

OPEN YOUR MIND

Emotional Intelligence for Intercultural Awareness

Erasmus+ Youth Exchange



TOOLKIT

Bakuriani, Georgia
23 March - 1 April 2022

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INTRODUCTION

About the project

"Open Your Mind - Emotional Intelligence for Intercultural Awareness" was an Erasmus+ Youth Exchange that took place in Bakuriani, Georgia between March 23rd - April 1st, 2022. It gathered 42 young people young people coming from seven countries: Georgia, Armenia, Azerbaijan, Netherlands, France, Germany and Croatia. The project was based on Social-Emotional Learning (SEL) and Non-Formal Education (NFL) methodologies.

Participants explored their own emotional intelligence and worked together to develop social-emotional skills, such as self-awareness, emotion regulation, respect, empathy, active listening, conflict management, social awareness, understanding own strengths and weaknesses, critical thinking, relationship building, goal-setting and responsible decision-making.

About the organizers

The Youth Exchange was implemented within the Erasmus+ Programme, through the cooperation between **Caucasus Youth Nexus** (from Georgia) and **MED13 NGO** (from France).

Partner organizations were the following:

Fire Flies - Netherlands,

Youth Bridges - Germany,

YOUTH MIX - Armenia,

Young Agents of Change - Ukraine,

COMMON SENSE YOUTH ORGANIZATION - Azerbaijan,

INSTITUTE OF YOUTH POWER - Croatia.

About this toolkit

Each country groups prepared and implemented their own workshops, which are collected in this tool-kit in order to share the learning tools of the project with step-by-step instructions. It is be designed to support youth organizations and young peer educators to actively use non-formal education for social and emotional development of youth. The tool-kit is suitable for both formal and non-formal education. Even though the activities have been developed for non-formal educational settings, almost all have the potential to be run in school classrooms with some adaptation. The tool-kit is also adaptable to different contexts, groups and societies, as it has suggestions for variations to help facilitators to create their own adaptations.



ABOUT THE TOPIC

Emotional Intelligence

Emotional intelligence is the ability to understand and manage one's own emotions, and those of the people around them. People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people. As Europe has become culturally diverse, higher emotional intelligence in society can play an important role in developing intercultural communication and respect towards each other. Intercultural implementation of new methodologies that enrich empathy, respect, self-awareness, collaboration, social engagement, and international mindfulness, is one of the most effective forms of building emotionally intelligent societies. Furthermore, after the pandemic youth organizations will have to overcome the global crisis by sharing mindful practices to develop powerful social and emotional skills and strengthen intercultural cooperation among nations.

Social-Emotional Learning

Social emotional learning (SEL) is a methodology that helps students of all ages to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. These learned behaviors are then used to help students make positive, responsible decisions; create frameworks to achieve their goals, and build positive relationships with others. (National University, 2021)

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL involves five core competencies:

- Self-awareness – To recognize your emotions and how they impact your behavior; acknowledging your strengths and weaknesses to better gain confidence in your abilities.
- Self-management – To take control and ownership of your thoughts, emotions, and actions in various situations, as well as setting and working toward goals.
- Social awareness – The ability to put yourself in the shoes of another person who may be from a different background or culture from the one you grew up with. To act with empathy and in an ethical manner within your home, school, and community.
- Relationship skills – The ability to build and maintain healthy relationships with people from a diverse range of backgrounds. This competency focuses on listening to and being able to communicate with others, peacefully resolving conflict, and knowing when to ask for or offer help.
- Making responsible decisions – Choosing how to act or respond to a situation based on learned behaviors such as ethics, safety, weighing consequences and the well-being of others, as well as yourself.

This Youth Exchange acted as a starting point for partner organizations to explore Social and Emotional Learning methodologies and the potential to implement them in Non-Formal Education.

TOOLS

5 CORE COMPETENCIES

Aims

- To introduce participants to 5 core competences of Social-Emotional Learning
- To explore various aspects of emotional intelligence
- To encourage curiosity and to become more aware of these competencies
- To start a conversation about what it means to be emotionally intelligent



Group size:
Max. 40



Time:
1.5 h



Materials:

- Flip charts
- Markers

Step-by-step instructions

1. Start the discussion about what is emotional intelligence, what it means to be emotionally intelligent, why is it useful, what impact does it have on our personal and professional lives.
2. Let participants brainstorm what characteristics does a person have when they are emotionally intelligent.
3. Introduce 5 Core Social-Emotional Learning Competencies by CASEL.
4. Divide participants in 5 groups and let them choose (or assign) one competence per group (1. Self-awareness, 2. Self-management, 3. Social awareness, 4. Relationship skills, 5. Responsible Decision-making).
5. Their assignment is to work as a group and make a mind map on a flip-chart about what this competence means to them. Guiding questions are: 1. What does it mean? 2. How do you use this competence? 3. Why do we need this competence?
6. After 20-30 minutes of group work, let them gather back in plenary and present their work one by one. After the presentations, start the debriefing.

