily bases. Continuing the topic, it is important to ask ourselves how we can be more aware of this happening, how can we battle this injustice, why is it important to be aware and how common it is. Ask the right questions - to get the right answers.

- Why are these people facing this sort of oppression?
- What are these people struggling with in this area?
- How big is this issue in their group of people and how much is it affecting them?
- Are they facing prejudice from a systemic standpoint?
- Are they facing stereotypes on a daily basis?

While presenting, also answer these questions: How did you feel? Was information easily available? Is the problem systemic? How often does this problem occur in these societies?

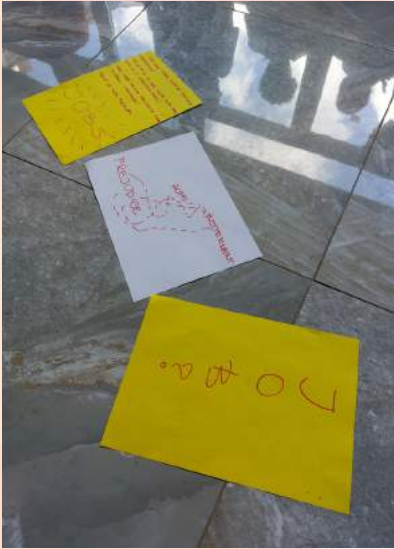
3. Separating the participants into groups of 5 people. Each group is given a group in society that struggles with employment. (Example: based on color of the skin, women, people with disabilities, people from disadvantaged places, people who have been incarcerated). (5 min)

4. All groups have to have a discussion about their given groups of people in order for them to present their struggles in applying for a job. Why are these people facing this sort of oppression? What are these people struggling in this area? How big is this issue in their group of people and how much is it affecting them? Are they facing prejudice from a systemic standpoint? Are they facing stereotypes on a daily basis? etc. (35 min)

5. Presentation done by each group by answering some of the questions, explaining the problem of their given group, understanding the history and root of this problem and more... (15 min)

6. Debriefing and discussing how much they have learned on this topic of social issues and the discrimination of certain groups, as well as how their perspective changes? (20 min)

## ACTIVITY IN PROGRESS



## TIPS FOR FACILITATORS

Watch movies, documentaries or/and videos about social injustice, employment rates, political views of youth. Here are some recommendations:

- Hidden Figures (movie)
- 9 to 5 (movie)
- Sorry to bother you (movie)
- Crip Camp (documentary)
- I am Sam (movie)

Interact with the groups while they are preparing their presentation

## DEBRIEFING QUESTIONS

- How did the activity make them feel?
- What was the most shocking information?
- How did you feel to be part of that group for a while?
- Did your perspective surrounding this topic change?
- What are your plans for future betterment of this situation?
- How likely is it, in the future, for this problem to change ?
- Is there any current progress in changing the narrative of this problem?
- With the 'like' signs ,each of the participants will say how much they liked the activity?

## SPACE REQUIREMENTS AND TRAINING MATERIALS

- A work room
- Flipcharts
- Markers and pens
- A small ball

# 6. Take a Step Forward or Back

## SHORT OVERVIEW

This activity is all about discrimination and how different people of various social backgrounds find themselves in modern society. The idea is to represent the gap of opportunities people are given throughout their lives based on their appearance, gender, social status, job position or family wealth.

DEVELOPED BY: EMMANOUIL TZIAMPOURAS (GREECE), MONIKA HAPAINA (ROMANIA), ALEKSANDAR DZHABARSKI (BULGARIA)



**Issues addressed:** Discrimination, Social inclusion, Minority issues



**Target group:** Young people between the ages of 15 and 35



**Group size:** 20-25 participants



**Time:** 60 minutes

## LEARNING OUTCOMES

- Gaining knowledge on the topic of discrimination,
- Expressing sensitivity about the differences between people,
- Developing consciousness about all social backgrounds,
- Achieving the ability and freedom to talk about this problem without fear
- Changing the attitude regarding minorities

## AIMS AND OBJECTIVES

The aim is for people that take part in this activity to understand how people from different backgrounds have different opportunities in life and how this discrimination can affect them in other social fields.



