

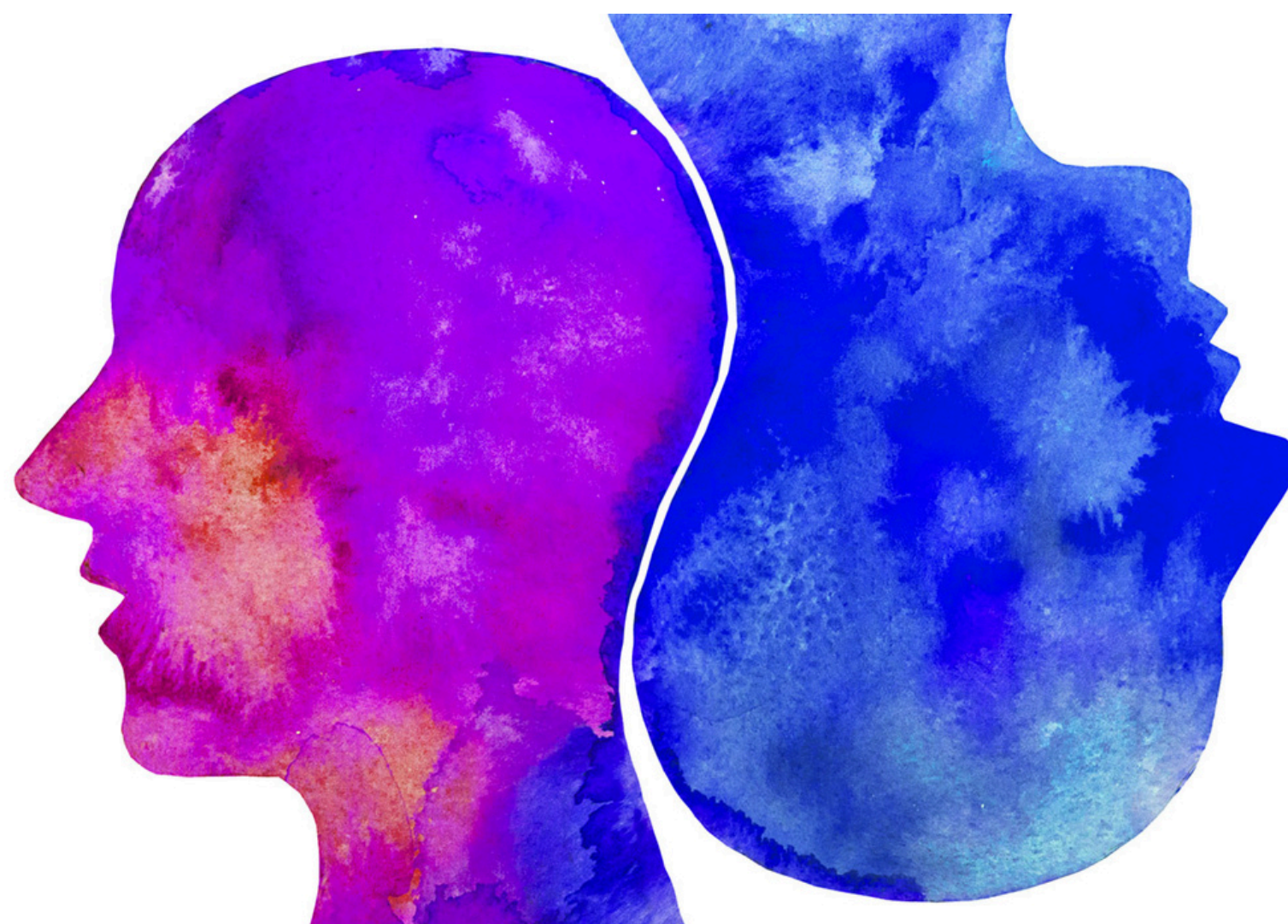


Co-funded by  
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HANDBOOK

# EMOTIONAL INTELLIGENCE IN YOUTH WORK



Created during  
Erasmus+ Training Course  
"E-QUALITY –  
Emotional QUotient And LITeracy in Youth work"

*Abovyan, Armenia, 6-15 July 2024*

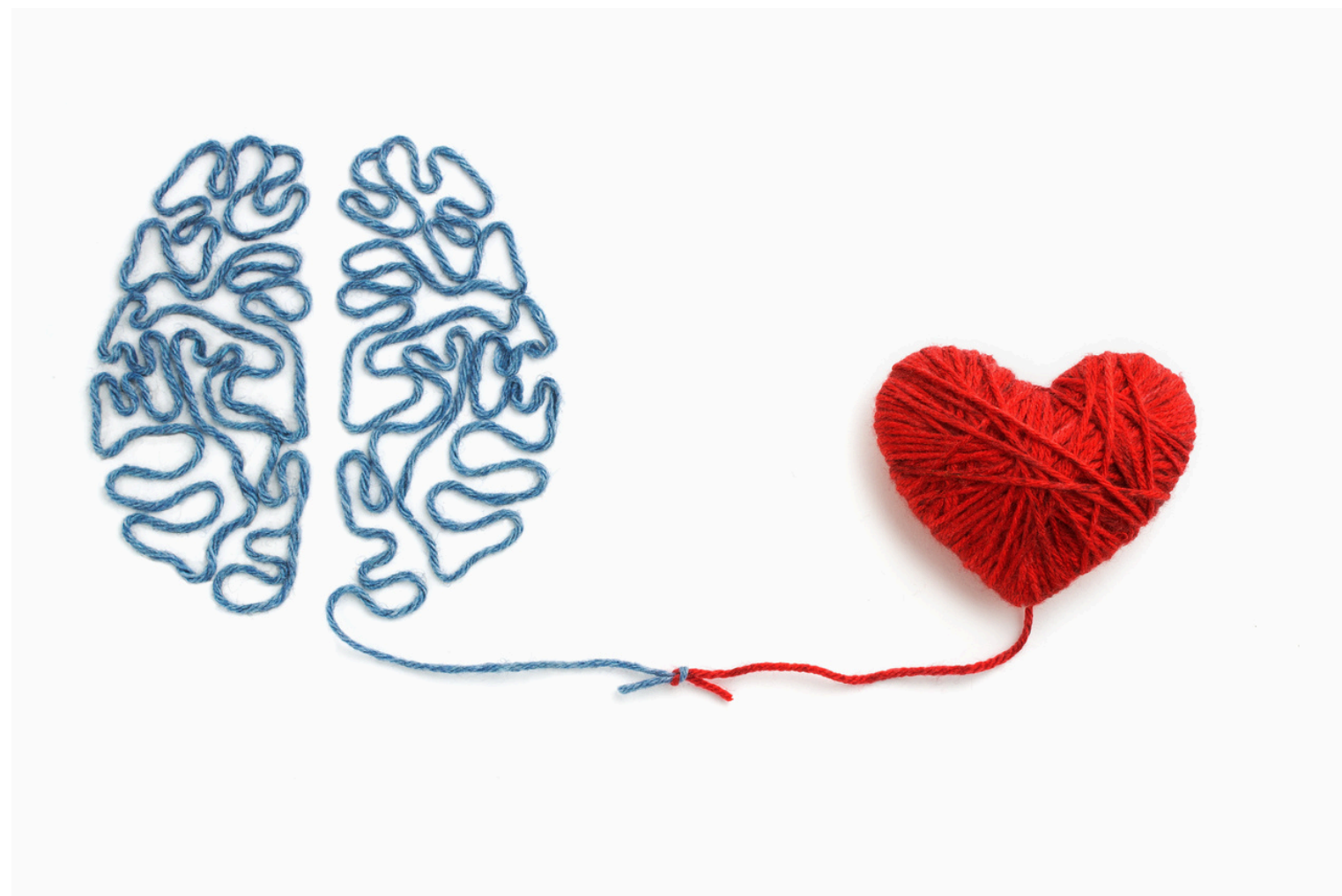
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# INTRODUCTION.

Welcome to our Handbook on Emotional Intelligence in youth work, a vital resource for youth and social workers, as well as young leaders. It was created by 46 youth workers across all the European countries during the training course, co-funded by the Erasmus+ Programme of the European Union, “E-QUALITY - Emotional QUotient And LITeracy in Youth work” in Armenia from 06.07.24-15.07.24.

Emotional intelligence (EI) plays a crucial role in understanding and managing emotions, fostering empathy, and building strong, supportive relationships. This handbook offers insights into the principles of EI and practical strategies and exercises to apply them in your daily work. Whether you are guiding young people or leading community initiatives, this guide will empower you to create positive, lasting impacts through Emotional Intelligence. Let’s embark on this journey to enhance our ability to connect, support, and lead with empathy!



# WHAT IS EMOTIONAL INTELLIGENCE?

Emotional Intelligence (EI) or Emotional Quotient (EQ) is the ability to recognize, understand, manage, and effectively utilize emotions in oneself and others. According to Daniel Goleman's EQ model, Emotional Intelligence is composed of the four main domains, and each domain has the connected competencies\*.

The **four domains** are:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management

Under the four domains mentioned above, there are **twelve competencies**:

- Emotional Self-Awareness
- Emotional Self-Control
- Adaptability
- Achievement Orientation
- Positive Outlook
- Empathy
- Organizational Awareness
- Influence
- Coach and Mentor
- Conflict Management
- Teamwork
- Inspirational Leadership



\*<https://danielgolemanemotionalintelligence.com/ei-overview-the-four-domains-and-twelve-competencies/>

# WARM UP: EMOTIONAL CIRCLE.

**Aim:** To develop emotional expression; to emotionally connect with the group; to express the accumulated emotions/share your current emotional state and get relief from the emotional tension; to see your emotions from aside.

**Number of participants:** 3-12 (in the bigger groups, for this activity, divide the entire group in two or more smaller groups).

**Duration:** 5-15 minutes (depending on the size of the group and quantity of “emotional circles”).

**Materials:** None.

**Description:** This is the warm up exercise from the Playback Theatre practice to develop emotional expression; to emotionally connect with the group; to express the accumulated emotions/share your current emotional state and get relief from the emotional tension; to see your emotions from aside.