Debriefing:

- Did you discover something new when working on the competencies?
- Did you reflect on your own competencies?
- What happens in the society when people lack these competencies?
- How can you learn and develop these competencies better?

Tips:

- This session is just an introduction without going too deep into the topic, so it can be used in the beginning of the program to start the conversation and spark curiosity. Ideally you would be able to work on each competence separately during the following sessions.
- You can display the flip-charts in the room and encourage participants to look through the work of other groups. You can also reference them while doing other sessions.

Source:

These 5 core competencies were developed by CASEL, not specifically for emotional intelligence but as part of a Social-Emotional Learning methodology. You can find out more on their website: <https://casel.org/>

MY SUPERPOWERS

Aims

- To identify own strengths
- To build self-awareness, self-worth and self-confidence
- To reflect on skills and talents



Group size:
Max. 40



Time:
1.5 h



Materials:

- A4 papers (cut in half to save paper)
- Pens, markers

Step-by-step instructions

1. Hand out papers and ask participants to paint themselves full-body. It doesn't have to be very artistic, as long as it shows where is the head, heart and hands, it's enough.
2. Ask them to reflect deeply on their Superpowers and write examples of their knowledge, skills, strengths and personal qualities onto the painting, related to each part of the body (for example, with my hands, I can..., with my heart..., with my head...). Give them 20 minutes for this task.
3. When participants have finished the task, ask them to find a couple and share their talents, strengths and skills. Ask them to use active listening skills while another person is speaking. It's better if they take turns so each of them has time to share. Give them 20 minutes in total for this.
4. Discussion in the bigger group about self-empowerment, self-esteem, self-awareness, building confidence.
5. Display the paintings in the room.

Debriefing:

- How did you like the exercise?
- Did you find it easy/difficult to identify your Superpowers? why?
- What is the difference between skills and talents?
- Did you find out something new about yourself?
- Why is it important to appreciate our strengths?



Tips:

- Try to encourage the participants that they don't have to be super-advanced in order to be able to appreciate their strengths. Everyone has a superpower.
- Try to focus the discussion on the importance of fully appreciating your self-worth and how this allows you to find your place in a social environment.

Source:

This exercise has several different variations. The concept is from the manual Liaisons:
<https://rm.coe.int/liaisons-english/1680a2a1b6>

EYE CONTACT

Aims

- To understand and appreciate the power of eye contact and how it can affect emotional connection and emotional states.
- To discuss emotional intelligence, body language and communication skills.



Group size:
Max. 40



Time:
30 m



Materials:

- Sticky-notes

Step-by-step instructions

Distribute 3 sticky-notes to each participant. Explain that they should assume they are in an art gallery or a museum.

Stage 1:

- Ask them to roam around the room as if they are in a public space while not making eye contact with anyone else. They should improvise and act the role.
- Allow one minute for this part.
- Stop everyone and ask them to make a note of their feelings on their cards.

Stage 2:

- For this round, ask them to seek out eye contact as they go about the room. However, as soon as they have made eye contact, they should break it and look away.
- Allow two minutes for this part.
- Stop everyone and ask them to record their feelings on their cards.

Stage 3:

- In this round, ask them to seek out eye contact and as soon as they have made eye contact with anyone they should pair up with that person. They should stand side by side and do not establish eye contact with anyone else.
- Allocate two minutes for this part.
- Stop everyone and ask them to record their feelings on their cards.
- Bring everyone back together and follow with a discussion.

Debriefing:

You can get the most from this exercise with the follow up discussions so make sure you allocate enough time for this.

- While going through various stages of the exercise how did you feel?
- How did it feel when you were making eye contact and you had to break it straight away?
- How did it feel when you made eye contact and you could approach the person to pair up?
- If you were slow to pair up with someone, how did it feel to go about finding someone you could make eye contact with?
- How easy was it to make eye contact with someone?
- How close do you feel with people that you maintained an eye contact with?
- What pre-conditioning dictates our behaviour in making eye contact or maintaining eye contact?
- How does this compare between different societies?