## Instructions:

### TAKE A STEP FORWARD OR BACK

1. Before the activity starts, the facilitators must prepare 20 papers describing characters of different social backgrounds on them. Or they can just use the handout we prepared down in the appendix part.
2. Facilitators also must prepare a list of 20 statements. **Example:** I am able to have three healthy meals per day.
3. The facilitators hand out a piece of paper to each participant with a character on it. Everyone must act and base their life around the character they receive. After all participants have their characters and get into role, they will stand in a straight line so that everyone has the same starting point.
4. The facilitators start reading the statements one by one. For each statement that has been read the participants either take a step forward if the statement is true for their character or they take a step back if the statement isn't true. Little by little the participants will be spread differently, making it clear how people with better lives and more opportunities stand out from the ones that don't have them.
5. The activity ends when all the statements have been read or the facilitators think that they have read enough to have a proper and deep conversation after that.

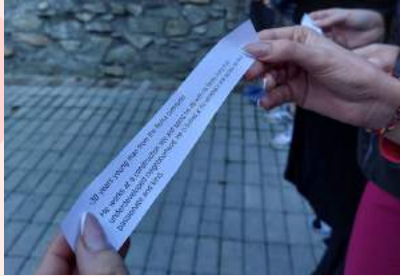
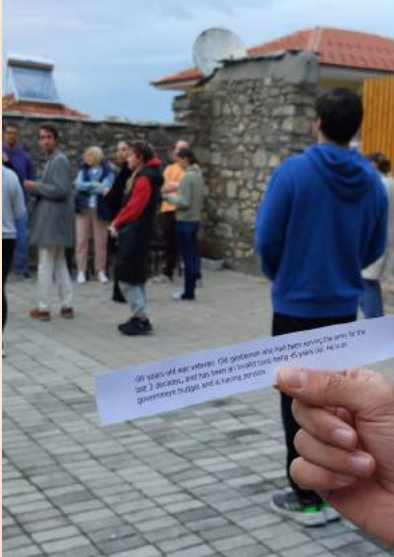
### EXTENSIVE DEBRIEFING

After the activity is over the facilitators ask the participants to take a moment and look where they are standing in comparison to the others and how this makes them feel. After taking some time to empathize everybody sits in a circle and the conversation and debriefing of the game starts.

The last part of this activity is answering the questions from the point of view of each participant's appointed character, except the first one that is personal. (Questions 2-5)

1. How was the game for you?
2. What were your feelings after the activity from the point of view of the role you played?
3. Was it easy for you or not to be in this situation?
4. Do you believe that it was fair for you that others were in a better or worse situation than you?
5. Do you believe that discrimination is a serious problem in today's society?

## ACTIVITY IN PROGRESS



## TIPS FOR FACILITATORS

Because the topic of discrimination can get very sensitive, during the debriefing be careful not to offend anybody and monitor the situation carefully, so it doesn't get out of hand.

## SPACE REQUIREMENTS AND TRAINING MATERIALS

**Space requirements:** Large space so the participants can walk back and forth without any problems.

**Training materials:**

- 20 small pieces of paper with written characters
- The handout with the written statements
- Pens and markers

## DEBRIEFING QUESTIONS

The debriefing in this activity is more complex and can be considered a part of the activity. That's why the questions are added to the previous page. Discrimination is a very sensitive topic to raise, especially when you are putting participants in the shoes of someone less fortunate or someone excessively rich. Visually looking at the gap between people and transferring that into real life situations can be quite overwhelming and eye opening. So encouraging participants to talk about the problem in hand is a crucial part of this, that's why the debriefing might take as much time as the actual activity. Have in mind to hear out everyone and be considerate :)

## Appendix: Character Cards



### **37-year-old woman that has a stable job**

She works a regular 9 to 5 job in an office with health care. Lives in a big city and has a lot of friends. Goes to drinks every Friday with her coworkers. She is unhappily married but has 2 children, so she doesn't want to get a divorce for their sake.