**Instructions:** In mini-group(s) of 3-12 people, participants are standing in circle(s). One of the participants in a circle makes a step inside and shows any emotion (better to refer to emotions he really feels now or felt recently to show it honestly), then steps back in the circle. After that, all the rest of participants make a step inside the circle and repeat the shown emotion, trying to be precise, then make a step back to their places. Then the next participant steps inside and shows his emotion, steps back on his place, the rest of participants step inside and repeat this emotion, step outside to their places, and so on until the circle is completed. Make one more circle of emotions, if you feel the participants are not warmed-up enough.

**Reflection in the learning community:** It is a warm up exercise, there is not much need in the debriefing on it, however, you may ask the participants for a short feedback:

- How did you feel during this activity?
- Was it complicated/easy for you to express yourself?
- Was it helpful for you to see your emotion from aside, performed by others?
- What did you learn during this activity?

**Tips for facilitators:** It is important that the participants follow the “ritual” of stepping into a role, when one expresses his emotion or other express someone’s emotion being shown, and then stepping out of a role, when the emotion has been expressed. In this way, we can ensure the psychological safety of the “actors” - that they are not “stuck” in their own or one’s own emotional state.

# WARM UP: REPERTOIR OF EMOTIONAL EXPRESSION.

**Aim:** To develop emotional expression; to enrich the repertoire of emotional expression; to emotionally connect with the group; to see different ways to express similar or same emotions.

**Number of participants:** 3-12 (in the bigger groups, for this activity, divide the entire group in two or more smaller groups).

**Duration:** 15-30 minutes (depending on the size of the group and quantity of “emotional circles”).

**Materials:** None.

**Description:** This is the warm up exercise from the Playback Theatre practice to develop emotional expression; to enrich the repertoire of emotional expression; to emotionally connect with the group; to see different ways to express similar or same emotions.

**Instructions:** In mini-group(s) of 3-12 people, participants are standing in circle(s). One of the participants in a circle announces any emotion. After that, all the rest of participants one by one in a turn make a step inside the circle and show the announced emotion, but each time doing it differently than it was done before them, afterwards step back to their places in a circle. Then the next participant announces another emotion, the rest of participants one by one in a turn make a step inside the circle and show the announced emotion, each time doing it differently, and step back to their places in a circle, and so on until the circle is completed. Make one more circle of emotions, but this time add some limitations: e.g., express it only with your voice, show it only with your face, show it only with your hands, etc.

**Reflection in the learning community:** It is a warm up exercise, there is not much need in the debriefing on it, however, you may ask the participants for a short feedback:

- How did you feel during this activity?
- Was it complicated/easy for you to find different ways to express similar/same emotions?
- Did you find out the new ways of expression of certain emotions? How can you apply it to your youth work/life?
- What did you learn during this activity?

**Tips for facilitators:** It is important that the participants follow the “ritual” of stepping into a role, when one expresses the emotion, and then stepping out of a role, when the emotion has been expressed. In this way, we can ensure the psychological safety of the “actors” - that they are not “stuck” in their own or one’s own emotional state.

# WARM UP: THE METAPHOR.

**Aim:** To develop emotional and bodily connection between the participants in the group; to develop spontaneity, spontaneous self-expression; consequently, to develop self-awareness, social awareness and relationship management.

**Number of participants:** 3-12 (in the bigger groups, for this activity, divide the entire group in two or more smaller groups).

**Duration:** 5-20 minutes (depending on the size of the group and quantity of "circles").

**Materials:** None.

**Description:** This is the short-form warm up theatrical activity, perfectly developing the spontaneity and interaction between the "actors".

**Instructions:** In mini-group(s) of 3-12 people, participants are standing in circle(s). Smb is starting the exercise, giving the 2 words phrase/collocation (e.g., "boring date", "insane joy", "bad luck", etc.). The next 2 participants standing clockwise have to immediately without any preparation and discussion make a step inside the circle and shortly act (make a short scene) on the given phrase/collocation. After the scene is accomplished and all the participants are again standing back in a circle, the next one after the 1st one now gives the new 2 words phrase/collocation and the next 2 participants standing clockwise have to immediately without any preparation and discussion make a step inside the circle and shortly act (make a short scene) on the given phrase/collocation. The exercise is finished after all the participants in a circle one by one give the 2 words phrase/collocation and everybody as appears acts 2 times. If you have the small group up to 5-6 people, make another circle of acting out.

**Reflection in the learning community:** It is a warm up exercise, there is not much need in the debriefing on it, however, you may ask the participants for a short feedback:

- How did you feel during this activity?
- Was it complicated/easy for you to act out without any preparation? Did you feel any difference between the trials of acting out?
- How did you feel, acting out with a partner on the "stage"? Did you manage to connect to your partner? How do you feel about it?
- What did you learn during this activity?

**Tips for facilitators:**

- In unprepared group, it is a good idea to start with simple, concrete phrases/collocations to be shown. Then proceed with more abstract ones. For the "hardcore" level, try senseless (metaphorical) phrases/collocations;
- Follow the "ritual" of stepping into a role and stepping out of a role to ensure the psychological safety of the "actors".

# TRUST ME!

**Aim:** To develop emotional management competence in youngsters that face social interaction difficulties.

**Number of participants:** 10-20.

**Duration:** 35-60 minutes.

**Materials:** A piece of paper and a pen for each participant, a speaker and a playlist for immersion, pillows for sitting down for each participant.

**Description:** The activity's purpose is to simulate some strong feelings, like frustration, anxiety, anger, in order to show the participants the importance of Emotional Intelligence. Afterwards, they are going to be provided with some theoretical information and some tools in order to achieve a better understanding over what emotional management consists of.

**Instructions:** In order to create a truly immersive experience, the participants are not going to be fully aware of the course of the activity. We recommend that this tool should be preceded by some trust building activities.

**Step 1.** Immersing the participants. Before the main part of the activity, the following rules should be explained to the participants:

- *The participants are going to sit on some pillows on the floor with their eyes closed. **Note!** There should be enough distance between them to be able to move freely.*
- *One of the participants is going to be selected randomly by the facilitators as the first person. They have to open their eyes, stand up, go to the person they trust the most, and touch them on their head. After this, the person that was touched one the head has to repeat the cycle. This ends when ten minutes have passed, or when everybody was touched. The participants must be in complete silence. **Note!** No one will actually be touched. The whole purpose of this activity is to create the expectation of the participants. What will actually happen is that the facilitators are going to walk between the participants to give them the sensation that something is actually happening. While the participants are not selected, each participant is going to start experiencing frustration that they are not picked, anxiety that nobody trusts them, and maybe anger. This is crucial in order to offer an example of case in which we need emotional management.*

**Step 2.** Individual reflection. After immersing the participants in this emotion trigger, give them somewhere around five minutes to reflect on their emotions, how the experience felt for them.

- *Each participant is going to receive a piece of paper and a pen. They should reflect on their experience, write down if they were picked by somebody or not, and how it felt according to each case. **Note!** Make sure that the reflection is individual, and that the participants don't share anything, as it would ruin the surprise factor, and the authenticity of their emotions.*



**Step 3.** Group reflection. The participants are going to be asked to voluntarily share their experience during the activity. There are not many instructions here, beside the fact that reflection should last until the participants realize that none of them were actually chosen by anyone, and they discover, what actually happened. After this, you are going to move to the theoretical part.

**Step 4.** Theoretical part. Emotional management helps the individuals to manage their response to certain emotions, so that they do not interrupt or affect their lives, taking away from their ability to function correctly. Emotional management includes five key-aspects:

- **Self awareness** - one's ability to detect their emotions;
- **Reflection** - the ability to recognize and make the distinction between their emotions;
- **Acceptance** - the ability to accept your emotions without assigning a value to them, which can help you react rationally to a situation that's causing you to feel a certain way;
- **Perspective** - developing a sense of perspective can help you to manage your emotions by placing them into context. For example, if you feel nervous before giving a presentation to an audience, you can put that emotion into perspective by recognizing that it's normal to feel some anxiety about public speaking and that many successful professionals feel this way;
- **Empathy** - empathy is the ability to relate to how other people feel in a situation using your own experience. Using empathy in the workplace can help you to build rewarding relationships with colleagues and prevent conflicts.

**Step 5.** Now, it is time to also provide the participants with some tools for emotional management, such as the ones, listed below (or/and you could also start an open discussion):

- Find ways to express your emotions;
- Recognize, what makes you feel good;
- Give yourself space;
- Use breathing techniques or meditation;
- Keep a journal.

**Tips for facilitators:** We recommend you to use use some background music for the first part of the activity, as a mood setter, and also so that it distracts participants from the other sounds.



# SIT ON MY RIGHT.

**Aim:** To promote positive communication, enhance group cohesion, and build self-esteem among participants by encouraging them to give and receive compliments in a supportive environment.

**Number of participants:** 12-20.

**Duration:** 30-45 minutes.

**Materials:** Chairs arranged in a circle.

**Description:** During this activity, the participants sit on the chairs in a circle with one extra chair left empty. The person sitting to the left of the empty chair, will invite someone to sit in the empty chair by giving them a compliment. This activity encourages positive communication, enhances group cohesion, and helps build self-esteem. It is suitable for youth aged 12-19 y.o. and can be used in various group settings such as workshops, team-building sessions, or educational environments as a closing activity.

**Instructions:** Arrange chairs in a circle with one extra chair left empty. Have all participants sit in the chairs, leaving one chair empty. Explain the activity to the participants: the person sitting to the left of the empty chair will invite someone to sit respectively on his right, on the empty chair by saying, "*I would like (name) to sit on my right because (compliment)*". The invited person then moves to the empty chair (always accept the invitation!). Now another person sitting to the left of the new empty chair repeats the process. Continue the activity until everyone has had a chance to give and receive compliments.

## **Reflection in the learning community:**

- At the beginning, ask the participants to show with their body language:
  - How they felt while receiving a compliment;
  - How they felt while giving a compliment.
- What have you learned during this activity?
- How did it feel to give a compliment? How did it feel to receive one?
- Was there anything surprising or unexpected about the compliments you received or gave?
- How can positive communication like this benefit our group in the future?

## **Tips for facilitators:**

- Ensure the positive and supportive atmosphere to encourage genuine compliments.
- Be prepared to intervene, if any participant struggles to give a compliment, providing gentle guidance, if necessary.
- Encourage participants to think of meaningful compliments that go beyond surface-level observations.
- Ensure that everyone has a chance to give and receive a compliment.