Source: [Link](#)

ACTIVE LISTENING

Aims

- To practice active listening and building connections
- To become closer to each other



Group size:
Max. 40



Time:
1 h



Materials:

- A4 papers (cut in half to save paper)
- Pens, markers

Step-by-step instructions

1. Start the conversation about active listening, what does it mean? how do you listen actively?
2. To provide more input, you can show them the video about active listening: [Video](#)
3. Or you can also show them this poster and introduce each component: [Picture](#)
4. After, ask them to walk around the room and find someone who they want to get to know better but they didn't have the chance yet.
5. When they pair up, they have to talk to each other and practice active listening (give 20-30 minutes for this).
6. You can combine this session with "My Superpowers" and they can share their skills with each other, or you can do this exercise separately and give them some other topics. Examples: What is your absolute dream job? What is your favorite childhood memory? What are you most passionate about? What is the funniest story about your family?
7. After the time is up, ask them to combine pairs, so each couple has to find another couple (now they are in groups of 4). The task is to share with a new pair what you heard from your partner (each person has to share this) This is to test how actively they were listening and how they remember what their partner shared with them. (give 20 more minutes for this.)

Debriefing:

- How did you like the exercise?
- How well did you listen?
- Was it difficult?/easy? Why?
- Did you feel the other person was listening to you actively?
- When you joined another couple, how easy was it to tell them what you had heard from your pair?
- Why do you think active listening skills can be practiced and improved?
- How can active listening be a useful skill? Why do we need it?

INSIGHT

These next two exercises are short and useful for personal reflection on our feelings, thoughts, actions. They can be used separately or combined in one session. Explain to participants that this part of the session is for getting to know yourself better, being alone, thinking and reflecting. They will be tempted to talk to each other but remind them that it's important to work on this individually and try to create quite and comfortable space (you can play peaceful music on low volume for example). They don't have to share in the big group, unless they want to.

RESILIENCE PIE CHART

Aims

- To reflect on the challenges and difficulties that made them more resilient
- To look at these difficulties from a different perspective



Group size:

Any

(individual exercise)



Time:

30 m



Materials:

- A4 papers (cut in half to save paper)
- Pens, markers

Step-by-step instructions

- Distribute papers and pens, ask participants to reflect on the challenges in their life that they overcame, these can be very serious or very minor, but something that made them stronger and resilient. Something that they experienced, at that time it was very difficult, but now they feel more prepared to overcome difficult situations in future.
- After they make a short list, they should draw a pie chart and allocate each challenge a piece of pie, depending on how big it is for them.
- You can google "resilience pie chart" and show them an example if they're finding it hard to imagine how it looks.
- Give them around 20 minutes for this.
- Bring the group back to the circle, but they don't have to share their resilience charts as they can be very personal.
- Give space to those who do want to share.

Debriefing:

- How do you feel about your pie chart?
- How can this exercise be useful for you?
- Do you think these hardships you overcame have made you more resilient?
- Does it help you to look at these challenges from a different perspective?

Source:

Skillshare class - "Drawing as Self-Discovery: 5 Ways to Start"

INSIGHT

BRAIN MAP/HEART MAP

Aims

- To identify our thoughts and feelings
- To reflect on how they affect our lives
- To tune into our emotions and build closer relationship with ourselves



Group size:

Any

(individual exercise)



Time:

30 m



Materials:

- A4 papers (cut in half to save paper)
- Pens, markers

Step-by-step instructions

- Distribute papers and pens, ask participants to paint their brain and start observing their thoughts in this moment. Ask them to write down what thoughts occupy their mind on a daily basis. How much space does each thought have.
- After they make a short list, they should divide their brain painting in several parts based on how much space does each thought take.

It will look something like this:

Debriefing:

- How did you feel during this reflection?
- Was it easy/difficult to identify your thoughts?
- Why can it be useful to be able to map out our thoughts like this?
- Did something occupy "too much space" or "too little space"?



Heart Map

Same concept can be repeated to paint the heart and instead of thoughts, identify feelings.

For reflecting on feelings, you can also introduce them to the "Feelings Wheel".