### **6-year-old blind kid**

He faces difficulties at the local school since it's not equipped with all the needed supplies so he can learn as well as other kids. He's parents and friends are supportive.

### **27-year-old nurse**

Registered Nurse in a busy hospital. Renting an apartment near the hospital for convenience. Irregular shifts, often working night hours to afford rent. Recently divorced from an alcoholic ex husband, left alone with 2 kids.

### **21-year-old youth worker**

LGBTQ+ Rights Advocate. Fights against discrimination, providing resources for marginalized communities. Lives together with his boyfriend and a pet cat. His parents do not support his life decisions.

### **30-year-old Spanish refugee**

Part-time cleaning staff. Lives in a shelter for survivors of domestic violence. Escaped an abusive marriage, currently divorced. Struggling with trauma, courageously working towards healing and independence.

### **28-year-old undocumented Immigrant**

Day laborer, working odd jobs under the table. Lives in a cramped apartment with other undocumented individuals. Fearful of deportation, navigating life in the shadows. Single, hesitant to form deep connections. Facing discrimination and constant anxiety about immigration status.

### **23-year-old man living in the countryside**

He wants to find a job but can't because he belongs to a different ethnicity. Despite difficulties, he's determined to break through stereotypes and find work.

**16-year-old young girl from Ukraine**

She escaped the war one month ago, lives with her mother at the moment. She doesn't have a job or proper education; Her mother is looking for a job.

**50-year-old millionaire**

Old gentleman from Dallas, Texas. He has been on his peak of finances for years. He has his own company for microchips that are being used for food processing in terms to keep the quality.

**90-year-old war veteran**

Old gentleman who had been serving the army for the last 3 decades and has been an invalid since being 45 years old. He is on government budget and is having a nice pension.

**16-year-old boy**

He is studying in a local high school. Outside of school he works a part time job and helps his family. He is very well mannered but does not have enough finances to travel abroad.

**30-year-old young man from the Roma community**

He works at a construction site and spend his life with his family living in an underdeveloped neighborhood. He is bullied at his workplace and society, but he is passionate and kind.

**25-year-old Parisian girl**

She is born at the rich neighborhood of Paris. She is studying at Sorbonne and works part time job in a local bakery. She travels annually to other European countries, and in Asia.

**30-year-old young women fighting obesity**

She is born at Cologne, Germany. She recently found out that she has a disease regarding her body's ability to process food. She is on strict diet and works as an accountant.

**21-year-old climate activist from Norway**

He is born in Stavanger. Since the age of 15, he has been involved in many climate actions like cleaning the city, raising awareness through designing posters and reusable energy debates. He works at the municipality as a councilor.

**40-year-old homeless woman in London**

She has been born in a poor family, but due to her disability, she has been living in Thames subway near the river basin. She is constantly begging for money and clothes.

**48-year-old gym teacher**

She has been a teacher in Miloveni, Romania. She teaches music to minors in school. She is very exhausted from her job, but she is passionate and kind.

**16-year-old watermelon seller**

He is born in Kolkata, India and helps his family selling seeds, nuts, and watermelons at local slum. He dreams of becoming a singer.

**20-year-old son who refuses of becoming a sumo fighter**

He is born in Sapporo, northern Japan. His family members have been sumo fighters for generations. It's a family tradition, he otherwise dreams of having his own company that produces video games.

**22-year-old single mother of 2 working in a fast-food chain**

Juggling work and raising two kids, this mom works in a fast-food place. She's dedicated to providing for her family, handling the challenges life throws at her.

**19-year-old high school student in his last year**

Eagerly awaiting graduation dreams of studying architecture. After school, the plan is to move to Asia, exploring new horizons.