# WHICH COLOR ARE YOU?

**Aim:** To enhance Emotional Intelligence, to develop leadership skills and better social awareness.

**Number of participants:** 8-12.

**Duration:** 120 minutes. 10 minutes: introduction and instructions; 20 minutes: individual assessment; 30 minutes: theory and reflection on individual test results; 40 minutes: role-playing simulation games; 20 minutes: final reflection.

**Materials:** Paper test sheets for each person or online form and access to wi-fi, flipchart and color markers, post-its and pens, color cards in the colors used for personalities; open space with enough room for role-playing.

**Description:** The activity is aimed at allowing the participants to explore social roles and different personalities, as well as how they interact in different situations at work or in other scenarios. They will do an individual assessment, receive theoretical knowledge on the color personality theories, and participate in group role-playing situations to simulate scenarios and discuss, how we adjust our behaviors depending on our own and others' personalities. It is aimed at young leaders/entrepreneurs and aimed at developing their relationship management through social interactions, teamwork, introspection and self-expression.

## **Instructions:**

**Step 1.** Introduce the activity and what will be done today. Ask open questions aimed at gathering participants' existing knowledge or lack of it about color theories and the behavior of people based on their different personalities. Do you know what it is? Do you think people act differently in social situations based on their perception of themselves and the other person? Do you think you should always approach all people in the same way?

**Step 2.** Introduce the online or paper test and give instructions how to fill it out. Ask people to be honest and really consider their behavior and needs in different social situations. Give time to fill the test. When time is running out slowly call them to finish the activity.

**Step 3.** Give results and see how each person fits. Do they fit completely into one color or are they a mix? How do they feel knowing this? Usually people have a dominant color but can have parts of other ones too, and they can have different parts in different areas of their life like work/family/friends. Discuss the results through the introduction of the theoretical knowledge.

**Step 4.** Introduce a role-playing game, where participants will be given social interactions to play out, and a color they should try to act out. Prepare several situations with different numbers of participants. These can include a work conflict with a manager, a social situation with colleagues inside or outside of the office, asking superiors for a raise, needing to give constructive criticism to different types of employees, assertively standing up for your opinion.

**Step 5.** Propose the participants an interaction and ask them to draw a color card and then act out the situation in that manner. We can then do the same interaction in different colors to see the differences that can happen within the same conversation in a different framing. Then shortly discuss, how they feel in a color or if they think it is appropriate/realistic and how it was to act if maybe they are a very different color personally than the one they had to act. We move on to cover more different scenarios.

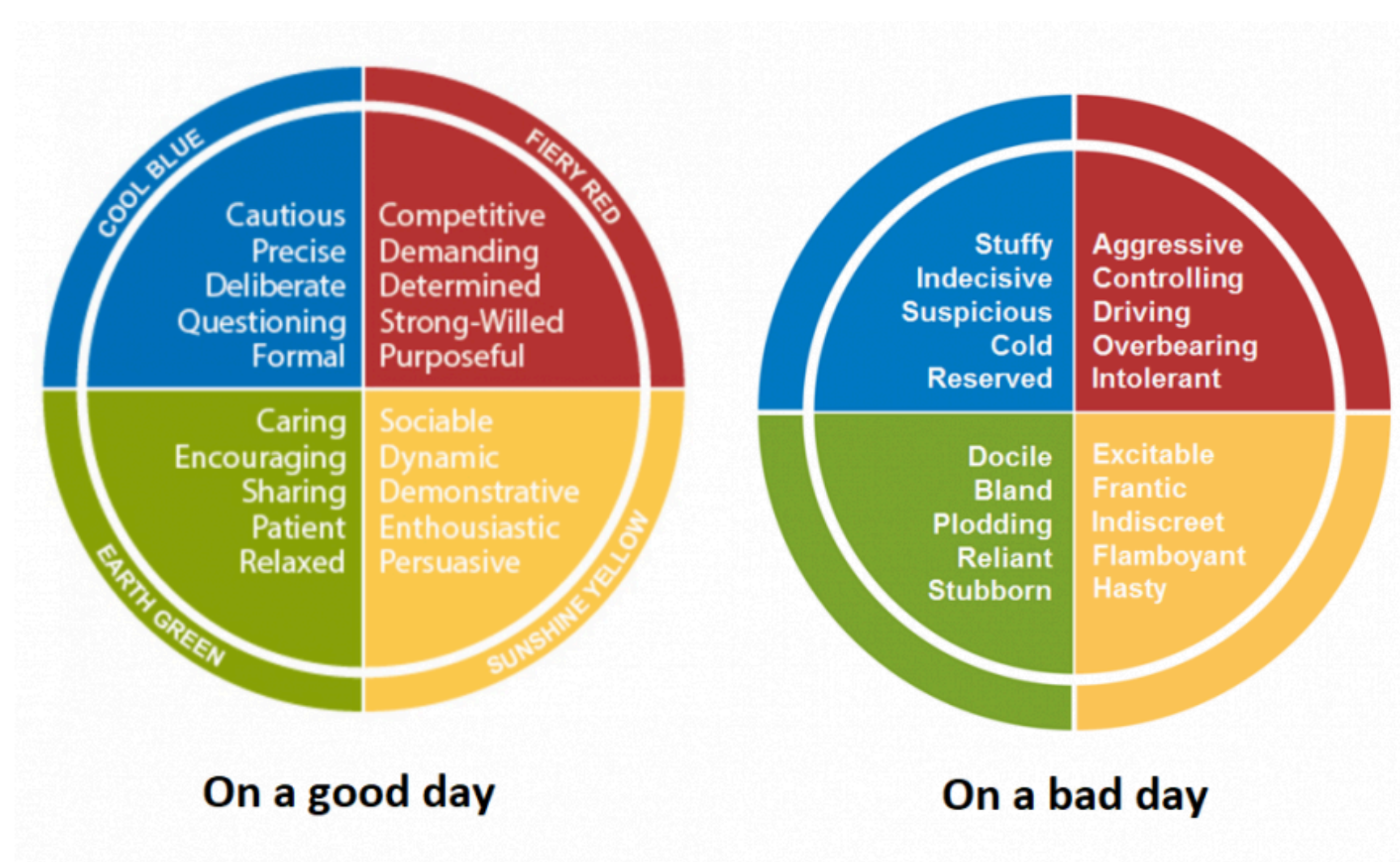
**Step 6.** Final reflection on the activity using the questions provided below.

**Reflection in the learning community:** There is a need to sit and debrief to see the general feelings of the group about the theory provided and the practical work done. We need to connect the activity to their lives to make it more personal and make it make sense in a more general way.

- What have you learned today? How did you feel during the testing? And during the practical work? Do you think this knowledge is useful? For what parts of your life? Do you think this knowledge can be applied to better handle certain people or situations knowing how differently individuals can react to the same things?
- Did you get the color you expected you would be most similar to, and do you think you could judge other people's colors easily or is this hard for them? Is this easier to assume it for people they know well or for those they just met?
- Can you identify with your color? Was it hard acting colors which are not your core personality ones?

**Tips for facilitators:** Be considerate of individuals, who might not be comfortable with certain situations. Invite them to participate and create a safe space, ensuring that they can feel comfortable. Be sure to explain there is no "good" color, just different ways we behave and interact, all of which are valid, but explore different ways of reactions in certain situations might help us in our interpersonal skills and relationship management.

**Examples:**



# TRIANGLE OF PRIORITIES.

**Aim:** To develop self- and social awareness of young people to fit in their places in society and define their roles as individuals.

**Number of participants:** 5-10 youngsters (+1-2 trainers or mentors).

**Duration:** 45-60 minutes.

**Materials:** Paper, markers, pens, a whiteboard.

**Description:** The workshop is devoted to improve self-awareness and empathy and bring up the topic of achievement orientation. As a result, the workshop will help youngsters to find their role and place in society. In the end participants will have certain steps they should follow to achieve the goals they set for themselves.

## Instructions:

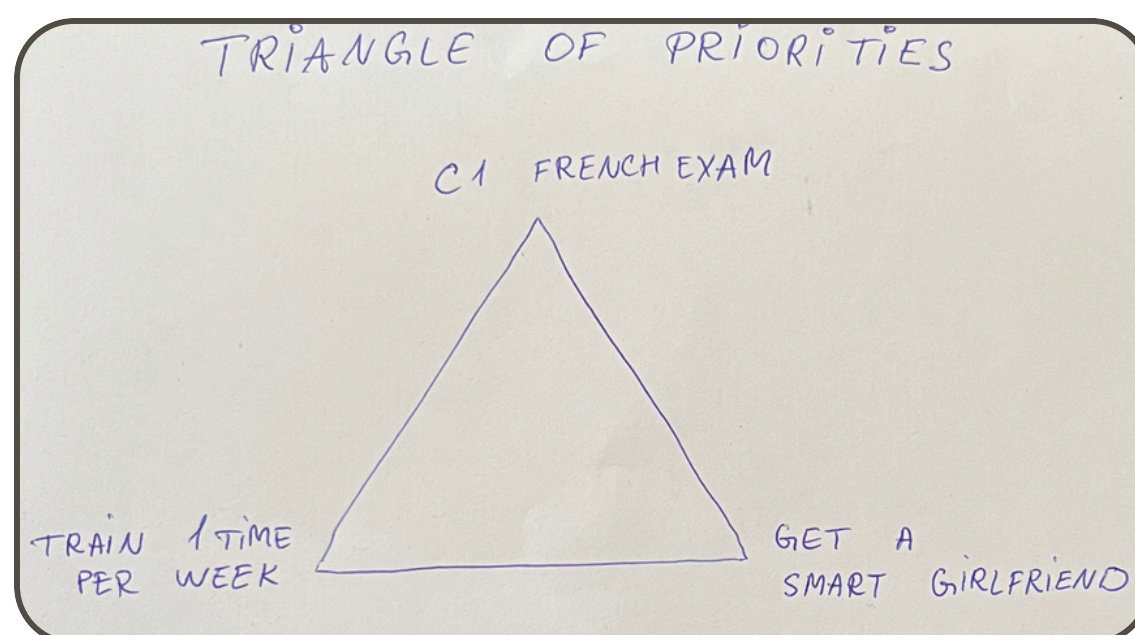
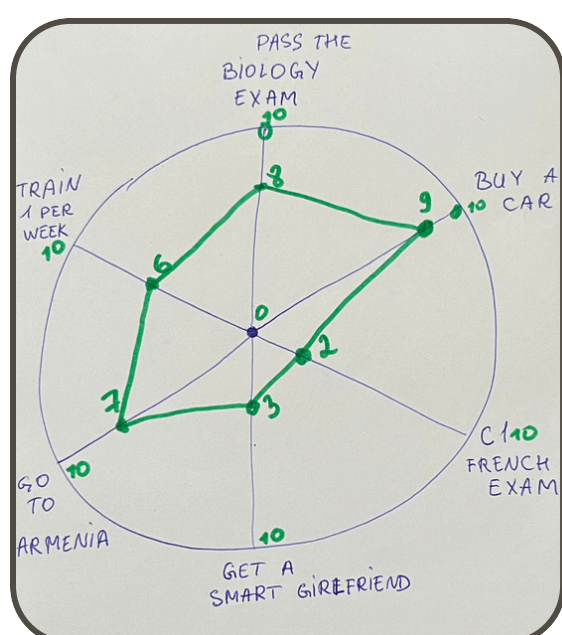
**Step 1.** Participants will do the wheel of achievement orientation. Each one has a paper where they draw a circle and split it to 5-10 sectors. Each part represents one goal of the person. The center of the circle is 0% - the outer line of a circle is 100%. By putting a dot with a color (using marker) on the line of each sector, the participants define, how far or close they are right now from achieving the goal; with the same color drawing a line to connect all dots, they create a graph to see, what is the situation in general.

