





**WP2 Manual and tools for professionals in  
intervention with women  
WomEmpSports – n° KA220-ADU-DCFAB4A4**



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## INTRODUCTION

One of the main sustainable development goals of the 2030 Agenda is Gender equality and the reduction of inequalities. Despite the progress made in recent years, there is still a significant gender gap in European societies that is evident in different aspects of daily life.

Women are an important engine of society, and their role in social, care and retail sectors is crucial. From this we can deduce on the one hand that their exclusion negatively affects not only them, but society as a whole, and that their exclusion is mostly due to external and discriminatory factors. In this way, sport is not only a useful tool to improve social skills in a group, but it also helps to promote empowerment and improve mental health.

With this project we want to combine sports techniques with psychosocial work, and group activities with individual tools for women to work on their own, all under a gender perspective. The project offers a series of activities and materials aimed at different actors (women and professionals) but focused on the same goal.

## PURPOSE

The main objective of the Manual is the social inclusion and empowerment of women in vulnerable situations through the promotion of personal and sporting skills.

In order to address this general objective, there are two main specific objectives related to the proposed Manual activities:

- ❖ To train professionals in intervention with women in vulnerable situations with innovative techniques based on gender perspective and sport.
- ❖ To provide women with tools and resources to improve their integration and social participation through personal and physical activities.

## TARGET GROUP

Women participating in the sessions provided in the Manual should be women at risk of exclusion, of any age and condition (preferably rural women, migrant women, women with mental health problems, etc.).

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## SECTION 1

### Guidelines for the implementation of the program

The improvement of the competences of educators and other adult education staff is intended to be achieved through two main ways: the training for professionals in gender

perspective and innovative techniques to work on inclusion with women through sport, and the design of a practical Manual for trainers on empowerment through sport activities, which is accessible and available in 5 languages for the use of any interested professionals.

The creation and promotion of learning opportunities for all citizens and generations is also intended to be achieved in two ways: with the activities and techniques proposed in the Manual which are intended to favour the learning of skills of adult women in vulnerable

situations and with few resources or access to them, through group sports activities, and

with the tools developed for women for self-learning and physical and mental training. Especially these second tools, a Diary for women and a Youtube channel with videos with

sports activities (which we will explain later) are materials that are accessible to women

(in 5 different languages) and represent an opportunity for learning and access to quality

educational resources.

### Trainer profile

The profile of professionals participating in the training and/or development of the Manual is educators or similar who are working with women in vulnerable situations.

### Profile of the participants

The profile of women participating in both the development of the Diary and the videos are women at risk of exclusion, of any age and condition (preferably rural women, migrant women, women with mental health problems, etc.).



## Expected results

- ❖ Professionals trained in innovative and quality techniques to work on the inclusion of women.
- ❖ Professionals with tools and resources to work with women through sports activities.
- ❖ Women improve their social inclusion and empowerment through sports group work.
- ❖ Women create support networks through sports group activities.
- ❖ Women have support materials to work on personal, physical and mental skills on an individual basis.

## SECTION 2

Women's exclusion negatively affects not only them, but society as a whole, and that their exclusion is mostly due to external and discriminatory factors. In this way, sport is not only a useful tool to improve social skills in a group, but it also helps to promote empowerment and improve mental health.

The Manual combines sports techniques with psychosocial work, and group activities with individual tools for women to work on their own, all under a gender perspective.

## Blocks/Themes

1. Identity and self-awareness;
2. Confidence and self-esteem;
3. Social skills and sense of belonging to the community;
4. Values and management of emotions;
5. Life purpose, dreams and goals.



## 1. Identity and self-awareness

Identity is the qualities, beliefs, personality traits, appearance, and/or expressions that characterize a person or group. Identity emerges during childhood as children start to comprehend their self-concept, and it remains a consistent aspect throughout different stages of life. Personal identity is shaped by social and cultural factors and how others perceive and acknowledge one's characteristics.

Identity encompasses various aspects such as occupational, religious, national, ethnic or racial, gender, educational, generational, and political identities, among others. It serves multiple functions, acting as a "self-regulatory structure" that provides meaning, direction, and a sense of self-control.

Self-awareness is your ability to perceive and understand the things that make you who you are as an individual, including your personality, actions, values, beliefs, emotions, and thoughts. Essentially, it is a psychological state in which the self becomes the focus of attention.

### Activity name

**The path overcome takes you to the final goal**

### Goals

- To make a personal reflection about your personal life
- To identify the personal achievements got in a previous stages of the life
- To identify the personal skills and how they were used to overcome challenges.
- To raise personal awareness about your own skills, strengths and capacities.

### Description (including face to face and online option)

With this activity, we will raise awareness about how we have developed skills and capacities that are useful for our future, and it will allow us to remember how we were able to overcome problems that were seemingly without solution, focusing on what we did to succeed. We will symbolise this situation with a path that we need to cross with obstacles that we will remove thanks to the learnings that we got in previous difficult situations.

### Methodology

#### **FACE TO FACE**

1. To create a safe space to favour self-reflection, making the participants feel comfortable enough to share their emotions and feelings.
2. To ask the participants to focus on a challenge that they would like to overcome. It should be as difficult as it could be.





3. To identify a point in the working space where they must arrive. The arrival will represent the success in the overcoming of the challenge.
4. To ask for the participants to identify past challenges that they overcame and identify all the factors that were making it more difficult to reach the solution.
5. To add some physical element to carry out representing one of each factor mentioned before as an obstacle to reach success. Everything that we are adding must make the movements more difficult. We can make the participant gain some weight, we can tie the legs, blind the eyes...
6. Once we have added all the elements, the participant needs to start to walk to cross the distance that is between where he/she is and the goal.
7. It will be impossible for the person to reach the goal and the facilitator should ask about all the elements, and how this person overcame the situation represented by each obstacle identifying the skills and strengths used and developed to go ahead in his/her life. The facilitator will take out each element/obstacle once that the participant has identified the learning that was gotten in each situation.
8. Once all the elements/obstacles are out, ask the participant to reach the goal. It will be very easy.
9. To generate a personal reflection space about what happened.

## ONLINE

It can be very similar, we just need to create a challenge that can be overcome online as writing a text in a document, and add difficulties that we will take out later, as it can be written with just one finger, write without looking at the keyboard, write further away than normally from the keyboard..

## Discussion (debrief)

Once that we have developed the activity by itself, we will open the time for the reflection and the discussion. We will give the participants time for a personal reflection where they should identify what they learn from themselves and which conclusions they take from the activity.

Later, in a groupal reflection we will ask them to share their ideas and we will highlight the common reflections that they got. The facilitator should make them reflect about how when we face a problem we just focus on it and even we forget what we know, our capacities, our experiences. and we feel too small to overcome it. The facilitator should make them to change their point of view about how they are facing the problems in order to make them be focus in themselves instead to be focus exclusively in the size of the problem.

## Timing

1 hour

## Espace & Materials

- An empty and quiet space where we carry out the activity.





- All the elements that we can use to generate obstacles in the participants' paths. Furniture, blindfolds, rope to tie the legs.

### Key Competences

- Self-confidence: Encouraging participants to recognize and appreciate their abilities.
  - Emotional intelligence: Fostering positive emotions and self-acceptance.
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### Activity name

#### **"Finding who we are"**

### Goals

- Reflect on who we are and identify the our strengths and weaknesses
- Explore the concept of self-awareness through a cooperative activity
- Acknowledge the capacities of one-self and embrace the weaknesses

### Description (including face to face and online option)

Groups should be done between 10-20 people so that the space maintains its intimacy and participants feel the confidence enough to express themselves in these aspects.

Every person is going to start the activity bouncing one ball all around the space of the activity. The instructor is going to choose one participant and ask one of these questions:

- What personal quality do you like about yourself?
- What personal quality would you like to change about yourself?
- How do you think others perceive you?
- How would you like other to perceive you?
- At what competence/skill would you like to improve?
- What skill are you good at?

Followed by the question, the instructor is going to ask the participant to do a movement that should accompany the answer, for example: bounce the ball between the legs, throw the ball above your head and catch it, spin one time while the ball is bouncing...this indications can be explain before the activity starts so that the participant answering can choose one of the movements, or even invent one herself. Another way of doing it is that the instructor tells directly the movement that needs to be done in each question. This person will answer briefly the question asked and will immediately make the movement. The rest of the participants are going to listen the statement and are going to think about themselves and reflect on whether they feel the same and can be identify. If that is the case, they will repeat the movement that was done while the question was answered.



With this dynamic, they are going to feel accompany by the rest of the women that feels the same way. Speaking and saying all those aspects of them is going to make them embrace the strengths and weaknesses. They will have to analyze what they feel and do introspective work.

### Discussion (debrief)

At the beginning of the activity, the instructor will try to create a safe and comfortable space. All the participants would present themselves if needed. The instructor will explain the dynamic of the activity and participants may want to set some limits and boundaries if there is something that would make them feel uncomfortable.

The instructor will first speak about the concept of identity and self-awareness. The group will discuss the importance of acknowledging oneself and become aware of who we are for our personal development.

When the activity is finished, the group will be seated in a circle and will discuss further on what they have felt and said during the dynamic. The instructor will guide the discussion, however, he/she should let participants the space to speak and express themselves. The instructor may ask some questions like:

- How did you feel during the activity?  
To assure that participants had an overall good experience. They may talk about how they felt while making the statement, when they saw that the rest of the participants accompanied them, or when they heard something they could be identify with.
- Have you learnt something new about yourself?  
While analyzing the statement of the rest of the participants, they may become aware of some qualities of themselves that they could have not remarked before.
- Was there something you were ashamed to share? Why?  
Did the activity change that? Are you still ashamed or do you see it as normal now?
- How do you see yourself now?  
After this dynamic and doing introspective work, has the way you perceived yourself change? They can talk as well about the importance given to how the others perceive you.

### Timing

This activity should last at least 30 minutes so that all the participants have the opportunity to answer one question and to have the later discussion about how they feel and what they learnt.

### Espace & Materials

- The activity should be done in a wide place with no obstacles so that participants can move and play with the ball.
- One basket ball per participant is needed.



## Key Competences

- Self-awareness: this activity will help participants to explore on their personalities and at an intimate level to acknowledge more about themselves.
  - Empathy: the activity will enforce the empathy between the participants, will listening to the rest and when accompany with the same feeling/statement.
  - Creation of bonds: the confidence built between each other will enable them to respect the rest, communicate and create a relation.
  - Confidence: as they need to tell to the rest, their weaknesses other aspects of their personality, they will eventually embrace them, as they see they are not alone and other people may feel the same.
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## Activity name

### “Mirror of Reflection”

## Goals

- Promote self-awareness and exploration of personal identity.
- Encourage participants to reflect on their values, beliefs, and experiences.
- Facilitate a deeper understanding of oneself and one's journey.