**23-year-old man living in the countryside**

He wants to find a job but can't because he belongs to a different ethnicity. Despite difficulties, he's determined to break through stereotypes and find work.

**80-year-old man with amnesia**

Almost all of his relatives are dead. He has one son living abroad and he rarely visits. This man lives alone in a small apartment, and his emergency contact is his nurse.

**43-year-old multi-millionaire**

Currently at his prime income, he inherited the company from his father and works remote hours from his house, he manages the business, travels often, and goes on retreats. He's single with no children.

# 7. The Art of the Red Nose

## SHORT OVERVIEW

Created to improve social interaction using clowning methods for voice and body language by series of exercises that show how to deal with failures using humor.

### DEVELOPED BY:

OFELIA BOERESCU (ROMANIA), ALIKI RAFAELA PANAGIOTOPOULOU (GREECE), NEMANJA APOSTOLOVIC (SERBIA)



**Issues addressed:** Self-expression using voice and body through clowning methods, Dealing with failure and learning to use it as a tool



**Target group:** Suitable for EVERYONE, preferably young adults between the ages of 13 and 30



**Group size:** 10-20 people



**Time:** 120 minutes

## AIMS AND OBJECTIVES

The aim is that **people who are participating in these exercises improve their social interactions**. The idea is that a person becomes more comfortable doing silly (clowning) movements and voices for themselves and to apply that in various social interactions. The idea besides that is to promote that while using humor with clowning movements and voices we improve mental health in daily life situations instead of going through tough situations seriously, which can sometimes damage our mental health.

## LEARNING OUTCOMES

The participants will learn the skill of using body language and vocal abilities for performing clowning activities, which purpose is to give comfort while doing "silly" things to reduce negative effects on individuals after failing. Participants will also get more comfortable by doing exaggerated body movements and exaggerated voices.

# Instructions:

## THE ART OF CLOWNING: STEP BY STEP

1. Introductions of facilitators to the participants, explaining the purpose of the workshop - which is the **improvement of comfortability in social interactions and embracing their inner child**. The facilitators also explain that there will be two safe people in each corner during the whole workshop to provide support to any of the participants that feels uncomfortable or unwell during the whole process.

2. **Opening Energizer:** With instrumental music playing in the background, participants are guided by one of the facilitators to walk freely through the room, in their own pace, taking some time for themselves to listen to their breathing and think about the activities of their day so far and become present in their bodies in this moment. After that, they make eye contact while walking (the pace might change) with the other participants, after 3 - 5 minutes, the facilitator guides participants to stop with the person they lastly made eye contact with. The facilitator gives instructions to observe person in front of them (hair, cloths, etc.) and instructs them to perform a gesture on them (make handshake, give a hug, etc.) or say something nice they have noticed about them. These actions should be repeated 4 to 5 times.

3. **Brainstorming:** Facilitators make a brainstorming session with the participants about what a clown represents with the help of a drawing made on the board and around it everyone writes their ideas. After that, the facilitators explain that the main thing that makes a clown, a clown, is failure. A clown is always searching for failure, he never succeeds. This brainstorming is followed by another brainstorming about failure.

4. **Choir of Nonsense:** The group gets into a circle, and they focus on the group facilitator who is the conductor of the choir. The conductor is whispering a gibberish word, and the rest of the choir should copy it. When the conductor says, "nonsense choir", every single one of the participants starts singing in their own gibberish. And again, when the conductor raises their hand, the participants return to the gibberish word of the conductor. This goes on and, more exaggerated every time.

5. **Clown Expressions:** The facilitator tells 4 - 5 participants it's time to sit in front of the audience. The facilitator is clapping, and each time the participants hear a clap, they must make a different facial expression. When the facilitator says stop, the participants keep the expression they have on their face. The facilitator and the audience are asking questions that they have to answer with their facial mask on, without changing it. This gets repeated 3 - 4 times with each group.