**Step 2.** On the next step, everyone has to choose three most important goals (sectors) they have at the moment. On the basis of those three goals, draw the triangle. Propose everyone to discuss their own triangle of priorities with the group. After that, each participant will create a realistic timeline and steps they should follow in order to achieve their three most important goals.

## Reflection in the learning community:

- How did you feel marking down your goals?
- Why was it hard to choose from the goals you mentioned, three that are the most important for you?
- What are you gonna feel, if you fail achieving some of the goals? How are you gonna proceed, if you manage to complete all the goals you set for yourself?

**Tips for facilitators:** you may put calm music on the background.



# ENHANCING EMOTIONAL INTELLIGENCE THROUGH CONFLICT MANAGEMENT SIMULATION.

**Aim:** To increase participants' conflict management skills.

**Number of participants:** 15 (can be more or less, but then you have to adjust the duration of the activity).

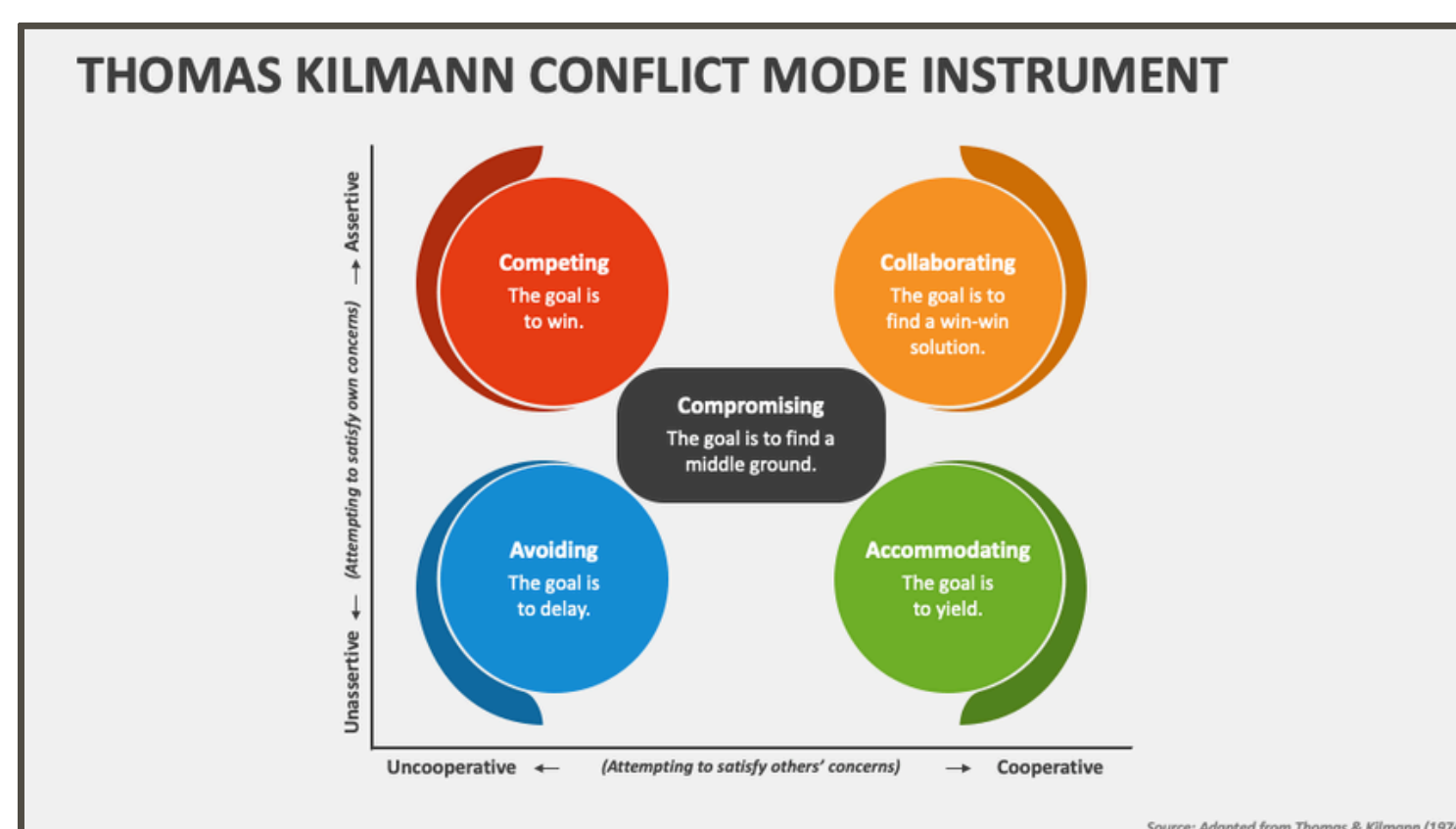
**Duration:** 60 minutes: introduction - 10 minutes; teamwork - 20 minutes; acting - 15 minutes; debriefing - 15 minutes;

**Materials:** Papers with scenarios including specified conflict management strategies (see the attachments).

**Description:** The activity aims to enhance participants' Emotional Intelligence (Relationship Management domain) by improving their conflict management competence and skills through the simulation of various scenarios. The session will begin with an informational presentation on conflict management strategies (according to Thomas-Killman Conflict Mode Instrument). Participants will then be divided into five groups of three. Each group will receive a specific conflict scenario on paper and will be tasked with simulating the situation and devising a solution by applying a specific conflict management strategy. Groups will have 15 minutes to prepare their simulations, which they will present in 2-3 minutes. Following the presentations, the trainer will lead a discussion to reflect on the activity and highlight key insights.

The target group for this activity can be diverse, as the scenarios can be tailored to various contexts, including work-related issues, personal relationships, and more.

After the activity, the participants will be aware of different conflict solution strategies and will have their conflict management competence and skills improved.



**Instructions:**

**Step 1.** Use the scenarios with specific conflict management strategies, provided below, or create your own ones, relevant to the target group.

**Step 2.** Set up markers and a board for the informational session.

**Step 3.** Hand out scenarios for each group and clearly explain the task.

**Step 4.** Teams enact their scenarios one by one. Listen, watch and analyze each team's simulation.

**Step 5.** Facilitate debriefing and provide constructive feedback.

**Reflection in the learning community:**

- Was it hard to come up with the solutions to the conflict scenarios? Why? Why not?
- Did you recognize conflict management strategies? What strategy was applied by the first group? How did you recognize them? (same questions about other groups).

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**Scenario 1:** The warm glow of the office's overhead lighting cast an ironic sense of comfort on the tense atmosphere. Before the worn, wooden desk, Mrs. Helen's hands trembled as she clutched a crumpled receipt, her dark eyes blazing with frustration. Across from her, the customer service representative, Jarji and Mzeqala, leaned forward, his pen poised over a notepad, his expression a careful blend of empathy and caution. "I'm very sorry to hear our new skincare line didn't meet your expectations, ma'am," he said softly. "Can you tell me more about the issues you're experiencing?" Mrs. Helen's voice quivered as she unleashed a litany of grievances, her words dripping with disappointment and anger.

**Characters:**

- Helen – Seller
- Jarji – Customer
- Mzeqala – Customer

Please, use the strategy - **Avoiding**.

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**Scenario 2:** At the Batumi Hotel, a sense of unease settles over the opulent lobby. Tamari, a weary traveler, sits pensively on a velvet sofa, her eyes fixed on the reception desk. She's been arguing with the hotel manager Vanda and the receptionist Lela for over an hour, her voice rising as she waves a printout of her booking confirmation. The description had promised a luxurious suite with a breathtaking city view, but the cramped, street-level room she received was a far cry from that. Frustration etches on her face as she demands a meeting with the manager, refusing to back down until the hotel makes amends for their blatant deception.

**Characters:**

- Tamari – Victim
- Vanda – Manager
- Lela - Receptionist

Please, use the strategy - **Accomodating**.

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**Scenario 3:** The conference room fell silent as Creative Director, Khatuna, slammed her hands on the polished wooden table, her eyes darting between the two presenting copywriters, Aluda and Salome. Before her, two contrasting advertisements lay: Aluda's "Taste the Feeling" campaign, featuring a vibrant, sun-kissed montage of friends laughing and sharing Coke on a beach; and Salome's "Unwritten" concept, a poignant, black-and-white narrative of a young writer finding inspiration in Coke's classic bottle design. The management team shifted uncomfortably, aware that the decision would not only shape the company's brand identity but also the careers of the two ambitious creatives.