## Description (including face to face and online option)

### Face-to-Face Option:

#### Setting the Stage with Movement:

- Arrange chairs in a circle to create a comfortable and safe space.
- Place a mirror at the center of the circle to symbolize self-awareness and reflection.
- Start with a brief grounding activity, such as a mindful breathing exercise, to help participants connect with the present moment and prepare for reflection.

#### Guided Reflection with Movement:

- Invite participants to stand up and engage in simple stretching or movement to release tension before starting the reflection.
- Ask participants to think of their life journey, challenges, and accomplishments.
- Encourage participants to walk around the mirror as they reflect on their experiences, incorporating movement into their contemplation.
- Use the following prompts:
  - “What are some significant moments or turning points in your life that have had a profound impact on you?”
  - “How have challenges and obstacles helped you grow and learn?”
  - “What are some of your proudest achievements, no matter how big or small.”
- Emphasize that there is no right or wrong way to reflect; it's about exploring their unique stories.

#### Sharing Circle with Expressive Movement:



- Transition to the sharing circle after the guided reflection.
- Create a supportive environment for participants to share their insights.
- Encourage participants to express themselves physically, using gestures or movements while sharing their reflections.
- Remind participants that sharing is optional, and they can share as much or as little as they feel comfortable with.
- Encourage active listening with physical cues of nodding and affirming gestures.

#### **Online Option adaptation:**

##### **Virtual Setup with Virtual Movement:**

- Use a video conferencing platform to bring participants together virtually.
- Ensure everyone's video is enabled so they can see their reflections during the activity.
- Start with a brief virtual movement activity, such as stretching or gentle exercises, to create a sense of presence and connection.

##### **Guided Reflection with Virtual Movement:**

- Share the prompts on-screen for participants to consider during their reflection.
- Encourage participants to incorporate virtual movement into their reflection, such as stretching or expressive gestures visible on the webcam.
- Use breakout rooms for individual reflection if the platform supports this option.

##### **Virtual Sharing Circle with Digital Expression:**

- Return to the main virtual space after the guided reflection for the sharing circle.
- Create a safe and supportive environment for participants to share their insights.
- Invite participants to use digital tools (emoticons, reactions, or virtual backgrounds) to express themselves while sharing.
- Encourage active participation and respect for each participant's thoughts.

## Discussion (debrief)

### **1. Acknowledgment and Gratitude with Closing Movement:**

- Start the debrief by expressing gratitude to all participants for their openness and willingness to share during the activity.
- Incorporate a closing movement or gesture as a way to symbolize the end of the reflective session.

### **2. Reflection Highlights with Group Movement:**

- Begin by summarizing some of the key themes and insights that emerged during the sharing circle.
- Facilitate a brief group movement activity to engage participants in a collective reflection on the shared insights.

### **3. Invite Responses with Individual Movement:**

- Leave the floor open for participants to share their thoughts and feelings about the activity.
- Encourage them to discuss how the experience affected them, what emotions arose during the reflection, and if any specific insights or realizations stood out to them.



- Integrate individual movements as participants share their reflections.
- 4. Active Listening with Non-Verbal Movement:**
    - As participants share, actively listen and show genuine interest in their contributions.
    - Encourage participants to use non-verbal movements, such as head nods or hand gestures, to express agreement or empathy.
  - 5. Create a Supportive Atmosphere with Inclusive Movement:**
    - Ensure that the debrief remains a safe and non-judgmental space.
    - Introduce inclusive movements that promote a sense of unity and support among participants.
  - 6. Relate to Personal Growth with Growth Movement:**
    - Emphasize the significance of self-awareness and reflection in personal growth.
    - Discuss how taking the time to understand one's journey, challenges, and achievements can lead to greater self-understanding and resilience.
    - Incorporate movements that symbolize growth and development.
  - 7. Celebrate Strengths and Resilience with Celebratory Movement:**
    - Celebrate participants' strengths and resilience, acknowledging the courage it takes to explore personal experiences openly.
    - Integrate celebratory movements as a collective expression of recognition and support.
  - 8. Encourage Further Exploration with Forward-Looking Movement:**
    - Encourage participants to continue their self-awareness journey beyond the activity.
    - Suggest keeping a journal for reflection, seeking support from trusted individuals, or exploring additional resources on self-discovery and personal development.
    - Incorporate forward-looking movements to symbolize ongoing exploration.
  - 9. Opportunity for Questions and Clarifications with Curiosity Movement:**
    - Offer an opportunity for participants to ask questions or seek clarification on any aspects of the activity or the themes discussed during the debrief.
    - Integrate curious movements that invite engagement and inquiry.
  - 10. Closing Words with Gratitude Movement:**
    - Conclude the debrief with closing words of encouragement and gratitude.
    - Use a collective gratitude movement to express appreciation for the shared reflections and the supportive atmosphere created during the activity.

## Timing

- Allocate approximately 1.5 hours for the entire activity, including reflection, sharing, and debrief.

## Space & Materials

### Space & Materials (Face-to-Face):



- Comfortable room with chairs arranged in a circle.
- Mirror placed at the center of the circle.
- Writing materials (notebooks, pens) for participants to write down thoughts during reflection.
- Open space for movement activities.

#### **Materials (Online):**

- Video conferencing platform with breakout room functionality.
- Prompt slides or virtual whiteboard for guided reflection.
- Virtual mirror background (participants can use their webcams or virtual backgrounds with mirrors).
- Digital tools for non-verbal expressions (emoticons, reactions, virtual backgrounds).

#### **Key Competences**

- Self-awareness: Engaging in introspection and self-reflection with physical and virtual movement.
  - Communication: Sharing personal insights and experiences with others through gestures and expressions.
  - Emotional intelligence: Identifying and processing emotions during reflection with expressive movements.
  - Active listening: Attentively listening to others' reflections and experiences with non-verbal movements.
  - Technology use: Navigating the virtual platform for the online option with digital expressions and virtual backgrounds.
  - embrace them, as they see they are not alone and other people may feel the same.
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#### **Activity name**

#### **Cultures, identities and perceptions**

#### **Goals**

- To make a personal reflection about your personal life
- According to the needs and the level of participants, this activity can be used to introduce concepts linked with identity and culture:
  - - Introducing the notion of identity according to social psychology
  - - Understanding the basic characteristics of identity and culture (dynamic, open to the social environment)
  - - Understanding the concept and principles of identity and culture

#### **Description (including face to face and online option)**





Ice-breaker and group building activity: the facilitator asks the group to form a circle. For the first round the facilitator will stay in the middle of the circle and say a statement about themselves (i.e. I like tea better than coffee, or I speak 3 languages, etc.) the people who agree with the facilitator (or the statement is also true for them) need to move and find a new spot inside the circle, the facilitator also needs to find a spot in the circle. One person will always be left without a spot and needs to go to the middle and say a statement. This can go on until every participant has been in the middle at least once, but it can be done for longer if needed.

This activity is a fun ice-breaker, but also a get-to-know and group building activity that highlights the different identities and personalities of the group, but also the similarities.

After this activity, the facilitators will discuss the concept of identity and culture:

- 1) Each participant needs to have a sheet of paper and a pen. The facilitator will invite them to draw their profile;
- 2) The participants are invited to individually think about the diverse aspects of their identity (placed inside the profile that they have drawn) and also the way others perceive them (elements placed outside of the profile);
- 3) The facilitator encourages them to think about personal aspects and attitudes they like and those they don't like. They think of the different elements which compose their identity (family, nationality, education, sex, religion, role, belonging to groups...)
- 4) Participants are asked to think of:
  - The relationship between what they see and what others see and the relationship between the different aspects (that we can visualise through lines drawn to link them.
  - The development of different aspects/attitudes during their lives and the relevant factors (that we can visualise through the use of colours, which signal different stages of life using indicators on a "time scale" drawn next to the profile or with the use of "bubbles".
- 5) Participants will be divided into groups (circa three people) to share their thoughts within the limits they fix for themselves. A starting point for reflection is the following questions:  
How do we see ourselves? How do others see us? What influences me? How do the perceptions and attitudes evolve, and for what reasons? What actions have I noticed in terms of changes, and how are they connected? How do I deal with the aspects of my identity that I don't like? Where do they come from? What relationship do I see between the different aspects?

## Methodology

Identity is a concept that is notoriously difficult to understand, quantify or evaluate. It is such a malleable concept that certain researchers propose that it only exists in the scientific endeavour: these are researchers who construct it in their studies. Others fear that broaching the problems with notions of culture and identity hides the true socioeconomic factors that reify these notions. Nevertheless, we think that this same concept can be very useful in deciphering certain behaviours and that the dynamics of identity are a powerful motivation for peoples' actions

## Discussion (debrief)





After discussing in small groups, the facilitator invites the participants to share what they have exchanged during the small sessions freely.

This activity can have several messages. As a facilitator, based upon your perceptions of the group, you can direct the debriefing in different directions:

- 1) Each person has a multitude of identities, composed of individual, relational and collective elements. No one has just one identity.
- 2) In certain situations, some elements become visible, whereas others remain hidden, implicit.

The Facilitator underlines the concept of multiple cultures like multiple identities. Culture and identity are "dynamic concepts, " and many factors that influence culture and identity changes. The group has an impact on my identity, as well as I have an impact on their identities.

The facilitator invites the group to reflect on what influences within society impact our identity and how they are linked? (Discussion about the nationality, minority, references, etc.).

More debriefing about identity: Identity is...

- Diverse: Everyone has a multitude of identities – you have written a lot of aspects.
- Dynamic: imagine if you did the exercise a year or ten years ago... it would be very different from the one you produced today. Identities develop dynamically; they are not stable or static. Our identity seems to be a 'substantial database' (the sum of attributes that define us), it is better described as a dynamic process.
- It is also situational: The list would have been very different if you had done the exercise with your parents or manager. Also, if there were only one man amongst a group of women, the man's identity would become more prominent – more visible and would stick out on the list.
- Subjective: No one could write the aspects of identity inside the profile for you. Only you have access to these elements.
- At the same time, identities are forged on interaction with others. Its subjectivity is not without its limits- a poor white woman could not maintain the identity of a rich black man because the people around her would not reinforce this claimed identity that is so far from reality. As a less extraordinary example: would a young woman with a strong Russian accent be accepted as Italian or British?

## Timing

more or less 1.45h with 10 participants

## Espace & Materials

- Sheets of paper and pens

## Key Competences



Raised awareness among participants of identity and self-awareness as an interactive process where society and culture play a crucial role.

## 2. Confidence and self-esteem.

Confidence is a belief in oneself, the conviction that one has the ability to meet life's challenges and to succeed—and the willingness to act accordingly. Being confident requires a realistic sense of one's capabilities and feeling secure in that knowledge.

Confidence is not an innate, fixed characteristic. It's an ability that can be acquired and improved over time. Social confidence can be developed by practicing in social settings. Individuals can observe the structure and flow of any conversation before jumping in, and they can prepare questions or topics to discuss ahead of time.