6. **The Forbidden Chair:** Each time 3 - 4 participants get on stage. The g facilitator comes in front of each of them and asks for them to pick a facial expression with a different voice when the facilitator claps his hands. There's a chair on this stage and they have, as a team, to improvise ways to sit on a chair, but they never succeed. The l facilitator to make things more interesting can change the situation of the chair, for example they might say that the chair is burning etc. or that all of them have to sit on the chair. The point of this exercise is for them to explore all the different ways the participants can interact with an object and with others!

## CONTINUING...

7. **Personal Failure:** The group is separated into two groups. Half of them are audience and half of them are on the stage. The facilitator comes in front of each of them and asks for them to pick a facial expression with a different voice when the leader claps his hands. They find a place in the room, and they need to decide a task they want to do, but every time they try to do it, they fail. (for example, they can try to touch the ceiling, try to touch the sky, to move the wall, to fly, etc.) After some minutes that they perform their failures simultaneously, the audience has to guess what each of the participants tried to do. This could also be done in pairs.

8. **Improvisation in Pairs:** For the start, the facilitator pairs up the participants so that everyone knows who their partner is. Each pair gets from a box a piece of paper that leads the duo to what they are going to perform. For example - Frankenstein and his monster, hypnotist and his patient, two people meditating, Romeo and Juliet, Cowboy and his horse, etc. The facilitator asks each of them to pick a facial expression with a different voice when the facilitator claps their hands. Pairs perform one by one for approximately 3 minutes.

## ACTIVITY IN PROGRESS





## DEBRIEFING QUESTIONS

After each and every activity, the participants are asked briefly how they are feeling, just to make sure we can continue to the next part with everyone feeling comfortable and safe, or to make any necessary changes for the next part.

### After every activity, the questions might be:

- How do you feel?
- Show us how you feel by making a gesture.
- How did you like the exercise?
- Did something happen that made you uncomfortable?

After the workshop ends, everyone sits in a circle, and everyone evaluates the whole process by sharing with us how did they felt at the start and how they feel now at the end. After hearing participants opinions and discussing about them, facilitators explain that the whole idea of exaggerating things and being silly is to show that when failure happens, it can be taken seriously and do even more damage to a person, or take it through humor and feel better, calm and to be in the healthy and active state, which is beneficial for health.

## ACTIVITY IN PROGRESS



## TIPS FOR FACILITATORS

- Remind participants from time to time that there are “safe people” in the room which they can talk to at any time they feel uncomfortable or unwell.
- At the start of the workshop, make sure that participants are feeling comfortable with physical contact (always with respect).
- Remind people to have fun and not to have pressure over anything.
- It would be preferable if the participants wore comfortable clothes for them to move more easily.

## SPACE REQUIREMENTS AND TRAINING MATERIALS

**Space requirements:** Large space (preferably indoors) so the participants can walk and perform freely.

### Training materials:

- 1 chair
  - 1 white board
  - Red noses for participants
- (preferably made from paper, otherwise, made of anything)

# 8. Drama for Change

## SHORT OVERVIEW

This activity is designed to encourage participants to explore and address social issues through the medium of theater. It begins with an energetic dodgeball game, followed by a brainstorming session to identify and understand common social issues. Participants then work in small teams to prepare short plays highlighting specific social issues. These plays are presented and reenacted with the audience stepping in to suggest and act out alternative solutions, emphasizing the importance of creative problem-solving and empathy. The activity concludes with a group discussion to evaluate the effectiveness of the presented solutions and to encourage reflection on the role of individuals, particularly youth, in addressing social issues.

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**Issues addressed:** Social issues, Problem recognition, Problem solving



**Target group:** EVERYONE, preferably people coming from different backgrounds [countries/regions/nationality/age]. It will be most impactful for people facing many social issues.