Source:

Skillshare class - "Drawing as Self-Discovery: 5 Ways to Start"

EMPATHY

Aims

- To raise awareness on empathy and stereotypes
- To reflect on the ability to relate to different people



Group size:
25-30



Time:
1.5 h



Materials:

- pictures of different people

Step-by-step instructions

- Print out pictures of different people (the more diverse the better)
- Distribute the pictures randomly (each participant gets one). Ask each person to look at the picture and imagine they are the character depicted.
- In order to feel more related to the character, ask them to come up with a background story answering the following questions: - what is my name? - where do I live? - do I have a family? how big is it? - what kind of work do I do? - what is my biggest dream? - what is my biggest fear? - how do I spend my free time?
- After all the characters are established, divide participants in small groups and ask each of them to present their "new identities" (they should use the first person forms while speaking). Once all the introductions are done, give them a small problem they need to discuss. While discussing the problem, participants should stay in their new characters.

Example problem:

The government got a big sum of money left for a project, what should it be?

Find the solution that suits the needs of all of you.

Debriefing:

- what kind of project idea did you come up with?
- how was the process of deciding?
- does everyone feel like their needs were taken into consideration?
- how did you construct your new identity?
- did you base it on a person you know?
- what were the factors that helped you decide what your character should be like? was it based on stereotypes?
- what is empathy for you?
- was it easy or difficult to play a role of a person different from you?

Tips

After the role exercises it's always recommended to do a quick de-roling to get out of character. For example, ask participants to stand up, shake their body and imagine getting rid of the role and returning to their selves. They can also open an imaginary bag and step out of it. It helps in order not to stay in a mindset of the role.

Source:

Project Summary - "Yes to Dialogue" - Empathy and Stereotypes

EMOTION REGULATION

Aims

- To recognize what their body feels like (body sensations) their face looks like, and reflect on words they use and thoughts they have when they are angry.
- To reflect on better ways to react to their anger and reflect on the consequences of their actions.



Group size:
max. 40



Time:
1 h



Materials:

- Handout of printed "Anger Map"

Step-by-step instructions

- Print the "Anger Map" handout in advance (see on next page).
- Ask participants to divide in pairs and discuss the following question: Remember something that made you really angry - How did you deal with it? Give them around 10-15 minutes for this.
- Back in the big group, distribute the handout to participants and explain to them to fill it according to instructions.
- Give them approx. 20 minutes to fill their anger maps.
- Let them share their anger maps back in their pairs.
- Gather them back in plenary and start the discussion about emotion regulation and anger management.
- Let them share various healthy ways to deal with anger and negative emotions. They can make a flip-chart combining all of these tips and display it on the wall.

Debriefing:

- What did you feel like during this exercise?
- Did you learn something new about yourself through the questions on the map? Can you share what it was?
- How can this map be helpful to manage our emotions?
- Did you learn a new tip for managing emotions that you would like to try next time?

Comment:

The handout on the next page is rotated and duplicated in order to allow you to cut the paper in half and use less paper.

Source:

Dr. Brandie Oliver, Indiana Department of Education, "Social Emotional Learning Toolkit", 2018.

Your name

Anger Map



What kind of face do you have when you are angry? ▼



What things do you say? ▼



What happens to your body when you're angry? ▼

Blank box for writing.

How do you behave when you're angry? ▼

Five horizontal lines for writing.

Other ways of handling my anger ▼

Blank box for writing.

What could your anger help you to achieve? ▼



Blank box for writing.

Have you learnt anything about your anger? ▼



Blank box for writing.

What helps when you're angry?

Five cloud-shaped boxes for writing.

Your name

Anger Map



What kind of face do you have when you are angry? ▼



What things do you say? ▼



What happens to your body when you're angry? ▼

Blank box for writing.

How do you behave when you're angry? ▼

Five horizontal lines for writing.

Other ways of handling my anger ▼

Blank box for writing.

What could your anger help you to achieve? ▼



Blank box for writing.

Have you learnt anything about your anger? ▼



Blank box for writing.

What helps when you're angry?

Five cloud-shaped boxes for writing.

CONFLICT RESOLUTION

Aims

- To explore how to diffuse heated situations and handle conflict
- To encourage the participants to analyze the situation and to try out strategies for countering oppression
- To encourage a positive and thoughtful approach to social problems
- To generate solidarity and empower them to generate social change



Group size:
15-25



Time:
3 h



Materials:

- Enough physical space

For this session we used the method of Forum Theatre

It is quite a complex method, therefore instead of describing it here, we provide you with several resources where you can read and learn about it better, in order to be able to implement it.