Self-esteem is your subjective sense of overall personal worth or value. Similar to self-respect, it describes your level of confidence in your abilities and attributes.

Key elements of self-esteem include:

- Self-confidence
- Feelings of security
- Identity
- Sense of belonging
- Feeling of competence

### Activity name

#### Your real value

#### Goals

- To identify the strengths and real potential of each person
- To improve the personal self-esteem of each person

#### Description (including face to face and online option)

Using the points as a metaphor we will show the participants how their own value with independence of the personal moment that they are living.

#### Methodology

##### FACE TO FACE AND ONLINE

- Ask the participant to take a ball of one common colour for everybody (green) and make them to write a value (100 points).
- Ask to the participant to include in the banknote all the skills, capacities and strengths that they have.



- Ask to the participants to dunk the ball in a basket. Don't leave the balls in the basket they need to recover it.
- Give another ball with another colour (red) where the participants needs to write their defects and weakness.
- Ask to the participants to dunk again the two balls at the same time and leave the balls in the basket.
- Finally ask to the participants to take only one ball (the one that they like most from the basket) They can not take their own ball.
- Make them share which ball they choose and why they liked it.
- Debrief.
- In the online version they don't take the ball of another person and they reflect always with their own chosen ball. .

### Discussion (debrief)

- ❖ The facilitator will guide a group reflection about how we are, our capacities, about who we are and how sometimes we are too focus in our weakness but others see our real potential. The facilitator will focus the attention how everything is easier if we play just with our strong points and how it is more difficult when we deal with strong points and weakness. Also, they will reflect about how our value doesn't change beyond of our personal life moment, even in our worst moments, we have the same value and capacities that we have in our best moments. Besides, the facilitator will reflect about how everything is focusing in our capacities and taking the green ball and how we needed to equilibrate both balls to dunk them which represents the personal equilibrium between strong points and weakness.

### Timing

1 hour.

### Espace & Materials

One green ball per participant and one red ball per participant, pens, pencils, markers and one dunk.

### Key Competences

- Improving our own self-knowledge
- Improving our self-esteem
- Improving our capacities to face and overcome problems.



## Activity name

### “Throwing a compliment”

## Goals

- Embrace our qualities and think about them as something to be proud of
- Start to focus on the positive things of ourselves and our colleagues
- Acknowledge the capacities of one-self

## Description (including face to face and online option) and methodology

Groups should be done between 10-20 people so that the space maintains its intimacy and participants feel the confidence enough to express themselves in these aspects.

At the beginning of the activity, the participants are going to do a brainstorming of different positive adjectives about personality and physique. All of them will be written in a board seen by everyone.

In a circle, the instructor is going to give a ball to one of the participants. This person will throw the ball to another woman while saying one of the positive aspects that is written in the board (or another one that she can think of) and that feels that fits to the other person. The other woman will catch the ball and will repeat the same dynamic with a different woman and a different adjective, so that they all complement each other. It doesn't have to be all adjectives; they can be positive things in general. Some examples that can be said are:

- Intelligent
- You are a good listener
- I feel comfortable when I'm around you
- I love your confidence
- Compliments about the eyes, smile...
- I like how you dress, how you express yourself...
- You make me smile
- You are very funny

With this dynamic, they are going to work on their self-esteem and help the other to achieve more confidence. It is a way to focus on the positive things, try to see our insecurities with different eyes, maybe even as something positive and embrace women around us.

## Discussion (debrief)

At the beginning of the activity, the instructor will try to create a safe and comfortable space. All the participants would present themselves if needed. The instructor will explain the



dynamic of the activity and participants may want to set some limits and boundaries if there is something that would make them feel uncomfortable.

The instructor will first speak about the concept of confidence and self-esteem, and how it can affect our daily lives. The group will discuss the importance of achieving confidence in oneself and they may also share their experience with their self-esteem at the different stages of life.

When the activity is finished, the group will be seated in a circle and will discuss further on what they have felt and said during the dynamic. The instructor will guide the discussion, however, he/she should let participants the space to speak and express themselves. The instructor may ask some questions like:

- How did you feel during the activity?  
To assure that participants had an overall good experience. They may talk about how they felt while making the compliment to other women and while receiving the compliment.
- Did you identify with the compliment that you received?  
The participants should analyze what they think about what the others have told them. They may become aware of some qualities of themselves that they could have not remarked before, or they may not see what the others do.
- How do you see yourself now?  
After this dynamic and doing introspective work, has the way you perceived yourself change? They can talk as well about the importance given to how the others perceive you.

## Timing

This activity should last at least 30 minutes so that all the participants have the opportunity to participate and to have the later discussion about how they feel and what they learnt.

## Space & Materials

- The activity should be done in a wide place with no obstacles
- One ball is needed
- A board to write the compliments

## Key Competences

- Confidence: this activity will help boost their confidence, pointing out their good features of their personality and physics
- Self-awareness: participants will explore in their self-esteem and how that can affect other aspect of their live
- Empathy: the activity will enforce the empathy between the participants, while listening to the rest and when accompany with the same feeling/statement.



- Creation of bonds: the confidence built between each other will enable them to respect the rest, communicate and create a relation.
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## Activity name

### “Building Inner Strength”

## Goals

- Boost participants' confidence and self-esteem.
- Facilitate a positive self-image and self-acceptance.
- Encourage participants to recognize their strengths and abilities

## Description (including face to face and online option) and methodology

### Face-to-Face Option:

#### 1. Confidence Circle with Movement:

- Ask participants to stand in a circle.
- Explain that the Confidence Circle aims to boost each other's confidence through compliments and positive affirmations.
- Begin by asking the first participant to share a compliment or positive quality about another participant.
- After each compliment, encourage the receiver to respond with a simple "Thank you" while taking a step forward.
- Suggested Questions:
  - “What positive qualities do you admire in others?”
  - “How does receiving compliments make you feel?”
  - “How can expressing appreciation for others boost their confidence as well as yours?”

#### 2. Strengths Collage Relay:

- Divide participants into teams.
- Provide each team with magazines, art supplies, and large sheets of paper.
- In a relay format, each team member contributes to the creation of a collaborative Strengths Collage.
- Encourage them to be creative and expressive, using images and words that reflect their unique qualities.
- Suggested Questions:
  - “What achievements or strengths would you like to highlight in your collage?”
  - “How did you feel while contributing to the team's collage?”
  - “What elements in the collage represent your team's unique qualities?”



### 3. Positive Affirmation Walk:

- Lead participants to an open space.
- Lead the group in repeating positive affirmations aloud while taking a mindful walk.
- Emphasize the importance of reinforcing positive self-beliefs with each step.
- Suggested Questions:
  - "How did repeating the positive affirmations make you feel during the walk?"
  - "Which affirmation resonated with you the most, and why?"
  - "How can incorporating positive affirmations into your daily routine impact your confidence and self-belief?"

#### Online Option adaptation:

##### 1. Virtual Compliments with Virtual Movement:

- In the virtual meeting, instruct participants to type compliments in the chat, addressing them to specific participants.
- Encourage participants to stand up and perform a simple movement (e.g., stretching, jumping) while receiving compliments.
- Suggested Questions:
  - "How did virtual movement enhance your experience of receiving compliments?"
  - "Did you feel a physical connection to the positive words shared?"

##### 2. Digital Strengths Collage Scavenger Hunt:

- Share a virtual collaboration tool or a shared document for the digital collages.
- Instruct participants to find and add images or words that represent their strengths and unique qualities.
- Encourage them to move around their space while collecting digital elements for the collage.
- Suggested Questions:
  - "How did the virtual scavenger hunt add a physical element to the collage creation?"
  - "What digital elements did you find that strongly represent your strengths?"

##### 3. Recorded Positive Affirmation Yoga:

- Ask participants to record short audio affirmations that boost their confidence.
- Instruct them to play the recorded affirmations while engaging in simple yoga poses or stretches.
- Emphasize the connection between positive affirmations and physical well-being.
- Suggested Questions:
  - "How did combining positive affirmations with yoga or movement impact your experience?"
  - "Did you notice a difference in the mind-body connection?"

#### Discussion (debrief)

##### 1. Acknowledgment and Gratitude:





- Begin the debrief by expressing gratitude to all participants for their active engagement in the activities.
  - Recognize their openness and willingness to explore their strengths and build inner confidence.
- 2. Reflection Highlights:**
    - Summarize the key highlights from each activity.
    - Mention some of the compliments shared during the Confidence Circle, the creativity displayed in the Strengths Collages, and the empowering affirmations recorded and shared during the activity.
  - 3. Individual Sharing with Movement:**
    - Encourage participants to share their personal experiences during the activities while incorporating a simple movement or gesture.
    - Ask questions like:
      - “How did receiving compliments or sharing your positive qualities make you feel while adding movement?”
      - “Did anything surprise you during the Strengths Collage creation process with the added physical element?”
  - 4. Group Sharing with Expressive Movement:**
    - Facilitate a group discussion by inviting participants to share common themes or patterns that emerged during the activities.
    - Encourage them to express their reflections with a simple movement or gesture.
  - 5. Impact on Confidence and Self-esteem with Mindful Movement:**
    - Prompt participants to reflect on how the activities impacted their confidence and self-esteem while engaging in mindful movement.
    - Ask questions like:
      - “Did the compliments and positive affirmations influence your perception of yourself as you moved?”
      - “How did combining movement with the Strengths Collage creation affect your self-awareness?”
      - “What strategies can you take away from these activities to boost your confidence in daily life with mindful movement?”
  - 6. Recognizing Growth with Gratitude Movement:**
    - Encourage participants to recognize and celebrate personal growth and self-acceptance.
    - Ask them to share any insights or realizations they gained during the activities while expressing gratitude through movement.
  - 7. The Power of Encouragement with Group Movement:**
    - Facilitate a discussion about the power of encouragement and the positive impact it can have on individuals' self-perception and well-being.
    - Discuss how compliments and affirmations, combined with movement, can inspire confidence.
  - 8. Strategies for Sustaining Confidence with Actionable Movement:**
    - Engage participants in brainstorming strategies for sustaining their confidence and self-esteem with actionable movement.
    - Encourage them to share practical steps they can take to maintain a positive self-image while incorporating movement into their daily routines.
  - 9. Supportive Feedback with Appreciative Movement:**



- Offer supportive feedback and positive reinforcement to participants' reflections.
- Acknowledge their courage in exploring their strengths and vulnerabilities with an appreciative movement.

#### 10. Encouragement for Ongoing Growth with Forward-looking Movement:

- Conclude the debrief with words of encouragement for ongoing personal growth and development.
- Remind participants that building inner strength is a continuous journey that requires self-compassion and self-awareness while expressing a forward-looking movement.

#### Timing

- Allocate approximately 1.5 hours for the entire activity, including Confidence Circle, Strengths Collage, Positive Affirmations, and the debrief.