**Characters:**

- Khatuna – Creative Director
- Aluda – Copywriter
- Salome – Copywriter

Please, use the strategy - **Competing.**

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**Scenario 4:** The sun-drenched hallways of Georgian-American school buzzed with excitement as students performed lines and practiced choreography for the upcoming production of "The Wizard of Oz". A tense meeting takes place in the administration office between Mrs. Nino, the school's principal, and Mrs. Ketevani, an angry parent. Mrs. Ketevani's daughter Rusudani was cast as Munchkin, which was a supporting role, but Mrs. Ketevani was convinced that her daughter deserved the lead role of Dorothy. She scrutinized the casting sheet, her eyes flashing with indignation as Mrs. Nino listened intently to her expression, sympathetic but firm.

**Characters:**

- Nino – The school's Principal
- Ketevani – Parent
- Nino – Daughter

Please, use the strategy - **Compromising.**

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**Scenario 5:** In the cozy Tbilisi, where sunshine poured like honey and flowers bloomed in every color of the rainbow, the local bank's ATM machine had become a source of trouble. Mrs. Mzevinari, a frail elderly lady with a wispy white bun and spectacles perched on the end of her nose, stood tapping her cane impatiently outside the bank's door. Her bank card, with its prized cat photo, was stuck in the ATM's belly, refusing to budge. With a deep breath, she pushed open the door and marched up to the manager's (Irakli) desk, her eyes sparkling with determination.

**Characters:**

- Mzevinari – Old Woman
- Irakli – Manager

Please, use the strategy - **Collaborating.**

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# THE IMPORTANCE OF ASSERTIVENESS.

**Aim:** To promote empathy; to foster assertive communication in conflict resolution.

**Number of participants:** 18-24 (divided into 6 groups of 3-4 people).

**Duration:** 2 sessions of 50 minutes.

**Materials:**

- A 2-minutes video explaining communication styles: 
- Cards with different situations, conflicts, communication styles and role for each person;
- 5 videos with examples:     

**Description:** This workshop gives the opportunity to have better knowledge about different communication styles and learn, how to use it in a proper way in diverse situations. Yougsters should receive resources and improve skills in assertive communication.

**Instructions:**

**Step 1.** Previous knowledge: The facilitator divides participants into groups of 4-5 people and each group needs to represent in a graphical way the different communication styles they know (10 min).

**Step 2.** Sharing of the previous knowledge for the whole group (5-10 min).

**Step 3.** 2-minute video presentation to clarify previous knowledge and complete it (5-10 min).

**Step 4.** Analysis of videos in teams: different short videos are presented for the whole group and the different teams have to discuss which communication style appear in each video (20 min).

**Step 5.** Sharing outcomes with the whole group and discussing, which features of the different communication styles have been observed in the videos (10 min).

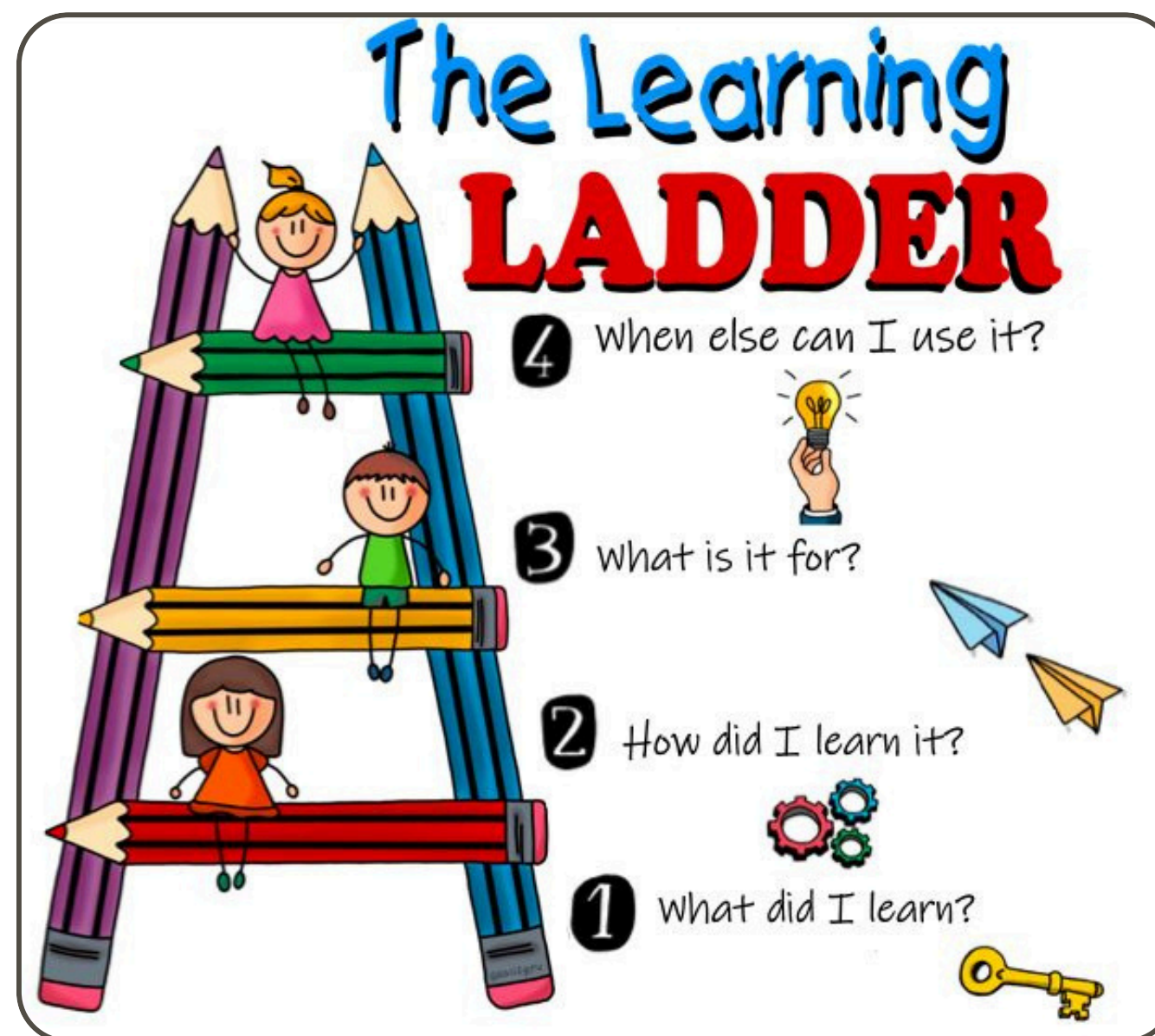
**Step 6.** Performance (creation): each participant from each team will receive a card with a specific role with a concrete style of communication. The whole team receives a card with a conflict situation explained. Each team has to create a non-verbal communication performance following the cards instructions. After that the short performances from each team will take place in front of the audience (other groups), so the rest of participants can guess, which are the situations and goals in each case (30-35 min).

**Reflection in the learning community:**

Metacognition and feedback: all the participants sit in a circle and each of them receives post-its to complete the metacognitive ladder that the facilitator will have prepared before (it should include the question of the image below). After 5 minutes, they can share what they have written and the positive aspects and improvement aspects of the session from their prespective.

**Metacognitive ladder and examples with conflict resolution cards:**

Source: [teacherspayteachers.com](http://teacherspayteachers.com)



## Conflict Resolution Situation Cards

One of your friends always makes you play the game he or she wants to play.	Another kid on the playground says your shirt is ugly.	A classmate tells you during art time that your picture is ugly.
You want the basketball and so does Bobby.	Your friend screams at you in the hallway.	A friend tells you they won't play with you anymore unless you race them, but you don't want to run.
Your two best friends have been ignoring you on the playground this week.	Sarah has been telling other kids in your class a secret you told her.	Jaquez has been talking ugly about your big brother.
During your presentation in class, a classmate says a sarcastic comment about you that embarrasses you.	Both you and Jasmine want to use the class laptop.	Javier is making fun of a special needs student and you don't like it.
Ashley calls you stupid when you make a bad grade on a test.	Chen is telling you one thing about his birthday party, but is telling your friends another thing about his party.	Laura is always taking your favorite pencil to use in class.
George steals your seat at the table.	You are playing a game with Derick and he keeps telling you what moves to make. You don't like it.	You let Peter borrow your copy of the class novel to get caught up over the weekend. He promised to bring it back last Monday and hasn't.

**Resources for teachers with characteristics from all different communication styles:**

Source: [Youtube video](#)

# Assertive

✓ I win  
✓ You win

Assertiveness is the most beneficial & productive type of communication in the workplace

Honesty  
Directness  
Responsibility  
Respectfulness

# Passive

✗ I lose  
✓ You win

Indirectness  
Silence  
Avoidance  
Resignation

- Stating needs, feelings, & opinions openly, clearly, respectfully & appropriately
- Body language matching the message
- Collaborative approach
- Using I statements
- Friendly eye contact
- Standing up for themselves politely & confidently
- Listening actively without interruption

- Quiet & not looking for attention
- Allowing others to step on their rights
- Acting like they don't care
- Don't often have a strong opinion
- Not able to say no
- Lack of eye contact, poor posture, & fidgeting
- Soft voice
- Apologetic demeanour

# Passive-aggressive

✗ I lose  
✗ You lose

Two-faced!

Resentment  
Avoidance  
Lack of directness  
Resistance

# Aggressive

✓ I win  
✗ You lose

Hostility  
Dominance  
Impatience  
Criticism  
Urgency

- Quietly manipulating a situation into one that benefits them
- Muttering rather than confronting the issue or person
- Using sarcasm
- Denial or defensiveness
- Body language does not match their message
- Giving the silent treatment

- Speaking loudly & make demands
- Trying to dominate & inspire fear
- Interrupting & impulsive
- Criticising, blaming or attacking others
- Overbearing posture, using aggressive gestures & intense eye contact
- Not listening well
- Using humiliation & 'you' statements

# STUDENTS, HOW ARE YOU, REALLY?

**Aim:** To create a safe and open environment for students to discuss their feelings, to enhance students' Emotional Intelligence and self-awareness, to build trust between students and school psychologists.