1. Youtube video: ["Forum Theatre: How to Use it in Non-Formal Education?"](#)
2. E-Book: ["INTRODUCING FORUM THEATRE AS A TOOL TO EXPLORE ISSUES OF EQUALITY AND DISCRIMINATION"](#)
3. E-Book: ["Drama for Conflict Transformation Toolkit"](#)

WORKSHOPS FROM COUNTRY TEAMS

Each country team implemented their own workshops during the Youth Exchange. Some of them volunteered to participate in the creation of this tool-kit, therefore the next tools present what they prepared.

“THE DARTS”

TEAM ARMENIA

Aims

- To understand that our feelings can depend on our disabilities or privileges, which provide our opportunities.



Group size:
max. 30



Time:
45 m



Materials:

- Paper balls
- paper dart
- chairs
- table score
- markers

Step-by-step instructions

Preparation:

Prepare chairs, paper darts (paint it on a flipchart, you can combine 2 flipcharts), papers for making balls, markers to write their names on it. board for writing scores of players. Place chairs in a circle but in uneven positions, some of them in the front, some in the back, some facing in the other direction. Place the paper dart in the middle.

Implementation:

Allow participants to make balls from paper and write their names on it.

Give some of them privileges and specialties. (explained in "Round 1")

Participants have to throw their paper ball on the dart aiming to get the highest score. "Nobody is allowed to change the position of their chair" that is the only rule of the game.

Flow of the game:

Round 1:

Everybody must sit on their chairs, which have different directions, and nobody can change the direction and the distance of their chairs.

Some of them are given some specialties (some of them have to close their eyes, some of them can throw the ball only without moving the hand, etc.).

Those people who have privileges their scores will be multiplied by 2.

These specialties are assigned by facilitator.

Countdown from 3, 2, 1... and everyone throws their ball. After every ball has landed, score points.

Round 2:

The same process is repeated, but now everybody must sit on chairs, which are put in equal conditions, but the specialties and the multiply system are still part of the game.

Round 3:

In this round multiply system and specialties are annulled, and everyone has equal abilities to throw the ball.

At the end of round 3 all scores are summarized and the winners are decided.

Continues on next page...

“THE DARTS”

TEAM ARMENIA

Example of the table score

Name	Round 1	Round 2	Round 3	Total
Xxxx
Yyyy (x2) multiply system

Debriefing:

- What did you feel, when you knew that you have some specialties but the others have privileges?
- What is the meaning of the game?
- How can you associate this game with your life?
- What would you change in the game or in this reality of life?
- Did you help others? If not, why do you think you didn't help another players? The key rule was “Nobody is allowed to change the position of their chair” which doesn't mean that you can't help the others.

Team members who implemented the session:

·Lilia, Vardges, Hovsep, Armine, Hayk

WHAT WE FEEL

TEAM AZERBAIJAN

Aims

- To introduce several useful techniques that people can use in their daily lives



Group size:
max. 40



Time:
1.5 h



Materials:

- Pen and paper up to the number of participants

Step-by-step instructions

1. Let's get energized

First of all, we energize by playing the "sun shines on those..." game. In this game, participants sit in a tight circle with one person in the middle. The person in the middle shouts out "the sun shines on..." and names a color or articles of clothing that some in the group possess. For example, "the sun shines on all those wearing blue" or "the sun shines on all those wearing socks" or "the sun shines on all those with brown eyes". All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out "the sun shines on..." and names a different color or type of clothing.

2. How are you?

This session is about self-awareness of emotions. Participants should choose one partner for themselves and ask the "how are you?" question to each other. Then each person should explain their own emotional state with five words and explain why they feel this way. After this activity, we talked about the importance of self-awareness of our current emotional state and its role of it in mindfulness.

3. Let's empathize

In this activity, people should write one of their real quarrels, that they experienced in the past, due to the questions that we give to them. The below, you can see the questions and demo for it:

"The moment that you cannot manage your emotions:

I fought with my sister when she was 25 years old. The reason for the quarrel was she criticized me often.

What time happened?: 20 years old (2 years ago)

What did you do at the time of the moment?: I have said heartbreaker words. I have yelled at her.

What did you think at the time of the moment?: I have thought that he did not understand me.

What did other people do at the time of the moment? My parents did not say anything to either of us. However, it upset me that they did not try to understand me."