#### Space & Materials

##### Face-to-Face:

- Comfortable room or space with chairs arranged in a circle for the Confidence Circle.
- Art supplies (magazines, scissors, glue, colored paper) for the Strengths Collage.
- Large sheets of paper for the collages.
- Open space for the Positive Affirmation Walk.

##### Online:

- Video conferencing platform for virtual meetings and chat for Virtual Compliments.
- Virtual collaboration tools or shared documents for the Digital Strengths Collage (e.g., Google Jamboard, Miro).
- Recording tools for the Recorded Positive Affirmations.

#### Key Competences

- Self-confidence: Encouraging participants to recognize and appreciate their abilities through movement.
- Creativity: Engaging participants in the creative process of making collages with added movement.
- Communication: Sharing compliments and affirmations in a supportive environment with expressive movement.
- Emotional intelligence: Fostering positive emotions and self-acceptance with mindful movement.
- Digital competences: Navigating the virtual platform, creating digital collages, and incorporating movement online.

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#### Activity name



## Body and Femininity

### Goals

- To find and share a protected physical and experiential space among women where it is possible to feel free, to express oneself away from prying eyes, to find a moment for oneself;
- To help women see themselves and their bodies not as objects to be looked at, but as subjects who can express themselves, occupy a space and move freely in it;
- To introduce/cultivate an idea of a female figure that has the potential to move away from gender constructs that bind her to an idea of demeanour, decorum, moderation, and sobriety;
- To work on legitimising the free expression of a woman's sensuality;
- To foster self-esteem and self-confidence;
- To encourage the sharing and mutual understanding of personal experiences related to self-expression as a woman;

### Description (including face to face and online option) and methodology

A short general body warm-up is conducted with music.

It is possible, and indeed appropriate, to introduce the activity in a circle by explaining that it's a dance, specifying what kind of dance it is and what it means in the culture from which it originates.

The participants should then arrange themselves so that they can all see the facilitator.

The facilitator suggests movements or dance steps that emphasise all parts of a woman's body, with particular emphasis on the areas most associated with the concept of femininity, such as the chest, hips and pelvis. The steps are first explained without music and rehearsed with the participants. With each rehearsal, the participants become more comfortable with the movements.

The leader's manner and attitude during the development of the activity should be humorous and at the same time gentle, welcoming and reassuring.

Once the sequences are memorised, they are rehearsed and finally set to music. It is at this stage that the transition between a sharp movement and its transformation into dance takes place.

Particular attention should be paid to the choice of song and the lyrics. The lyrics, as is often the case in dancehall, speak of women, highlighting their physical and non-physical qualities, their strength, and their attitude.

Once the sequence has been completed and memorised, it is possible to divide the participants into groups that take turns performing in front of each other, gradually challenging the sense of embarrassment that initially characterises a performance. While one group is performing, the role of the observing group is to support, verbally encourage and



cheer them on. The groups then change roles and everyone can feel what it is like to put themselves out there and feel supported, and what it is like to support others. The movements can also be done in a circle so that everyone can see and dance with everyone else.

Throughout the activity, the facilitator has the task of constantly observing and listening to the sensations felt by the participants, intervening and supporting if any difficulty related to any kind of discomfort is noticed during the activity.

### Methodology

The activity is a sport-based activity that revolves around the use of dancehall. The term dancehall defines a culture, a musical genre and a type of dance that emerged in Jamaica between 1970 and 1980. Dancehall also defines a physical place, the place where dancehall takes place.

Dancehall, understood as dance, has several styles. One of them is Dancehall Female, a style that emphasises femininity and the sensual and even sexual aspects of the female figure through its movements. These are aspects that are often misjudged or sanctioned in everyday life.

In Jamaica, the dancehall female has quickly become a socio-cultural phenomenon that has given local women the opportunity to cultivate a special space where they can celebrate themselves, nurture their self-esteem and freely manifest and master certain important aspects of feminine nature, making themselves an active subject, aware and free, and no longer the passive object of others' gaze. Moreover, for some women who have become dancers, teachers and performers, the world of the dancehall has become a business and thus a way of economic emancipation.

### Discussion (debrief)

Once the activity has been completed and danced, it is appropriate to spend a few minutes in a circle to discuss in plenary the feelings experienced about the individual moments or movements.

### Timing

From 60 to 90 minutes

### Space & Materials

The activity can be done indoors or outdoors, either way, it should be carried out in a place that is away from prying eyes and where participants feel comfortable. Music and speakers are needed.



## Key Competences

- Self-awareness and self-esteem
- Self-expression through the body



### 3. Social skills and sense of belonging to the community

Social skills are the skills we use every day to interact and communicate with others. They include verbal and non-verbal communication, such as speech, gesture, facial expression and body language. A person has strong social skills if they have the knowledge of how to behave in social situations and understand both written and implied rules when communicating with others.

Social belonging is the subjective feeling of inclusion or acceptance into a group of people. This sense of community or connectedness in a social group is a basic human need that individuals must satisfy to maintain their identity, physical well-being, and mental health.

#### Activity name

#### Cooperation or competition

#### Goals

- To improve the social skills of the participants
- To raise awareness of the need and cooperation and the sense of the community.

#### Description (including face to face and online option) and methodology

We divide the group in 3 small groups and we will offer them the chance to get as many points as they can, being this the goal of the game. To get points, represented by balls which are on the opposite side of the room. They will need to choose if they are showing a red card or a green card. They will have time to negotiate between them to agree on what they show.

According to what they show, they will get points or lose. Each combination of green and red cards, will have an assignment of points, if all of them show green, all of them gain points, if all of them show red, all of them lose points, if there is a mix of colours the greens will lose points and the red will win. When they win points they need to run to the other side of the room and take as many balls as they can, if they lose, they need to give back the balls.

#### Methodology

It can be done in a similar way personally and online.

1. Divide the group in 3 small groups and give them the red and green card. Also, give them the table of results according the combination of cards show in the next step. Give to each group the same amount of points to start.
2. Give them time to decide in groups what they are going to show.
3. Take one speaker of each group to negotiate and express what they decided in the groups. (They can lie)



4. Give them again time in groups what they agreed in the previous negotiation and make them to take their last decision.
5. Make them show their cards and give or take out the points to each group according the results.
6. Make them run to take the balls.
7. Play some rounds and remember that their goal it is to get as much point as the can.
8. Initiate the discussion.

### Discussion (debrief)

Ask to them who won the game. They will say that the winner is the group who has more points but they are wrong. The winner is you, because they did not get from you all the points that they could get if they would have cooperated. Sometimes, even they finish as group, with less points that you gave them initially. Then lead a discussion about the sense of the community, the competition against the cooperation, the discrimination, about how they were feeling...

### Timing

90 minutes.

### Space & Materials

- A quiet and calm space
- 3 red cards and 3 green cards. A big number of balls.
- Paper to write the table of results

### Key Competences

- Social skills: Participants engage in communication, collaboration, and empathy.
- Community engagement: Participants actively connect with others in their community, fostering a sense of belonging and social responsibility through group activities.

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### Activity name

**"Trust on me"**

### Goals

- Trust-building between the members of the group
- Creation of bonds with other women that share experiences





- Development of social skills, like communication and empathy

### Description (including face to face and online option) and methodology

Groups should be done between 10-20 people so that the space maintains its intimacy and participants feel the confidence enough to express themselves in these aspects.

The participants will make two groups among them and will compete between each other during this activity. The instructor will explain the first activity; one group will develop it and then the other. All the exercise will be about trust-building. Both groups are going to do all of these exercise explained by the instructor. Moreover, each group is going to have a balloon and the instructor will have a box with different elements to put on the balloon and characterize it. If the group success on one exercise, they will choose an element and add it to their balloon while saying a quality of its personality. Before, the members of the group will discuss between them a quality that they all share, like: I like making jokes; I'm shy; I'm introvert/extrovert; I like talking a lot; I feel more comfortable with small groups... all related with social skills and the community. To help them, the instructor may also ask some questions so that it is easier to come up with qualities and aspects of the personality, like:

- How do you feel when you meet new people?
- Is it easy for you to maintain relations?
- Do you trust on the people around you? How hard is it for you to trust on someone new?

At the end of the exercise, the groups should have a balloon personalize that will combine the personalities of all the members of the group. Some of the elements that can be added to the balloon are: a hat, a bow tie, glasses, a moustache, a pen to draw a face, a wig...

The exercises that will be done in this activity are:

1. One member of the group is going to be placed in on wall of the room with a mask, so she doesn't see anything. The rest of the group are going to be placed somewhere between their colleague and the other wall of the room. They are going to be placed close to each other, shoulder to shoulder, like faking a wall. The other person is going to run (without seeing) in a straight line with the trust that she is not going to be get to the wall because her colleagues will be there before. Each of the participants will do the same activity. If all of them achieve to do it and trust, they will get an element for their balloon.
2. The group is going to make a small circle, so they'll have to be very close between each other. One of them is going to be placed in the middle of the circle. She will lead her body "dead" and lean towards her colleagues making the circle. They will sustain her body and move it around the circle.
3. In this exercise the group, except one, is going to be placed in two lines, facing each other. The other one is going to stand in bench or something similar, backwards from the rest of the participants. She will jump back and the group will catch her.

When all of the members of the group achieve to do the exercise they will choose an element and give a quality to their balloon. Then, the other group will do the same. This dynamic will be the same for all of the exercise. At the end of the activity, each group will



present their balloon to the rest of the participants and will explain how it's its personality based on the ones of the group members. Then, they will discuss about their capacities to communicate, their social skills, and share different experience meeting new people, as well as how they deal with social anxiety, social pressure...

### Discussion (debrief)

At the beginning of the activity, the instructor will try to create a safe and comfortable space. All the participants would present themselves if needed. The instructor will explain the dynamic of the activity and participants may want to set some limits and boundaries if there is something that would make them feel uncomfortable.

The instructor will first speak about different social skills and the importance of belonging to a community. The group will share their experience managing communication, their social skills and how they feel connected to the community.

When the activity is finished, the group will be seated in a circle and will discuss further on what they have felt and said during the dynamic. The instructor will guide the discussion, however, he/she should let participants the space to speak and express themselves. The instructor may ask some questions like:

- How did you feel during the activity?  
To assure that participants had an overall good experience. They may talk about how they felt sharing their experience, talking about their emotions and situations of their live...
- Did you identify with the experiences of the rest?
- Have you learnt something helpful?  
After this dynamic and doing introspective work, has the other experiences help you? What have you learnt about managing emotions and how do you think you could apply it to you live?

### Timing

This activity should last at least 1 hour and a half so that all the participants have the opportunity to participate and to have the later discussion about how they feel and what they learnt.