**Number of participants:** One high school class at a time (15-25 students).

**Duration:** One workshop with each class once a month that lasts 120 minutes. 5 minutes: introduction to the topic; 10 minutes: icebreaker activity; 30 minutes: Emotional Intelligence's concept presentation; 15 minutes: emotion mapping; 30 minutes: role-playing scenarios; 20 minutes: reflection and sharing; 10 minutes: closing and feedback.

**Materials:** Comfortable seating arrangements; whiteboard and markers; notebooks and pens for students; projector and screen for presentations; refreshments (optional); feedback forms.

**Description:** The workshop "Students, how are you, really?" is designed to help high school students to feel more comfortable and open in discussing their mental health with school psychologists. The workshop focuses on building Emotional Intelligence, reducing stigma, and fostering a supportive school environment. It aims to bridge the gap between students and psychologists by creating an engaging and interactive space, where students can learn and share.

## **Instructions:**

**Step 1.** Introduction. Welcome participants and explain the purpose of the workshop. Introduce the psychologists and facilitators. Outline the agenda and set ground rules for respectful and confidential discussion.

**Step 2.** Icebreaker activity. Conduct a fun and simple icebreaker to create a relaxed atmosphere. As an example of the icebreaker could be the "Two truths and a lie", where students share two true statements and one false statement about themselves, and the group guesses the lie, developing in this way their social awareness and filling of each other.

**Step 3.** Emotional Intelligence Presentation. Present the concept of Emotional Intelligence using slides or a video. Discuss, what is self-awareness.

**Step 4.** Group activity - Emotion Mapping. Divide students into small groups and provide each group with a large sheet of paper and markers. Ask them to create an "emotion map" that includes different emotions they experience and situations that trigger those emotions.

**Step 5.** Role-Playing Scenarios. Introduce role-playing scenarios, where students practice discussing their feelings with a psychologist. Provide different scenarios and roles to each group. After role-playing, discuss what was easy or difficult and how they felt.

**Step 6.** Reflection and Sharing. Gather students in a circle for a reflection session. Encourage students to share their thoughts on the activities and what they learned. Discuss, how they can apply these skills in their daily lives and how they feel about talking to psychologists now.

**Step 7.** Closing and Feedback. Summarize the key takeaways from the workshop. Thank participants for their openness and participation. Distribute feedback forms and encourage students to share their thoughts on the workshops.

**Reflection in the learning community:** Reflection and debriefing are crucial to reinforce the learning outcomes of the workshop. These sessions help students process their experiences and solidify their understanding.

- What have you learned during this activity?
- How did you feel during the different activities?
- Was it challenging to talk about your feelings? Why or why not?
- How do you think this workshop will help you in the future?
- What can the school do to support you in discussing your mental health?

**Tips for facilitators:**

- Create a safe space: Ensure that the environment is non-judgmental and confidential to encourage honest sharing.
- Be approachable: Psychologists and facilitators should be warm and approachable to build trust with the students.
- Adapt activities: Be flexible and adapt activities based on the group's dynamics and responses.
- Encourage participation: Gently encourage all students to participate, but respect those who may be more reserved.
- Follow-up: Consider follow-up sessions or individual check-ins to reinforce the workshop's objectives.

**Examples of the role-play scenarios:**

- Overwhelmed by schoolwork:
  - Student: Expresses feelings of stress and anxiety;
  - Psychologist: Provides strategies for time management and stress relief.
- Family Issues affecting mental health:
  - Student: Shares feelings of sadness due to family issues;
  - Psychologist: Listens empathetically and offers coping strategies.
- Feeling isolated and struggling to make friends:
  - Student: Expresses feelings of loneliness and difficulty in making friends;
  - Psychologist: Provides guidance on building social skills and finding common interests with peers.
- Coping with peer pressure:
  - Student: Talks about feeling pressured by friends to do things he doesn't want to do;
  - Psychologist: Offers advice on how to assertively say no and maintain personal boundaries.

# GALACTIC DISCOVERY.

**Aim:** To facilitate the integration of migrants into their new communities by enhancing their self-expression, social awareness and adaptability skills.

**Number of participants:** 6-15 (preferably between 16 and 35 years old).

**Duration:** 90 minutes.

**Materials:** None.

**Description:** This activity is an intercultural game. Two civilizations (Martians and Saturnians) are in search for a new planet, as their own ones are about to disappear. They arrive at the same time on a new and empty one. They have to try to find a common ground regarding their future interactions and cohabitation, without speaking the same language.

**Main objectives:** To develop observation, mutual understanding and communication skills.

**What we can reach out:** To train newcomers to adapt to a new environment, in which their values and languages are not shared.

**Who can use it:** social workers, teachers, trainers.

**Target groups:** refugees, migrants and newcomers alike, preferably between 16 and 35 years old.

## **Instructions:**

**Step 1.** Introduction (10 min).

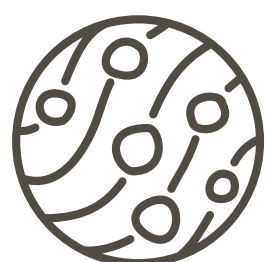
Explain the set up to the participants and divide them in two equal groups. One of the groups will be Martians, the other one - Saturnians.

**Step 2.** Group discussion (15 min).

Each group will have to agree on the four following points:

- Which attitude they want to have towards the other civilization (friendly or hostile);
- Choose a concrete goal they want to reach (for instance, secure all the resources for themselves, create a music festival together with the other civilization, paint the new planet in blue - whatever);
- Invent a communication code that transcends the language and cultural barriers (for instance, screaming whenever someone raises their right hand, jumping before saying anything)
- Each team has to elect one or two designated representatives, that will receive the title of "ambassador".

When discussing in their own groups, all participants have to use a common language everybody knows and understands.



**Step 3.** Ambassadors meeting (5 min).

Ambassadors of both teams meet. They have to speak a language the other does not understand, ideally their native language. They relay their objectives to one another and have to find ways to somehow communicate and understand each other.

While the ambassadors are discussing, the other participants have to observe the meeting and try to discover the other group's communication code.

**Step 4.** Group discussion (10 min).

Ambassadors meet again with their respective teams and discuss (in a common language) what to do next (whether they want to change their attitude and objective or not), taking into consideration the proposals of the other team.

**Step 5.** Ambassadors meeting (5 min).

New ambassadors of each group meet to discuss their new position. At the end of the five minutes, they have to communicate the final outcome to everyone.

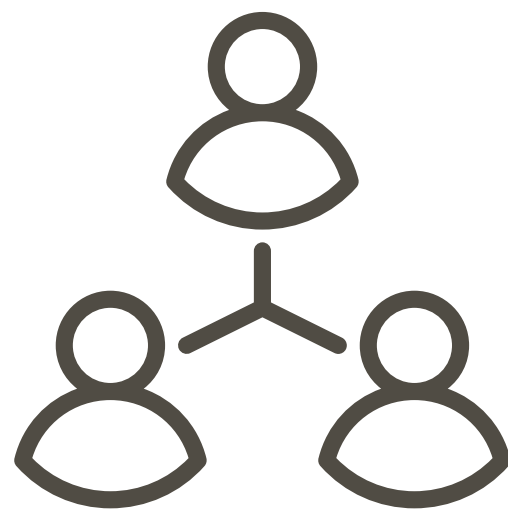
**Step 6.** Conclusion (15 min).

Ask each group what they understood from the other civilization. What was their attitude towards them? Which objective did they want to reach? What was their special communication code? Compare these answers to what each group really has set as principles.

**Step 7.** Reflection and debriefing (30 min).

***Reflection in the learning community:***

- What have you learned during this activity?
- Was it complicated for you to communicate without a common language?
- How did you feel about the other group's attitude and goals?
- Did your initial attitude or goal change after interacting with the other group? Why or why not?
- What strategies did you find effective for non-verbal communication?
- How can the skills practiced in this activity help you in real-life situations?



# THEATRE PERFORMANCE.

**Aim:** To educate youngsters to understand their own emotions and express them correctly when communicating with adults.

**Number of participants:** 15 youngsters (7-10 y.o.) with the lack of attention and emotional self-management skills.

**Duration:** 60 minutes.

**Materials:** None. But this activity should be organized under the guidance of a psychologist and 2-3 trainers.

**Description:** We are organizing a theatre performance “Timmy’s Emotional Journey” (you can come up with your own name and concept of the performance) for youngsters to help them to understand better their emotions and how to express them correctly to be understood. Through this education, the youngsters learn to recognize and manage their emotions in a healthy and constructive manner. By becoming aware of their feelings and expressing them appropriately, they develop essential skills for effective communication and for building trustworthy and respectful relationships with the adults around them. This understanding and proper expression of emotions contribute to their emotional growth and the development of a healthy Emotional Intelligence, crucial for their success in various aspects of life.

## **Instructions:**

**Step 1.** Introduction. Start by explaining to the youngsters, what Emotional Intelligence is (it is the ability to understand and manage one's own emotions, as well as to understand the emotions of others).

**Step 2.** Introduce the main character, Timmy, a kid, who experiences various emotions and situations during a school day. Propose the participants several scenarios to be enacted (see the examples of the scenarios below).

**Step 3.** Performing. Invite the volunteers to enact the given scenarios, expressing, how they feel, when experiencing different emotions from the scenarios. After each scenario is enacted, discuss with the youngsters (both “the actors” and “the audience”), how they felt during acting or watching; what are the possible ways to manage the shown emotions efficiently.

**Step 4.** Conclusion. End by empathizing the importance of understanding one's own emotions and how they affect others. Encourage the youngsters to share and talk about their emotions with friends and adults around them.

Through this activity, the participants are learning and exploring various emotions; developing empathy and understanding of others' feelings; developing emotional management skills and recognizing gratitude and joy. Moreover, this activity not only teaches youngsters about Emotional Intelligence, but also engages all participants in an interactive and fun manner, ensuring that everyone feels involved and happy in the learning process.



**Interactive Scenarios:**

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**Scenario 1:** Confusion and Anger.

Timmy wakes up in the morning and can't find his shoes or his favorite breakfast. He is frustrated and angry.

Invite the youngsters in the audience to express, how they feel, when they are confused or angry. Afterwards, together, discuss, how to manage these emotions.

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**Scenario 2:** Sadness and Empathy.

During recess, Timmy sees another children crying, because they lost their favorite game.

Timmy tries to console and help them feel better.