After everyone writes their story, they should choose one partner and exchange their papers with each other. Then they should empathize with each other by following two main rules. The first rule is "Do not be sure". For example: Do not say "Oh, you must feel angry", say "I guess you felt angry". The second rule is "Do not talk about yourself". For example: Do not say "I would be angry in this situation", say "I guess you felt angry".

Continues on next page...

WHAT WE FEEL

TEAM AZERBAIJAN

4. Mirroring

In this activity, participants should divide the groups into pairs and each pair should decide who will be the mirror and who will be the actor. Pairs stand by face to face and make eye contact. The actor does some moves and the mirror copies these moves. As time goes by, we replace each other.

5. Debate

In this activity, participants should divide the groups into pairs. We give one topic that they can discuss. For example: "If there is a conflict in a close relationship (like friends), should the problem be resolved right there or should we take some time before resolving it?". Pairs should defend opposite ideas for each other, whatever they think in reality. After 5 minutes pairs should change their position and keep debating. During the debate, the rule is that everyone should respond to each other in a respectful way, instead of reacting in an emotionally disrespectful way.

6. Social techniques

There are two necessary techniques that we can use in our daily lives. The first one is the "Sandwich technique". We can use it when we want to say something negative review a person. bread symbol of positive feedback and meat is negative feedback. So the person starts with positive feedback and then gives negative feedback and finishes with positive feedback again. This technique helps us to avoid hurting people who are sensitive about others' opinions. The second technique is "I language and You language". In this technique, the person should avoid blaming the other person and should try to explain his/her own feelings and thoughts. For example, do not say "You do not care about me", say "when you are too late, I feel valueless".

7. Reflecting

After all activities, we should do a reflection discussion together by asking questions.

Debriefing:

- Why it is important to be aware of our emotional state?
- How does it feels to be understood?
- How does it feels to take a different perspective during the debate?
- What is the difference between responding and reacting during a discussion?
- Why social techniques are important?
- Have you learned something new during the workshop?

Team members who implemented the session:

Gunay Alasgarova, Turkan Mammadli, Esmira Mamedova, Huriyya Guluzada, Laman Ibishova

APPLES AND PAIRS

TEAM CROATIA

Aims

Our goal in this game was to raise awareness about differences and discrimination in everyday life. Additionally, we also wanted to have participants reflect on the fact that every person comes from a different background and has different characteristics to begin with or acquired during their lifetime. These differences influence the path each of them can/will take in order to reach certain life goals they might have. By the end of the game, the participants should become more aware of their and other people's privileges, advantages and disadvantages but also realize not all disadvantages have to be perceived as obstacles but can instead be used to add value to life and encourage creativity and resilience.



Group size:
up to 40



Time:
1.5 h



Materials:

- a deck of poker cards
- some paper

Preparation:

The number of participants for this game is variable and it can go up to 40 people ideally. The materials needed to be implemented are selected poker cards (take out of the deck all pictures, the aces of clubs and spades and the ten of hearts and diamonds), paper and tape.

First come up with pairs of numbers that sum up to a hundred. Pairs should be half the number of participants, e.g., 40 people playing means 20 pairs.

Next up is to combine perfect pairs of cards following these rules: each pair of card consists of an odd and an even number; hearts are paired with clubs and diamonds are paired with spades; clubs and spades should always be one number higher than hearts and diamonds respectively. Example of final pairs are 2 of hearts with 3 of clubs, or 9 of diamonds with 10 of spades.

Following is writing some restrictions (see restrictions) on small papers that will later be taped onto the cards. These restrictions should be for almost all or all participants, which means that the majority of the cards will have a paper taped on them with instructions to follow through the whole game. Some restrictions will be repeated more than once.

When cards are in the correct order, and small pieces of paper prepared with the restrictions, pairs of papers will be used to write on the back side of them (not where the restrictions is written) the numbers, and taped with the numbers facing back on the cards (hidden from participants), so pairs of prepared cards have pairs of prepared numbers. If you have an odd number of people, you can add a queen corresponding to number 12 and her points will already be a hundred.

Time: The total game should be around one hour and fifteen minutes where 50 of them will be playing and the rest 20 are thought for guided reflection.

Rules: No player is allowed to show their cards to other players unless it is stated differently on their card. All players must follow all instructions on their cards throughout the entirety of the game.

Continues on next page...