### Space & Materials

- The activity should be done in a wide place with no obstacles
- A board to write
- Two balloons
- Elements for the balloon like: a hat, a moustache, a bow tie, glasses, a pen...
- A bench or something to stand on
- A scarf/mask or something similar to cover the eyes

### Key Competences



- Social skills: participants will think and discuss about their social skills and their connection to the community and develop other skills and capacities
  - Trust-building: participants will develop trusting skills
  - Communication: they will learn to communicate to new people and in public
  - Self-awareness: participants will explore in their skills and capacities and how they react to different situations with people, learning more about themselves.
  - Empathy: the activity will enforce the empathy between the participants, while listening to the rest and looking for common experiences.
  - Creation of bonds: the confidence built between each other will enable them to respect the rest, communicate and create a relation.
- 

### Activity name

#### “Community Connections”

### Goals

- To enhance participants' social skills and sense of belonging to the community.
- To foster a stronger sense of community among the participants.
- To promote empathy, active listening, and cooperation.

### Description (including face to face and online option) and methodology

#### Face to face version:

##### 1. Create the Bingo Prompts:

- Prepare a list of conversation prompts or tasks that participants can complete during the activity. These prompts should encourage participants to share their experiences, interests, and opinions. For example:
  - *Find someone who shares the same favorite color as you.*
  - *Talk to someone who has traveled to a place you've always wanted to visit.*
  - *Connect with someone who has a pet or loves animals.*
  - *Share a memorable life experience with a partner.*
  - *Find someone who has a hobby or skill you admire.*

##### 2. Introduce the Activity:

- Gather participants in a designated area, such as a meeting room or outdoor space.
- Explain that the goal of this Community Bingo is to connect with others and discover common interests through conversations.
- Emphasize the importance of active listening and being open to new connections.



3. Engage in Conversations: Ask participants to:

1. Find someone who shares the same favorite color as you:
  - Encourage participants to mingle and start conversations with others by asking about their favorite color.
  - Participants should actively listen to others' responses and seek someone who shares the same favorite color as theirs.
  - Once they find a match, they can connect further by discussing why that color is meaningful to both of them.
2. Talk to someone who has traveled to a place you've always wanted to visit:
  - Participants should initiate conversations with others about travel experiences.
  - They can ask questions such as, "Have you traveled to any exciting places recently?" or "What is the most memorable place you've visited?"
  - Participants should express their interest in visiting a specific place and find someone who has been there or has valuable insights to share.
3. Connect with someone who has a pet or loves animals:
  - Participants can engage in conversations by asking about pets or animals.
  - They can inquire if the person has pets or simply enjoys animals.
  - Participants should express their own affection for animals and find common ground with others who share a similar passion.
4. Share a memorable life experience with a partner:
  - Participants should pair up with another participant.
  - Each participant takes turns sharing a memorable life experience with their partner.
  - The experience can be personal, funny, challenging, or heartwarming.
  - The partner should actively listen and engage in the storytelling process.
  - After both participants have shared, they can switch roles and continue the conversation.
5. Find someone who has a hobby or skill you admire:
  - Encourage participants to initiate conversations about hobbies or skills they admire in others.
  - They can ask questions like, "Do you have any hobbies you're really passionate about?" or "Is there a skill you've developed that you find impressive?"
  - Participants should share their own interests and skills as well.
  - When they find someone with a hobby or skill they admire, they can discuss what makes it appealing and why they find it inspiring.
6. Discuss your favorite books, movies, or music:
  - Encourage participants to engage in conversations about their favorite books, movies, or music.
  - Prompt them to share the titles of books they've enjoyed reading, movies they've found inspiring, or music that moves them emotionally.
  - Participants should actively listen to others' preferences and discover any common interests they may have in these areas.
  - Challenge them to find someone with similar tastes in books, movies, or music and discuss their favorite recommendations.



7. Talk about your dream or passion:

- Instruct participants to discuss their dreams or passions with others.
- Prompt them to share what they are most passionate about or what they dream of achieving in the future.
- Encourage participants to actively listen to others' aspirations and offer support or encouragement.
- Challenge them to find someone who shares a similar dream or passion, fostering a sense of camaraderie and shared goals.

8. Share a funny or memorable childhood story:

- Encourage participants to share amusing or memorable stories from their childhood.
- Instruct them to choose a funny or heartwarming anecdote that brings a smile to their face.
- Participants should actively listen to each other's stories, creating an atmosphere of lightheartedness and connection.

9. Discuss a favorite recipe or food memory:

- Prompt participants to talk about their favorite recipes or food memories.
- Encourage them to share a dish they love to cook or a memorable food experience they've had.
- Participants should actively listen to others' culinary stories and bond over shared love for certain cuisines or dishes.

10. Find someone who shares a similar interest in volunteering or community service:

- Instruct participants to discuss their experiences with volunteering or community service.
- Prompt them to share the causes they are passionate about or the organizations they have volunteered with.
- Encourage participants to actively listen to each other's stories and find common ground in their dedication to making a positive impact in their communities.

4. Share Discoveries:

- After a set amount of time (e.g., 30 minutes), gather participants together again.
- Invite volunteers to share interesting connections they've made or experiences they've learned about during the conversations.

5. Encourage Further Interaction:

- Encourage participants to exchange contact information with those they connected with during the activity.
- Suggest continuing conversations or arranging future meetups to strengthen community bonds further.

Additional Tips:

- The facilitator should be actively involved in the activity, moving around the space, and helping participants initiate conversations if needed.
- Set a time limit for each prompt to ensure participants have ample opportunities to interact with multiple individuals.



- After the activity, gather participants for a group discussion to share interesting connections they made and highlight the importance of community bonding through conversations.
- Encourage participants to exchange contact information with those they connected with during the activity to foster ongoing connections and friendships.

Online version:

Engage in Virtual Conversations:

- Instruct participants to use the online chat, video conferencing, or messaging features of the chosen platform to connect with others.
- Encourage them to initiate virtual conversations with others based on the provided prompts.
- Participants can work individually or in pairs to complete the prompts through messaging or video calls.

## Discussion (debrief)

Debrief for Physical Version:

Facilitator: "Welcome back, everyone! We hope you enjoyed the Community Bingo activity. Let's take a few minutes to reflect on our experiences and the connections we made during the activity."

1. How did you feel during the Community Bingo activity?
  - Encourage participants to share their emotions and overall experience during the activity. Did they feel excited, nervous, or curious about connecting with others?
2. Did you discover any unexpected connections with others?
  - Prompt participants to share any surprising or meaningful connections they made. Did they find common interests with someone they least expected?
3. What did you learn about the people in your community through the conversations?
  - Encourage participants to reflect on the insights they gained about others in the community. Did they discover shared experiences, passions, or aspirations?
4. How can we continue fostering connections within our community beyond this activity?
  - Open the discussion to explore ideas for building and strengthening community bonds. Participants can suggest future activities, events, or online platforms to stay connected.

Debrief for Online Version:

Facilitator: "Welcome back, everyone! We hope you had a great time during the Online Community Bingo. Let's take a moment to share our experiences and how the virtual interactions impacted us."





1. How did you feel during the Online Community Bingo activity?
  - Encourage participants to express their feelings and thoughts about virtual interactions. Did they feel comfortable communicating online and engaging in virtual conversations?
2. Did you discover any unexpected connections with others in virtual conversations?
  - Prompt participants to share any surprising or meaningful connections they made online. Did they find common ground with someone they had not previously known well?
3. What did you learn about the people in your community through online interactions?
  - Discuss the insights gained about others in the community through virtual conversations. Did participants learn about shared interests or experiences in the online discussions?
4. How can we continue fostering connections within our community through virtual means beyond this activity?
  - Open the discussion to explore ideas for maintaining and strengthening virtual connections. Participants can suggest using online platforms, virtual events, or regular video calls to stay connected.

### Timing

Allocate approximately 1.5 to 2 hours for the entire activity, considering the time needed for icebreakers, the group project, virtual community-building activities, and the debrief.

### Space & Materials

#### Physical Version:

- Space: A community center or indoor venue with enough room for participants to move around comfortably.
- Materials: Physical bingo cards with unique prompts, pens/markers, and optional prizes.

#### Online Version:

- Space: Virtual meeting platform with video and audio capabilities.
- Materials: Virtual bingo cards with unique prompts, electronic marking, and optional virtual rewards.

### Key Competences

- Social skills: Participants engage in communication, collaboration, and empathy during the icebreakers and the group project, both in-person and online.
  - Community engagement: Participants actively connect with others in their community, fostering a sense of belonging and social responsibility through group activities.
  - Digital competences: Participants utilize online platforms and collaboration tools for the virtual community-building activities, effectively navigating the digital space to foster community connections.
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## Activity name

### Photographic weaves

#### Goals

- Knowing each other through photos
- Creating or improving team building
- Getting familiar with the place of living
- Developing a sense of belonging to places
- Creating new relationships

#### Description (including face to face and online option) and methodology

##### Meeting 1

###### TEAM BUILDING AND COMMON GROUND

1. The youth worker invites a group of women to join an experience of co-creation based on photography and aimed at creating new experiences where people from the local community can get together and get to know each other by building an installation.
2. Getting to know each other and breaking the ice: "two Truths, one Lie."
3. Brainstorming to explore the word "Familiarity."

What does familiarity mean for you? What is familiar? Do you have a place that is familiar to you? A situation, even a recurring one that makes you feel serene? Or a habitual action? It can be a simple moment in the company of your loved ones, a memory from the past, a place in your hometown or the town where you now live.

Participants write down or find an image to describe the personal meaning of "familiarity" and then share it with the group.

The facilitator highlights how different the "word" familiarity resonates among people. There is no right or wrong answer. Every answer is correct because it comes from people's experiences.

##### Meeting 2

###### SIMULATION OF BUILDING A COMMUNITY PHOTOGRAPHIC INSTALLATION

4. Participants simulate the action of building up a net of meanings around the word "familiarity", starting from their concepts. Each participant has 20 minutes to use two types of art to express the word familiarity: photography and writing:

(1) take a picture talking about familiarity and write down a short description telling why you choose it.

(2) write a message on paper (20 minutes).

(3) connect your creation to one of another if you find a link choosing a colourful wire.

Participants share their creations (photos and paper) in the plenary and connect them using a string to link pictures and paper messages.

###### PREPARING THE PHOTOGRAPHIC INSTALLATION ACTIVITY

5. Participants get together to start building the activity from the very beginning. The youth workers give the following basic instruction:

Participation:



- Who do you want to be involved with?
- What is the best place to engage the target audience you have identified? Why?
- How to make this activity accessible to random people that you will meet on the street?
- How to promote the information to promote participation? Which channels would you use?

Installation:

- Use recycled material
- Use minimal material to create the skeleton of the installation to give more visibility to what people will put on it (colourful strings, photos, messages)
- Imagine a smart installation that can easily be taken to different public places
- Imagine an installation that can be welcome in small places (a bar will not let you do an activity if you occupy a lot of space)
- Drawing a model on paper can help you visualise it (take time to conceive it): Imagine how people will interact with this structure and build it to create "freedom" within it.
- Find two options and list the pros and cons of each one.
- Agree on one option

The group members share tasks and organise themselves to meet up and work on the preparation (collecting material, building the skeleton of the installation, etc.). Youth workers transfer to participants their presence and their availability to intervene in case it is needed.