**Group size:** 20-30 people



**Time:** 90 minutes

## AIMS AND OBJECTIVES

- To present different approaches of problem solving to young people through theater
- To increase awareness and understanding of various social issues existing in the community or society,
- To promote teamwork, collaboration, and creative problem-solving skills among the participants.
- To highlight the importance of effective communication and active listening in addressing complex social issue
- Identify and articulate common social issues prevalent in the community or society,
- Collaborate in teams to create short theatrical representations of specific social issues,
- Engage in active participation and empathetic understanding during the audience intervention phase to suggest and enact potential solutions to the depicted social issues.

## LEARNING OUTCOMES

Participants will improve their understanding of social issues and recognition of different social issues existing in the world. They will have a chance to step into a role they have never been in before and try to find the solution for specific issues. They will look at the issues from different perspectives and have a chance to understand them better.

# Instructions:

## ENERGIZER - DODGE BALL

Split the participants into 2 teams [use the counting in a different language technique]. Put the groups in opposite lines, facing one another. In the middle create a half-line [do it with tape, a rope or any requisite you can find]. The goal is to throw the ball and hit someone from the other team. If the person is hit, then this person is eliminated from the game and this team continues the game. If the person catches the ball, the person can continue the game. The game is finished when one team is eliminated and has no players left. The rule is that the team members must stay on their half of the court. Preferably, this energizer should be played outside where there is more space.

## THEATER OF THE OPRESSED

### I ] BRAINSTORMING - DIFFERENT SOCIAL ISSUES AND REASONS [15 MIN]

Create a circle and sit together with the participants. Ask them questions to understand the social issues and why they exist. Together with participants create a short list of most common social issues existing in their society. Use the following questions to simplify the process:

- What does the social issue mean?
- Why the social issues exist?
- What are the most common social issues you know?

### II ] SMALL TEAMS GROUP WORK - PREPARING A SHORT THEATER [10 MIN]

Split the group into smaller teams [4-5 people]. Their task is to prepare a short play (30-60 seconds) which shows exactly one of the social issues mentioned during the brainstorming session and the impact on certain situations. Give participants 5-10 minutes to sit in a team and prepare a drama. As a facilitator go and check with the teams if they need any advice.

### III ] THEATER OF THE OPRESSED [40 MIN]

Change the chairs set-up to the theater set-up. Ask/give them a little time to prepare the set-up. Each of the teams is presenting their drama. Then, they are presenting it again, but the audience can at any moment step in and replace one of the characters and change the scenario. They should change the scenario to solve this problem/issue. This can be done multiple times to see different methods to solve this issue.

### IV ] SUMMARY - BRAINSTORMING - EVALUATING [10 MIN]

After each of the teams is presented, you come back to the big circle and start the evaluation. Ask the debriefing questions [below].

## ACTIVITY IN PROGRESS



## TIPS FOR FACILITATORS

- control the time
- when participants work in smaller groups check more often if they need any support with the task
- follow the plan but be ready to improvise

## DEBRIEFING QUESTIONS

- Do you think social issues should exist or should we fight them?
- Do you think social issues can be solved?
- Do you think youth can have an influence on this? (can solve issues?)
- Do you think it is important/worth to raise the issues and try to solve them?

## SPACE REQUIREMENTS AND TRAINING MATERIALS

- outside space for dodgeball
- soft ball
- large space for the group to sit together in a circle,
- chair for each participant
- flipchart and a marker



# Toolbox of Non-formal Learning Activities

FOR ENHANCING YOUTH ENGAGEMENT



This Toolbox of non-formal learning activities and methods is created as a result of the intensive work by participants and trainer's team during the Training course "2023 TC Comedy as a Tool - Enhancing Youth Engagement through Humor" (2023-1-MK01-KA153-YOU-000147709), organised with the support of the Erasmus+ programme and granted by the Macedonian National Agency for European educational programmes and mobility.

The project is funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency for European educational programmes and mobility. Neither the European Union nor the granting authority can be held responsible for them.