Invite the youngsters in the audience to express and discuss, how they feel, when they see someone sad and what they can do to help.

---

**Scenario 3:** Joy and Gratitude.

At the end of the day, Timmy receives a commendation for a good piece of work and feels extremely happy.

Invite the youngsters in the audience to express, how they feel, when they are happy and grateful. Afterwards, together, discuss the moments, when the participants feel happy and grateful, and how they can share these feelings with others.

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# SOCIAL THEATRE.

**Aim:** To define one's values and priorities; to develop the ability to express one's perspective and perceive the perspective of others; to learn, how to communicate within different social groups and manage conflicts.

**Number of participants:** 10-25 youngsters (16-25 y.o.).

**Duration:** 300 minutes.

**Materials:** Paper, pens, chairs, tables/something solid to write on.

**Description:** This is the theatrical adaptation of "The Story of Abigail". This is a psychological tool for young people aged 16-25, who do not understand their values, needs, priorities and have no clear goals, basically, do not know themselves and what they want or have problems with self-expression and communication. It can be used for different social groups. This activity consists of 2 parts: social theatre and reflection group.

During the first part, the participants get a short introduction to the context of the story they are about to play. The story itself consists of 5 episodes. Each episode is supposed to be performed by 2 actors at least. Participants are divided in 5 groups. Each group receives their own episode (context) and some time for preparations for their performance. However, the groups do not know the episodes (contexts) of the rest of the groups and the consequence of the performances. When groups are ready to perform, one of the facilitators, as a storyteller, invites group by group to perform their part. This is how the participants find out the sequence and the story itself.

The second part of the activity is dedicated to the reflection. At first, it is an individual reflection, when each participant reflects on their own vision of the story and characters, feelings and emotions they got during the play. They need to rank characters in the whole story from the worst to the best. As soon as individual reflection is done, participants create pairs within which they discuss their experience and create ranking based on the discussion. After this, pairs create groups of 4 people and do the same. Depending on the amount of participants, people either create groups of 8 people or start a common discussion, where they share and express their perspective.

Originally, "The Story of Abigail" is a story about 5 characters (the story is provided below), who have different personalities and inputs. Each character has their own pros and cons. Our theatrical adaptation of "The Story of Abigail" gives an opportunity to put yourself in the characters' shoes; to live through their feelings and emotions; to explore these emotions and feelings from inside, from the characters' perspectives; to express these emotions and feelings and observe, how others perceive the same experience and explore themselves within exchange of opinions and argues.

### ***Instructions:***

**Step 1.** Facilitators and participants get to know each other. Facilitators introduce participant to the course.

**Step 2.** Social theatre. Facilitators give the context for the play with minimum details like where the story takes place, what the main characters are. Facilitators divide participants into 5 groups (the groups consist of 2 people minimum). Groups choose an episode of the story by random selection (groups must not share their context with others). Groups get time for play preparation.

**Step 3.** Play time! Facilitators call groups one by one, creating a sequence of the story.

**Step 4.** Reflection. Facilitators give out materials to participants. Participants' time for individual reflection (participants need to write, how they understand the story and what they felt while watching, they need to create ranking from the worst character to the best one).

**Step 5.** Participants create pairs; in pairs, they discuss their experience and create their common ranking. Pairs create a group of 4 people; in fours, they discuss and create their common ranking. Depending on the amount of participants, participants create groups of 8 to discuss and create their common ranking, or proceed to general discussion.

**Step 6.** Discussion panel, where everyone discusses their ranking and experiences.

**Step 7.** Theory. Facilitators speak about social theatre, how useful it can be. Facilitators speak about conflict management. Conclusions.

### ***Reflection in the learning community:***

To define emotions and feelings after activity and to share with others your own opinion, propose the participants to debrief on the following questions:

- Share your opinion on your personal ranking of characters.
- Describe your feeling and emotions after you saw the full story.
- What have you learned during this activity?
- Was was complicated for you...? Why...?

### ***Tips for facilitators:***

- In case, if a group do not know each other so well, it is better to play some games to get to know each other better.
- During the reflection part, you may experiment with putting some music on the background (but be aware that the mood of the music can influence the reflection and communication processes).
- If possible, provide the groups with some props, costumes, materials, which may help to get deeper into the role and acting part.

### ***Scenarios (episodes of the story) for the groups:***



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***Episode 1 (for Team 1).***

Once upon a time there was a pretty girl called Abigail who lived in a house with her mother. Everyday she would walk across her town, over the only bridge crossing the river to river to see her boyfriend, Tom. Abi thought Tom was lovely! She would skip and sing on her way to see her boyfriend, and they were very much in love.

Of course, Tom also thought Abi was lovely. He too would cross the town and the only bridge across the river to go and see Abi, but he didn't skip and sing, at least when the other boys were looking he didn't!

They were so in love and would walk around holding hands to show everyone how much they loved each other. Aww...

One night a great storm flooded the river and swept away the bridge, the only bridge so the next morning they could only stand on opposite banks of the river and wave to each other, both very sad that they couldn't hold hands and be together.

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***Episode 2 (for Team 2).***

Abigail cried. She cried and cried and cried and wanted to see her Tom, but it would be months before a new bridge would be built, and there was no other way to cross the river. Then after a few days Abigail saw a little rowing boat tied up on the river, and went to speak to the man who owned it.

"Please" Abi begged "Please row me across the river so I can see my Tom". The man who owned the boat was called Sinbad. Not many people spoke to him, and very little was known about him. Sinbad thought about Abigail's problem and offered to help. "I will row you across the river" Sinbad said, and Abi smiled, but she was happy to quickly. Sinbad continued "I will row you across the river, if you sleep with me." Abigail's smile turned into a frightful scream and she ran off crying. She couldn't decide what to do.

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***Episode 3 (for Team 3).***

She wanted to see Tom so badly, but didn't want to sleep with Sinbad. She felt torn between seeing her boyfriend and cheating on him with Sinbad, and she felt she needed to ask someone for advice, so sat down with mother and explained the whole story.

Abigail's mother listened to her story and when Abi had finished she looked at her mother, waiting for her advice. "well" her mother started "you need to sort this one out for yourself". Abigail's mother offered no advice as she wanted Abi to make the decision for herself.

Abi was now more confused than ever and sat in her park thinking over her options. She decided she wanted to see Tom more than ever... he would know what to do, so she jumped up and went to Sinbad.

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***Episode 4 (for Team 4).***

After she slept with him, Sinbad kept his word and took her on his boat across the river. Abi ran as soon as she arrived on shore to Tom. Tears running her face, she banged on his door and he was very shocked to see Abi, and to see that she was so upset. Abi explained everything that happened to her, and when she told Tom she had to sleep with Sinbad to see her, he went crazy.

"WHAT!" he shouted "you cheated on me... with Sinbad!" Abi tried to explain why she did it, but Tom was so angry he slammed the door shut and didn't want to speak to Abi again.

---

***Episode 5 (for Team 5).***

Abi cried some more, and now was on the wrong side of the river to ask her mother for advice, but she knew where Tom's best friend, Bob, lived.

She went around to Bob's house and explained everything to him. Bob let her into his house and gave her a nice cup of tea to try and help things. As Abi explained what had happened today, Bob was disgusted with how Tom had acted. So disgusted in fact that he went around to Tom's house and beat him up for treating Abi so badly. Then Bob left with Abigail.

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# COPING WITH DETACHMENT (WORKSHOP)

**Aim:** The aim of this workshop is to come up with some tools for coping with detachment by exploring the detachment process through immersive activities.

**Number of participants:** 16-26 (even number).

**Duration:** 60-80 minutes.

**Materials:** One pair of chopsticks for every two participants, one pair of scissors for every two participants, three pieces of paper for every two participants, one pen for each participant, whiteboard, marker, speaker & playlist of songs.

**Description:** The main objective is to simulate the process of creating a healthy connection and going through the stages of detachment: Denial; Anger; Bargaining; Depression; Acceptance.

By going through this process with the participants, we hope to offer them the chance to discover on their own ways to cope with similar processes. This way we will give them a better understanding of healthy relationships, which is an important aspect of Emotional Intelligence.

## **Instructions:**

### **Step 1.** Icebreaker (5 min).

The first part of the workshop is dedicated to creating a connection between the participants. In order to accomplish that, the participants are going to be asked to walk randomly in the room with their eyes closed. Music will be playing in the background to guide the participants.

This process is going to allow participants to explore trust as a group. This will also help prepare for the next part of the workshop.

### **Step 2.** Energizer (7-10 min) - Chopsticks dance.

Transitioning from the previous activity, the participants are going to open their eyes and make pairs with the first person they see. The pairs are going to remain during the whole workshop.

We are going to provide a pair of chopsticks for each team. They will have to dance while having the chopsticks as the only connection between them.

This activity will explore concepts like trust, non-verbal communication, power dynamic.

This also takes part in the process of building an attachment in each pair.

### **Step 3.** Main activity (15-25 min) - River of relationship.

In this activity, each pair of participants is going to be provided with a paper and a pencil. Then, they will have to draw the "River of Their Relationship", by drawing together the top view of a river and making use of these symbols:

- Rocks - they change the course of the river, maybe even split it | they should signify an event, a shocking one, that affected their relationship;

- Plants - they signify events that happened in the past and they brought the two participants together;
- Flowers - unexpected moments in which they found something in common, maybe, about themselves;
- Fish - things that happened and are still happening in the pairs and that bring value to their connection.

One more important thing about this activity is that both participants should be holding the pencil at all times while they are drawings.

The whole activity is a process of a shared introspection and projection, which is meant to help the participants explore their connection, reflect on it, and also remind them of their attachment, maybe while making it stronger.

Both participants holding the pencil is meant to help them understand and experience the fact that everything in their connection is built with mutual commitment and involvement.

**Step 4.** Theoretical part (5-10 min) - Detachment & the stages of grief.

This part of the workshop is going to include a short reflection on the previous activity, but also, a presentation of "The Five Stages of Grief": Denial, Anger, Bargaining, Depression, Acceptance.

You should also mention that, although, these stages happen mostly in this order, that doesn't mean you cannot go back from where you are (for example, from depression back to anger).

**Step 5.** Second activity (10 min) - Detachment simulation.

After the short presentations of the concepts, we will try and simulate a detachment of the participants, making use of the attachment built up until now.