### Meeting 3

#### 6. Organizing the public event to build up the installation with the community

- Fixing the place, the date and time
- Creating the contents and channels to promote the event (What, Why, When, Where How)
- Communication 1 week before the event: Invite people to join starting from your surroundings (family, friends, neighbourhoods, etc.):
  - o 1. Think about your concept of familiarity
  - o 2. Take a picture of your familiar place; share it in the social channel XXXX with the following tag YYYY
- Organisers will print the pictures received or will ask participants to print their own pictures and bring them to the event to contribute to the community installation
- Share tasks among the group around the following responsibilities: informing people and inviting them to join, explaining why you are there, guaranteeing the material needed. The logistics and documenting the event.

### Meeting 4

#### 7. During the event

- The organisers arrive at least one hour before the start.
- Set up the working space creating a welcoming environment where you can have a cosy space where people can sit for a moment and write their message or simply talk to each other and drink something together
- Provide participants with scissors, papers, colourful strings to act
- Put some music to create an attractive environment
- Set up the skeleton of the installation
- Put around some fliers to invite people to join you



- The youth leaders can build up the installation with their picture and or paper message to break the ice.

8. How to involve random people (who didn't know about the event before) to co-build the installation:

- All the organisers will welcome the people who already know about the event and have their pictures and random people passing by the surroundings.

Meet the newcomers and hand them a flier. Propose they join the community installation with a written message to hang on the skeleton and connect to the others.

The organiser will explain to people why and how to participate:

Think about your concept of familiarity

Write or draw a message on a paper to express your concept of "familiarity."

Connect it to others familiar places/situations choosing a colourful wire

9. Debriefing with the participants who contributed to the installation

- After the attendees have contributed to the installation, organisers initiate a talk about it. Organisers will invite participants to stand in a circle, maybe drinking something, and bring them the following questions (one person facilitate the discussion):

o What did you hang up in the installation?

o Why does it represent the word "familiarity"?

o To which did you connect your creation? Why?

o How was it for you to reflect on the word familiarity?

o Did you get any insight?

Facilitators and organisers can bring attention to the importance of creating an inclusive space where people can feel "at home". Many different meanings will come up, as well as needs and desires. This will be an opportunity to highlight the beauty of diversity coming from a common ground, "familiarity". Facilitators can also highlight how a familiar place is not necessarily the place where you were born, but the place where you had meaningful experiences, bringing to the attention the topic of the fundamental right to freedom of movement to accomplish personal objectives.

## Discussion (debrief)

### Meeting 5

After the event, youth workers invite the group to discuss the experience posing the following questions:

1 How do I feel at the end of this meeting?

2. Is my meaning of "familiarity" changing? In what way?

3. Do I feel satisfied with how I worked today?

4 Do I feel I have worked as a group? What did I miss? What have I accomplished?

5. How has this group taken care of the initiative today?



6 What does political will mean to me?

7. How can we increase the political value of this initiative?

8. For the next time, I would like to...

### Timing

Five meetings of at least 3 hours

### Space & Materials

- Individual smartphone
- Printed photo (also on glossy paper)

For the photographic installation:

- A minimal structure/frame, such as polystyrene notice board, umbrella or clothes hanger
- Thin wire or buttonhole
- nails
- Transparent plastic wire (as fishing line)
- Threads of different types/colours
- Public place to hang the structure
- Paper, pens, markers
- Hole punch



#### 4. Values and management of emotions.

Values are individual beliefs that motivate people to act one way or another. They serve as a guide for human behavior. Some values have intrinsic worth, such as love, truth, and freedom. Other values, such as ambition, responsibility, and courage, describe traits or behaviors that are instrumental as means to an end.

Still other values are considered sacred and are moral imperatives for those who believe in them. Sacred values will seldom be compromised because they are perceived as duties rather than as factors to be weighed in decision-making. For example, for some people, their nation's flag may represent a sacred value. But for others, the flag may just be a piece of cloth.

Emotions are not consciously controlled. The part of the brain that deals with emotions is the limbic system. It's thought that this part of the brain evolved fairly early on in human history, making it quite primitive.

Emotions are strongly linked to memory and experience. If something bad has previously happened to you, your emotional response to the same stimulus is likely to be strong.

#### Activity name

##### **The most valuable society**

#### Goals

- To develop communication and teamwork skills
- To identify and promote positives values to the community
- To learn how to manage emotions

#### Description (including face to face and online option)

We will divide the group in small groups and we will give to each of them a list of values (positives and negatives) that they need to show representing a situation where are visible as a theatre performance.

The rest of participants should identify the values that they have detected in the characters.

Later we will chose the most important values for a society and we will create "the most valuable society".

#### Methodology

##### **Face to face**

1. To divide the group in smalls groups.



2. To give to each group a bunch of values that they need to represent in a theatre performance.
3. Each group represent the performance and the rest of the groups identify in a debriefing the values that they detected.
4. They choose the most important values and they create "the most valuable society".

### Online

In this case instead of a theatrical performance each participant will use the storytelling to create a tale or history where he/she will include all the values that he/she got and we do ahead with the steps 3 and 4 of the Face to Face methodology.

### Discussion (debrief)

The facilitator will lead the reflection in order to get an agreement between all the group creating "the most valuable society". He also will lead a discussion about how the emotions and feelings are affecting to our values and how to control this bad emotions with create negatives values. He or she could try to match a value with an emotion and try to go deeper in the emotional education as a key to improve our society.

### Timing

Depend of the number of groups but each group should have at least 20 minutes and there would be at least 20 minutes for the last reflection.

### Space & Materials

- A quiet space.
- A board.
- Markers.

### Key Competences

- Emotional intelligence / education.
- Recognising positives and negatives values for our society.
- Social and individual emotional management.

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### Activity name

**"Represent an emotion"**



## Goals

- Learn to identify different emotions and give them the space to be felt
- Learn how to manage and deal with our emotions and the ones of the people surrounding us.
- Find others perspective to our problems and "bad feelings".

## Description (including face to face and online option) and Methodology

We will divide the group in small groups and we will give to each of them a list of values. Groups should be done between 10-20 people so that the space maintains its intimacy and participants feel the confidence enough to express themselves in these aspects.

At the beginning of the activity, the participants are going to do a brainstorm of emotions and feelings. This should try to explore more complex and different emotions. The group is going to be divided by pairs and the instructor will give each pair an emotion, without the rest knowing it. Each pair individually is going to talk about that emotion and both women are going to share situations in which they feel that emotion. They are going to try to find a common situation and choose it among the others. For this part of the activity, the instructor should let the pairs speak during 5-10 minutes.

After this part, each pair will stand in front of the rest of the participants and only with gestures and body movement; they will represent the situation chosen and the emotion that was given to them. The rest of the participants will see the scene and will try to guess the emotion and the situation. When they guess it correctly, everyone is going to speak about that emotion and the situation, sharing experiences and opinions. Eventually, everyone will try to give a solution to the situation: they will talk about how they normally deal with something like that, how they feel afterwards, what works best and other recommendations so that everyone can learn about the experiences of the other participants.

One by one, each pair is going to do the same dynamic and represent the emotion and the situation linked to it, followed by the same debate. When all of them have already do this part, pairs will stand again one by one, this time, representing the way of solving it or dealing with it.

## Discussion (debrief)

At the beginning of the activity, the instructor will try to create a safe and comfortable space. All the participants would present themselves if needed. The instructor will explain the dynamic of the activity and participants may want to set some limits and boundaries if there is something that would make them feel uncomfortable.

The instructor will first speak about values and management of emotions, and its importance in our daily lives. The group will share their experience managing emotions at the different stages of their lives.

When the activity is finished, the group will be seated in a circle and will discuss further on what they have felt and said during the dynamic. The instructor will guide the discussion,





however, he/she should let participants the space to speak and express themselves. The instructor may ask some questions like:

- How did you feel during the activity?  
To assure that participants had an overall good experience. They may talk about how they felt sharing their experience, talking about their emotions and situations of their live...
- Did you identify with the experiences of the rest?
- Have you learnt something helpful?  
After this dynamic and doing introspective work, has the other experiences help you? What have you learnt about managing emotions and how do you think you could apply it to you live?

### Timing

This activity should last at least 1 hour-1,5 hour so that all the participants have the opportunity to participate and to have the later discussion about how they feel and what they learnt.

### Space & Materials

- The activity should be done in a wide place with no obstacles
- A board to write the different emotions

### Key Competences

- Management of emotions: participants will think and discuss about how to manage their emotions and learn new ways and methods
- Self-awareness: participants will explore in their emotions and how they react to each of them, learning more about themselves.
- Empathy: the activity will enforce the empathy between the participants, will listening to the rest and when accompany with the same situation/emotion.
- Creation of bonds: the confidence built between each other will enable them to respect the rest, communicate and create a relation.

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### Activity name

**“Values in Motion”**

### Goals

- To explore and identify personal values.



- To enhance emotional awareness and understanding.
- To promote emotional management and resilience.

## Description (including face to face and online option) and Methodology

### Face-to-Face Option:

#### Values Exploration:

- Provide participants with individual worksheets containing prompts related to values. You can use the following prompts:
  1. What values are most important to you in your personal life?
  2. How do these values guide your decisions and actions?
  3. Reflect on a time when you faced a difficult decision. Which values influenced your choice?
  4. Share a moment when you felt a strong alignment between your actions and your values.
  5. Identify a value that you would like to cultivate more in your daily life. How do you plan to do that?
  6. Think about a role model or someone you admire. What values do you see in them that resonate with you?
  7. How do your values impact your relationships with others, both personally and professionally?
  8. Discuss a situation where you had to prioritize one value over another. How did you navigate that challenge?
  9. Consider the top three values you identified. Are there any conflicts or contradictions between them? How do you address such conflicts?
  10. Share an experience that caused you to reevaluate or reshape your values.
- Instruct participants to find a quiet and comfortable space to reflect on their values. Allow them around 15-20 minutes for this activity.
- After the self-reflection, gather participants in a circle and invite them to share one or two of their most significant values with the group. Encourage open and non-judgmental listening.

### Online Option:

#### Virtual Values Reflection:

1. Prior to the virtual meeting, create breakout rooms for smaller group discussions. Divide participants evenly into these rooms.
2. Provide a digital document or slides with the values prompts and questions for participants to reflect on before entering the breakout rooms.
3. Instruct participants to spend around 15-20 minutes in the breakout rooms, engaging in self-reflection and responding to the values prompts individually.
4. Assign facilitators to each breakout room to guide the discussion and ensure everyone has an opportunity to share their insights.



## Discussion (debrief)

1. Acknowledgment and Gratitude:
  - Begin the debrief session by expressing appreciation for the participants' engagement and willingness to explore their values.
  - Thank them for their openness and honesty in sharing their thoughts and experiences during the activity.
2. Reflection on Values Exploration:
  - Invite participants to share one or two of their most significant values that they identified during the self-reflection activity.
  - Encourage them to briefly explain why these values are important to them and how they relate to their life choices.
  - Facilitate a discussion where participants can find commonalities or differences in the values shared.
3. Personal Insights and Real-Life Applications:
  - Prompt participants to reflect on any new insights they gained about their values through the activity.
  - Encourage them to share specific ways they can apply their core values in their daily lives to make decisions and guide their actions.
4. Identifying Values Influences:
  - Discuss how participants' identified values influence their decision-making process and behavior in various situations.
  - Encourage participants to share instances where their values have shaped important life choices.
5. Addressing Conflicts between Values:
  - If any participants mentioned conflicts or contradictions between their top values, discuss strategies for addressing such conflicts.
  - Encourage them to explore how they can prioritize their values depending on different circumstances.
6. Building Connections and Shared Values:
  - Highlight any shared values among the participants and discuss the significance of shared values in building relationships and connections.
7. Emphasizing Personal Growth:
  - Acknowledge the process of self-reflection as a powerful tool for personal growth and self-awareness.
  - Encourage participants to continue exploring and refining their values as they journey through life.
8. Group Support and Understanding:
  - Emphasize the importance of the non-judgmental and supportive environment created during the activity.
  - Reinforce that understanding and validating each other's values contribute to a stronger sense of community and empathy.
9. Closing Remarks:
  - End the debrief by expressing gratitude for the participants' active participation and contributions to the meaningful discussion.



- Encourage them to carry their insights and understanding of their values beyond the activity and into their daily lives.

## Timing

Allocate approximately 1.5 to 2 hours for the entire activity, considering the time needed for values exploration, emotional awareness activities, and the debrief.

## Espace & Materials

Face-to-Face:

- Provide a comfortable and private space for self-reflection activities.
- Prepare worksheets for participants to record their reflections on values.
- Arrange chairs in a circle for group discussions on emotional awareness.

Online:

- Use a reliable video conferencing platform that allows for virtual breakout rooms and chat features.
- Utilize digital collaboration tools, such as shared documents or virtual whiteboards, for values exploration activities.

## Key Competences

- Values exploration: Participants engage in self-reflection to identify and articulate their core values.
- Emotional awareness: Participants recognize and express emotions effectively, fostering empathy and understanding.
- Emotional management: Participants learn strategies for managing emotions and developing emotional resilience.

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## Activity name

### Theatre of emotions

## Goals

- Recognise the emotions a person feels in their daily life;
- Being able to talk about emotions and learn to regulate them;
- Learn how to turn negative emotions in positive ones.

## Description (including face to face and online option) and Methodology



Ice breaker: the facilitator asks the participants to form a circle. Then, starting from the facilitator each participant needs to clap their hands one after the other. After the first round the facilitator will ask participants to imagine that a tennis ball is going around the circle and they, one after the other, need to jump over it. Then the ball turns into a basketball and they repeat the movement. After these two rounds, the facilitator will start the clapping in one direction and the jumping in the other direction, to create a nice rhythm. This can take between 5 to 15 minutes.

Activity: the facilitator divides the group asks each pair to think about the 5 emotions and state of mind each participants feel the most often. Then, in pairs, they need to figure out how to mime the emotions. Each pair has about 20 minutes. Then, in plenary, each participant will mime between 1 and 3 emotions and the group will guess the emotions. The time needed for this part depends on the size of the group.

### Discussion (debrief)

10. Acknowledgment and Gratitude:

11. In plenary, the facilitator asks how participants felt during the activity and to reflect on the type of emotions they identified and what caused these emotions. Then the facilitator asks participants if they can think of ways to turn negative emotions (if there were any) into positive ones. In conclusion the facilitator will ask the group how they feel about the activity and the possible change in emotions.

### Timing

Roughly between 1h30min - 2h30min

### Space & Materials

No materials are needed. The space needs to be big enough to separate the groups in pairs and move around.

### Key Competences

- Management of emotions;
- Empathy;
- Self-awareness;
- Team building and group work.



## 5. Life purpose, dreams and goals.

Your life purpose consists of the central motivating aims of your life—the reasons you get up in the morning.

Purpose can guide life decisions, influence behavior, shape goals, offer a sense of direction, and create meaning. Purpose will be unique for everyone; what you identify as your path may be different from others. What's more, your purpose can actually shift and change throughout life in response to the evolving priorities and fluctuations of your own experiences.

Life goals are defined as the desired states that people seek to obtain, maintain or avoid. When we set goals, we envision, plan for, and commit to achieving these desired results.

Setting goals involves putting in place cognitive and behavioral strategies. For example, much of goal setting involves mental strategies like developing a growth mindset, the mindset that we can grow and improve. We also need to have dedication, perseverance, and grit. These are all cognitive processes that help us stay motivated long enough to reach our goals.

### Activity name

#### **The magical shop**

### Goals

- -allowing participants to gain awareness about their needs
- -concretizing these needs, take initial decisions how to move towards them
- The activity can be used generally with self-knowledge purposes, or adapted to specific contexts (e.g. job search, facilitation, social skills etc).

### Description (including face to face and online option) and Methodology

Setting up the scene for a shop. A table as a counter is enough, and any object that are around can be used as products, but it's not necessary. The group is sitting in a semi-circle; the shop is in front of them. Materials (magazines, scissors etc) are prepared on the side.

After a warmup, the facilitator tells the group that she/he is opening a magical shop where they can buy anything they might need (to get a job or be a great facilitator etc). The price of the items in this shop is not paid with money, but with a barter.

One volunteer is chosen for the demonstration, who is the customer, the facilitator is the shop keeper.

#### STEP 1: demo roleplay

The facilitator invites the customer in the shop, and asks questions about what they are interested in buying, paying attention to concretize further what the customer wants



E.g. the customer says they need self-confidence, the shop keeper can say they have this product range, but needs to know what kind of self-confidence? When does the customer want to use it most? Etc.

After choosing the exact product (e.g. self-confidence when speaking in front of a group of strangers), time to come up with a price: what are you willing to give for it? The facilitator should negotiate, not accept the first answer if that's a too low price. In the above example the customer might pay this way: 'I will practice 2x a week in front of a mirror' and 'The next week I'll look for a group where I have the opportunity to speak, like a language exchange'

STEP 2: role-play in pairs

After the scene, the facilitator tells that now they have seen this business model, they can open their own shops. Participants are put in pairs. One is the shop keeper, the other is the customer. They repeat the scene, buying and selling skills, attitudes etc. After 5-10 minutes they reverse roles. After the second round everyone can share what they bought and at what price, this is optional. Group members can say if they already have items others bought (and shared it with the group), and how they acquired them.

STEP 3: collage making

Every participant is given a blank paper, a pair of scissors and paper glue. There are a lot of magazines prepared with pictures on them they can use to create a collage.

The collage will show them, after having paid the price of their 'goods' and they are in full possession of them.

The activity works best indoors and offline in a quiet room to avoid distractions. It can also be done offline with the possibility of using breakout rooms and each participant having the necessary materials at home.

### Discussion (debrief)

At the end, everyone can put their own artwork on the ground and the participants observe each other's without commenting.

Closing round – what has been the most significant for you in this activity? Is there anything you are happy/unhappy about?

### Timing

1h workshop + 30 min debriefing is suggested (1h 30 min in total to deliver your workshop during the training)

### Space & Materials

- A4 sheets
- Paper glue
- scissors
- Magazines, newspapers

### Key Competences

- Reflect on needs and personal situation.





- Establish clear ideas regarding the topic of the workshop (e.g. job search)
  - Consider necessary possibilities and efforts to achieve goals (hours to dedicate, resources to find)
  - Motivate to take action toward these goals
  - Deepen understanding and formulate a vision using collage making
- 

### Activity name

#### "Discover Your Path"

### Goals

- To help participants explore their life purpose, dreams, and goals.
- To encourage participants to envision their ideal future and set achievable objectives.
- To foster a sense of motivation and direction in pursuing their dreams.
- To integrate physical activity into the exploration of personal growth.

### Description (including face to face and online option) and Methodology

#### Face-to-Face Option:

Life Purpose Reflection with Physical Activity:

- Provide participants with individual worksheets containing prompts to guide their life purpose reflections, incorporating physical activity elements. For example:
  - \* Reflect on physical activities that bring you joy and fulfillment.
  - \* Consider moments during physical activities when you felt a strong sense of purpose. What were you doing, and why did it feel meaningful?
  - \* How do your core values align with your choices in physical activities?
  - \* Explore how your strengths and unique qualities can be leveraged through physical activities to make a positive impact.
  - \* Imagine engaging in physical activities without limitations. What impact would you have on others?
  - \* Reflect on physical challenges or obstacles you have overcome and how they shaped your sense of purpose.

Instruct participants to find a space for self-reflection and engage in a physical activity they enjoy simultaneously.

- Encourage them to spend about 15-20 minutes contemplating their life purpose while incorporating physical movement.



- Remind participants that there are no right or wrong answers, and they should be open and honest in their reflections.

#### Vision Board Creation:

- Prepare art supplies, magazines, newspapers, and large poster boards for each participant.
- Instruct participants to incorporate physical elements in their vision boards, such as images related to active lifestyles or symbols representing movement.
- Allow sufficient time for participants to complete their vision boards, aiming for about 30-45 minutes.

#### Online Option:

##### Virtual Life Purpose Reflection with Physical Activity:

- Utilize digital collaboration tools or shared documents to provide prompts for participants to reflect on their life purpose, integrating physical activity.
- Assign breakout rooms for smaller group discussions, where participants can share their insights with each other, including physical activity experiences.
- Instruct facilitators to join the breakout rooms to offer guidance and support during the virtual reflections.

##### Virtual Vision Board Creation with Physical Activity:

- Instruct participants to create a virtual vision board using digital tools, incorporating images and symbols related to physical activity.
- Encourage participants to share their vision boards with the group after completion.

## Discussion (debrief)

### Acknowledgment and Gratitude:

- Begin the debrief by expressing appreciation for the participants' active involvement in exploring their life purpose, dreams, and goals, including the physical activity component.
- Thank them for their openness and commitment to personal growth.

### Reflection on Life Purpose with Physical Activity:

- Initiate the discussion by asking participants to share any insights or realizations they gained during the life purpose reflection with a focus on physical activity.
- Encourage them to discuss how physical activities contribute to their sense of fulfillment and purpose.



### **Reflection on Vision Board with Physical Activity:**

- Move on to discussing the vision board creation activity, emphasizing the incorporation of physical elements.
- Invite participants to share the physical aspects they included on their vision boards and the symbolism behind them.

### **Connecting Dreams and Goals with Physical Activity:**

- Facilitate a group discussion on how physical activities relate to participants' dreams and long-term goals.
- Encourage participants to consider how incorporating physical elements in their vision boards motivates them to take concrete steps toward achieving their dreams.