Each pair will be provided with a pair of scissors, and their task will be to somehow split (cut) their drawing of their river of their relationship. They can do it however they want, but each one of them should have a piece of it until the end.

This activity also requires both participants to hold the scissors at the same time, because, like in a real process of detachment, all participants are affected and directly involved.

**Step 6.** Guided reflection (10 min) - Brainstorming idea.

The whole workshop was designed to offer the participants the chance to go through detachment in this kind of environment, so that after it they could reflect on their personal experience and maybe get a better understanding of their reaction to the process.

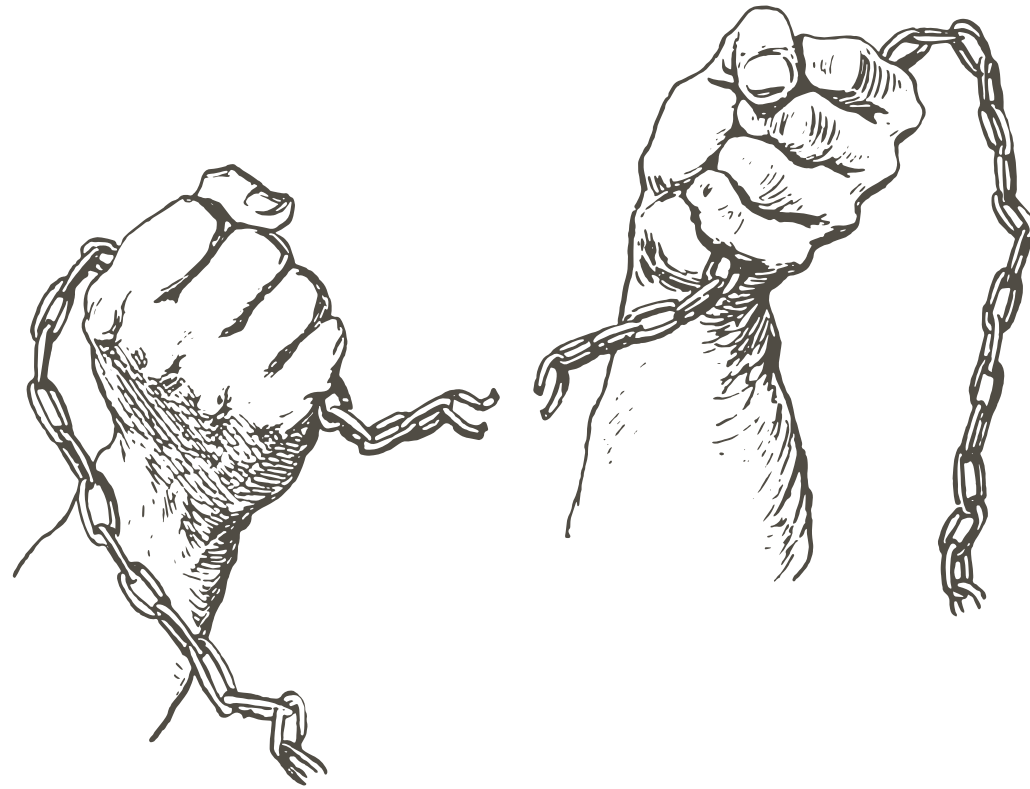
The participants are going to be provided each with pen and paper, and they will be asked to write the answer to some questions that are made to guide their reflection process:

- What are you feelings? How did you feel while creating the river of relationships? How did you feel while cutting together what you built with your pair? How did you decide, how to cut the paper? How did that make you feel?
- How is it tied with your previous activities? How did the ice-breaker or energizer affected the way you feel now? Was the chopsticks activity impactful on the connection with your partner? Did you found things in common with your partner? Did that make you connect faster?

- What could have changed the outcome of your feelings? What would make you feel better about the detachment that you just felt? What are the tools that would make you accept the detachment? From your experience, what works the best in dealing with grief?

These questions are formulated based on the Guided Reflection Protocol.

At the end of the individual reflection, ask the participants if they want to share, how the exercise made them feel and what tools they managed to write down.





# MAKE YOURSELF AT HOME (CAMPAIGN)

**Aim:** Provide the safest and most convenient environment for Syrian children refugees in Jordan.

**Number of participants:** 500.

**Duration:** 3 months during summer every year.

**Materials:** Educational materials such as text books; whiteboards and markers; food and drinks; trained facilitators; parks and event halls; transportation.

**Description:** The primary goal of this project is to facilitate the cultural assimilation of Syrian refugees in Jordan, helping them to understand and integrate into Jordanian society while maintaining their own cultural identity. This will be achieved through a series of educational workshops, community activities, and practical support using the cultural assimilator tool.

## **Instructions:**

### **Step 1.** Educational Workshops.

Family Relationships and Social Roles: Explore the differences and similarities in family dynamics and social interactions. Firstly, from a Syrian perspective, close-knit family ties and community involvement are common. It's normal for neighbors to frequently visit each other, share meals, and be involved in each other's lives. On the other hand, from Jordanian Perspective, they are also family-oriented, they may place a higher value on personal space and privacy. Social interactions can be more formal, and there might be a greater emphasis on not intruding unless invited. This can be explained in a simple way for children in order to be welcomed by the Jordanian community.

### **Step 2.** Community Engagement Activities.

Organize community events such as cultural exchange fairs, although, both of the countries are Arab countries, that does not mean that they have the same traditions, where refugees and local Jordanians can share their traditions, food, and stories.

### **Step 3.** Safe Playgrounds for children of syrian refugees in Jordan.

This project aims to create secure, inclusive, and stimulating play environments for refugee children, to ensure they play in a safe place rather than being out in the streets. These playgrounds will feature certified equipment, soft surfaces, and sturdy fencing to ensure safety. They will include age-appropriate zones, accessible features for children with disabilities, and culturally relevant designs.



### **Example of exercise to be used:**

**Game:** “One Team Challenge”.

**Description:** In this game, children will be divided into two competing teams. However, the challenge is for the two teams to work together as one team to achieve the ultimate goal. Objectives: to encourage children to communicate and cooperate during the game; to motivate children to provide help and support to each other; to guide children to solve problems together in a positive manner. This game can help children build trust among each other, enhance cooperation, and foster effective communication while playing soccer. It is a fun and interactive way to promote relationship-building among them.

### **Instructions:**

**Step 1.** Children should form a circle and stand together at the start of the game.

**Step 2.** The ball will be placed in the center, and a signal will be given to start the game.

**Step 3.** Children must cooperate to pass the ball between them without the ball falling to the ground.

**Step 4.** When the team successfully passes the ball around the circle without dropping it, they can proceed to the next challenge.

**Step 5.** Subsequent challenges may include passing the ball between children without using their hands or aiming to shoot the ball to a specific target.

**Step 6.** The final challenge aims to score a joint goal that requires significant cooperation among all children.

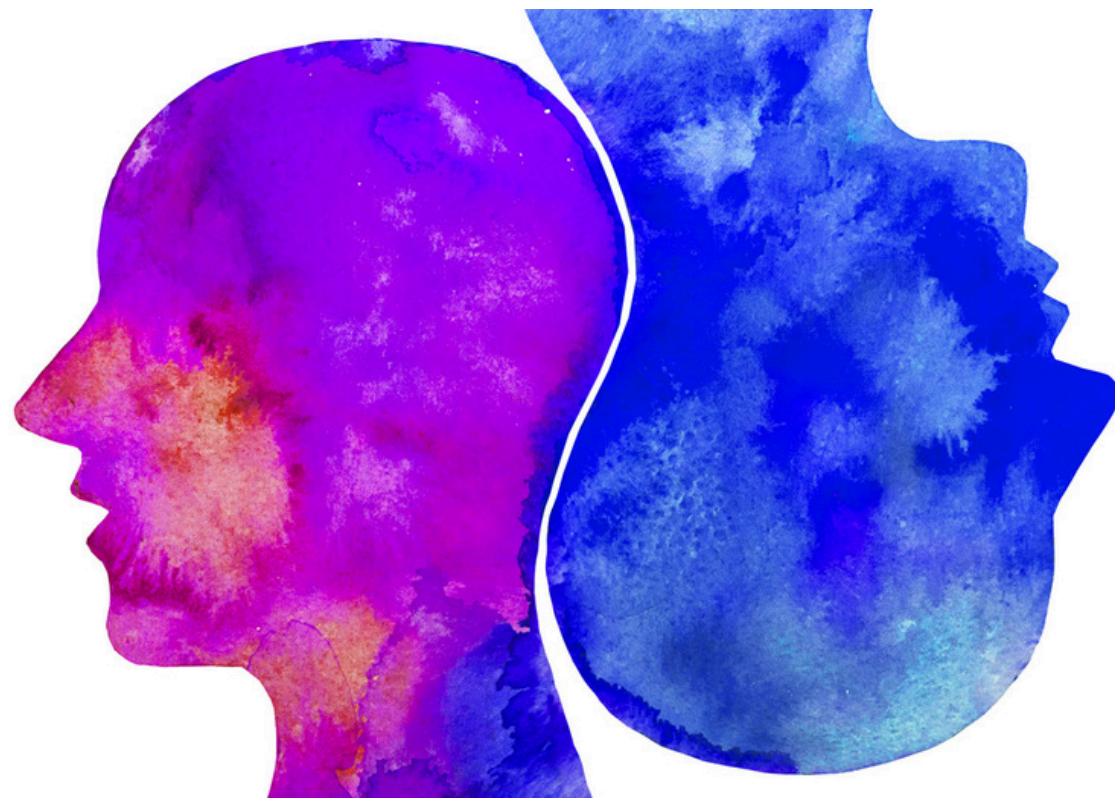
### **Reflection in the learning community:**

- Did it increase the understanding of Jordanian culture among you?
- Did it improve social integration and reduce cultural misunderstandings?
- Did this project enhance your relationships with the local Jordanian community.
- Did it empower your knowledge and skills needed to navigate the new environment confidently?



HANDBOOK

# EMOTIONAL INTELLIGENCE IN YOUTH WORK



Created during  
Erasmus+ Training Course  
"E-QUALITY –  
Emotional QUotient And LITeracy in Youth work"  
*Abovyan, Armenia, 6-15 July 2024*

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