### **Setting Achievable Objectives with Physical Activity:**

- Prompt participants to discuss how they can integrate physical activities into their goals and set achievable objectives.
- Encourage them to share any specific action plans or strategies involving physical movement.
- Facilitators can provide feedback and suggestions for setting realistic objectives with a physical activity perspective.

### **Overcoming Challenges with Physical Activity:**

- Engage in a conversation about potential obstacles or challenges related to physical activity that participants may face in pursuing their dreams.
- Discuss strategies for overcoming these challenges and maintaining motivation, considering the physical aspect.
- Facilitators can share examples of resilience and perseverance in the face of physical challenges.



#### Support and Accountability with Physical Activity:

- Discuss the importance of support systems and accountability, specifically in the context of incorporating physical activity into their goals.
- Encourage participants to seek support from friends, family, or workout buddies to stay focused on their aspirations.
- Facilitators can suggest creating accountability partnerships within the group, emphasizing joint physical activities.

#### Celebrating Personal Visions with Physical Activity:

- Take a moment to celebrate the personal visions shared by each participant during the activity, acknowledging the role of physical activity in their goals.
- Reinforce the value of self-exploration and goal-setting, coupled with an active and healthy lifestyle.

#### Encouragement for Continued Growth with Physical Activity:

- Conclude the debrief with words of encouragement for participants to continue pursuing their dreams and goals, integrating physical activity.
- Remind them that an active lifestyle contributes to personal fulfillment and purpose, and facilitators can offer continued support for both aspects.

### Timing

Allocate approximately 1.5 to 2 hours for the entire activity, considering the time needed for life purpose reflection, vision board creation, and the debrief.

### Space & Materials

#### Face-to-Face:

- Provide individual worksheets or journals for participants to record their life purpose reflections, including physical activity experiences.
- Arrange a creative space with magazines, newspapers, art supplies, and large poster boards for the vision board creation with a focus on physical activity.

#### Online:



- Utilize digital collaboration tools or shared documents for the virtual life purpose reflection, ensuring participants can share their physical activity experiences.
- Provide access to digital platforms or resources for creating virtual vision boards with physical activity elements.

### Key Competences

- Self-reflection: Participants engage in introspective activities, exploring life purpose and aspirations with a focus on physical activity.
  - Goal setting: Participants create vision boards and discuss tangible objectives to achieve their dreams, incorporating physical activity.
  - Visionary thinking: Participants envision their ideal future, fostering a sense of motivation and direction, including a perspective on an active lifestyle.
- 

### Activity name

#### **The goal's game**

### Goals

- Identify our passion and believing in one self to life through our purpose
- Focus on the actions of daily life that can get you to achieve your goals
- Setting new goals and purposes which will create good habits and perspective on the future

### Description (including face to face and online option) and Methodology

Groups should be done between 10-20 people so that the space maintains its intimacy and participants feel the confidence enough to express themselves in these aspects. This activity consists on creating a human board game. This implies a previous preparation from the instructor. On the floor he/she should place hula hoops on the floor which are going to be the different game squares. The participants are going to advance or go back depending on how well they execute the instructions. There is going to be a finish line where the hula hoops finish and the person who first get to it, wins.

Firstly, all the participants are going to throw the dice and the one who gets a higher number is going to start. Again, she will throw the dice and will advance as many squares as indicated by the dice. Then, the instructor will give her some instruction. The square games can be about goals and purposes or about physical exercises. Some of the things that the instructor can ask about are:



- Professional goals: what did you wish to be when you were a kid? Are you happy with your current job? What do you/can you do in your daily life to change that situation?
- Personal goals: Are you the person you would like to be? What would you like to develop on? Are your daily habits making you nearer that goal? What new habits can you implement to achieve that development?
- Training goals: Is there any new skill you want to achieve? Are you currently working on that? What competence/skill have you desired before that you have nowadays?

For the game squares with exercise, some of them can be:

- Run all around the room
- Jump with a rope
- Bounce the ball several times
- Some dynamic series of exercises

Depending on how well they perform the exercise or answer the questions, the instructor will allow her to advance 1/2/3/4 squares, or to move back 1/2/3/4 squares.

### Discussion (debrief)

At the beginning of the activity, the instructor will try to create a safe and comfortable space. All the participants would present themselves if needed. The instructor will explain the dynamic of the activity and participants may want to set some limits and boundaries if there is something that would make them feel uncomfortable.

The instructor will first speak about life purpose, dreams and goals and its importance in our lives. The group will share their experience regarding this.

When the activity is finished, the group will be seated in a circle and will discuss further on what they have felt and said during the dynamic. The instructor will guide the discussion, however, he/she should let participants the space to speak and express themselves. The instructor may ask some questions like:

- How did you feel during the activity?  
To assure that participants had an overall good experience. They may talk about how they felt sharing their experience, talking about their emotions and situations of their live...
- Did you identify with the experiences of the rest?
- Have you learnt something helpful?  
After this dynamic and doing introspective work, has the other experiences help you?  
Are you going to change some habits of your daily life?

### Timing

This activity should last at least 1 hour-1,5 hour so that all the participants have the opportunity to participate and to have the later discussion about how they feel and what they learnt.



## Space & Materials

- The activity should be done in a wide inner place with no obstacles
- Hula hoops
- Dice
- Exercises materials: balls, rope...

## Key Competences

- Setting-goals: participants will think and set some goals and actions to achieve them
  - Self-awareness: participants will explore in their emotions and what they want from themselves and their lives.
  - Empathy: the activity will enforce the empathy between the participants, will listening to the rest and when accompany with the same situation/emotion.
  - Creation of bonds: the confidence built between each other will enable them to respect the rest, communicate and create a relation.
- 

## Activity name

### **My future is a collage**

## Goals

- Reduce anxiety and worries.
- Enabling self-recognition by finding meaning in their current life situation and projecting their future.
- Represent the life project of each person.
- Reflect on who we are and who we want to be in the future
- That each member can think about the actions they must take to achieve the desired future
- To underline how much important is the sport for our mental health.

## Description (including face to face and online option) and Methodology

The facilitator will propose to the group that they individually make a virtual collage on a sheet that they will later share. If we are in a face to face situation we will give them papers,





scissors, glue, magazines, newspaper...if we are in an online workshop, we will use a word document, powerpoint... and all the resources of imagines that we find on the internet.

Methodology

1. We give them time to reflect about their future. We give them the following instructions:

Please answer these questions creating a collage.

How do you want your future to be? With this question in mind, begin to visualize your future self, one, five, or even ten years from now. Who is this person? Imagine your environment. Where are you?, What are you doing?, Where is your house?, Who is with you?.

2. We give them a short time to create their own collage and we try to stress them hurrying them.
3. We start the reflection individually and the facilitator take the collage of everyone.
4. We make some yoga exercises and lead a relaxing exercises. We make them to take these next few seconds to relax, to start by taking a deep breath. Inhale through the nose. Hold your breath for a few seconds. Now exhale deeply through your mouth. Breathe in again. Breathe out. Feel how your body and mind relax.
5. Make them to repeat the collage answering the same questions in a relax way without no rush.
6. Make a debriefing sharing the results and checking the differents between the first and second collage.

### Discussion (debrief)

The reflection should goes in these terms:

How did you feel when we started the activity? How do you feel now that we have finished? What did you like about this activity? Do you think it was useful? Did the sport have helped you? Are the results very different? If so, why? Are you following everyday the steps that take you to this future? Why do you represent each element in this way?

Do you see yourself implementing this meditation in your daily lives? Was there any part of this activity that you found challenging?

### Timing

1 hour.

### Space & Materials

- A calm and quiet space.
- Relax music to create a proper atmosphere.
- Paper, glue, scissors, magazines, newspapers... (face to face)



## Key Competences

- Self-reflection.
- Setting a personal Management plan.
- Setting an ideal future.
- Clarifying our goals.

## Goals

- Identify our passion and believing in one self to life through our purpose
- Focus on the actions of daily life that can get you to achieve your goals
- Setting new goals and purposes which will create good habits and perspective on the future

Groups should be done between 10-20 people so that the space maintains its intimacy and participants feel the confidence enough to express themselves in these aspects.

This activity consists on creating a human board game. This implies a previous preparation from the instructor. On the floor he/she should place hula hoops on the floor which are going to be the different game squares. The participants are going to advance or go back depending on how well they execute the instructions. There is going to be a finish line where the hula hoops finish and the person who first get to it, wins.

Firstly, all the participants are going to throw the dice and the one who gets a higher number is going to start. Again, she will throw the dice and will advance as many squares as indicated by the dice. Then, the instructor will give her some instruction. The square games can be about goals and purposes or about physical exercises. Some of the things that the instructor can ask about are:

- Professional goals: what did you wish to be when you were a kid? Are you happy with your current job? What do you/can you do in your daily life to change that situation?
- Personal goals: Are you the person you would like to be? What would you like to develop on? Are your daily habits making you nearer that goal? What new habits can you implement to achieve that development?
- Training goals: Is there any new skill you want to achieve? Are you currently working on that? What competence/skill have you desired before that you have nowadays?

For the game squares with exercise, some of them can be:

- Run all around the room
- Jump with a rope
- Bounce the ball several times
- Some dynamic series of exercises

Depending on how well they perform the exercise or answer the questions, the instructor will allow her to advance 1/2/3/4 squares, or to move back 1/2/3/4 squares.



## Discussion (debrief)

At the beginning of the activity, the instructor will try to create a safe and comfortable space. All the participants would present themselves if needed. The instructor will explain the dynamic of the activity and participants may want to set some limits and boundaries if there is something that would make them feel uncomfortable.

The instructor will first speak about life purpose, dreams and goals and its importance in our lives. The group will share their experience regarding this.

When the activity is finished, the group will be seated in a circle and will discuss further on what they have felt and said during the dynamic. The instructor will guide the discussion, however, he/she should let participants the space to speak and express themselves. The instructor may ask some questions like:

- How did you feel during the activity?  
To assure that participants had an overall good experience. They may talk about how they felt sharing their experience, talking about their emotions and situations of their live...
- Did you identify with the experiences of the rest?
- Have you learnt something helpful?  
After this dynamic and doing introspective work, has the other experiences help you?  
Are you going to change some habits of your daily life?

## Timing

This activity should last at least 1 hour-1,5 hour so that all the participants have the opportunity to participate and to have the later discussion about how they feel and what they learnt.

## Space & Materials

- The activity should be done in a wide inner place with no obstacles
- Hula hoops
- Dice
- Exercises materials: balls, rope...

## Key Competences

- Setting-goals: participants will think and set some goals and actions to achieve them
- Self-awareness: participants will explore in their emotions and what they want from themselves and their lives.
- Empathy: the activity will enforce the empathy between the participants, will listening to the rest and when accompany with the same situation/emotion.



- Creation of bonds: the confidence built between each other will enable them to respect the rest, communicate and create a relation.



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