APPLES AND PAIRS

TEAM CROATIA

Step by step instructions:

The aim of the game is to find a game partner with whom you can create a perfect match. The match represents achievement of life goals, meaning that if the match is not found, both of the people could not reach a state of fulfilment. The game is comprised of five rounds, where each round contains specific instructions. These instructions are accumulative meaning that new instructions are added on top of previous ones. The game starts by each player randomly receiving a card that they are not allowed to show to anyone else during the game. Each card contains specific restrictions representing metaphorically the different obstacles people face in the labour market when trying to look for a job or when trying to reach their life goals.

First round (5 minutes): During the first round players are invited to form groups with other players with whom they think they could fit well in a work environment. They are also reminded to follow the restrictions they were given on the cards.

Second round (10 minutes): During the second round, players are invited to form pairs according to the type of number present on their card. If they have an odd number, they are only allowed to pair with even numbers and vice versa.

Third round (10 minutes): During this round, players are requested to not only pay attention to the number of their potential pair, but also the colour of their card. Black cards are only allowed to pair with red cards and vice versa.

Fourth round (10 minutes): During this round, players are asked to consider the suits of cards as well, where spades are only allowed to pair with diamonds and clubs are only allowed to pair with hearts. All previous rules are still in place.

Fifth / final round (10 minutes): During this round, players are asked to pair with someone who apart from all the previous characteristics, now has a number that is within one number of difference of them (e.g., number 4 can pair with 3 and 5). Additionally, the black card within the pair has to have a higher number (e.g., a 4 of spades can only pair with a 3 of diamonds)

End of the game: The game ends when round five finishes. All players ought to be paired in couples and they are asked to look at the points on their cards that were previously hidden. If the sum of both numbers within the pair adds up to exactly a 100, the pair is perfectly matched and life goals are achieved. If the number is higher or lower than a 100, the match is wrong and neither of the players in that pair achieved their goals. L

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APPLES AND PAIRS

TEAM CROATIA

Questions for the debriefing:

Reflection happens by placing everyone in a circle so everyone can see and hear each other. Everyone was invited to sit/stand next to their final pair that they found in round 5. They were then instructed to look at the numbers on their cards that were previously hidden. If the two numbers amounted to a 100 when added up, the pair was successfully paired. Participants that were not able to find their "perfect pair" and thus not able to reach their life goals, were asked how they feel. Participants were asked to discuss in couples any discriminatory situations they have been a part of before. They were asked to share between each other how they felt in those moments and how can they relate it to this game. After approximately 5 minutes they were asked to share with all participants what they talked about if they wanted to. The following questions were then asked to all participants:

1. Did you feel frustrated at any point by your restrictions?
2. Did you offer your help to others who were struggling because of their restrictions?
3. How did you feel if you were only allowed to speak in your native language?
4. Did you recognize any privileges you might have in your cards (yelling, walking normally, no restrictions, being able to show your card to everyone)?
5. Did you recognize any privileges you might have in your everyday life?

The participants were given information about what each restriction represented metaphorically. The descriptions can be seen bellow. These information were used to encourage further conversation and reflection on the experiences of participants inside the game and in the "real life".

Restrictions:

Yelling: Represents a person that is taking up a lot of space and not leaving space for others. This is a privilege because this person is most easily heard in a chaotic situation with many people.

Whispering: Represents the opposite to the previous one, where for some people is harder to achieve to be heard while for some others it means no extra effort.

Closed eyes and not hearing: Represents all people with visual impairments (from complete blindness to lighter conditions). These people have to navigate the world and life with clues from other senses and are disadvantaged because of it.

Native language: In representation of those who do not have the meanings to learn other languages apart from theirs, so it is harder to achieve their purpose in life.

One word per conversation: Represents people who have different issues when talking and communicating. Either they themselves have impairments like stuttering and fear of public speech or they are not allowed to say much by their environment.

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APPLES AND PAIRS

TEAM CROATIA

Always singing: Represents people who despite their difficulties find a way to make light of them. These people have a positive perspective on life and are in pursuit of their life goals no matter the obstacles.

Yes or no answers only: Represents people who are dependent on the attention and validation of others in order to be heard and/or seen. These people can hardly draw attention to themselves and have to wait for others to be interested in what they have to say, which will possibly happen only if they can benefit from that conversation.

Tiny steps: Represents people who cannot move fastly ahead in their life, maybe they did not have a head start or maybe they had to deal with family/community issues before focusing on their own life goals

Walking backwards: Represents people who don't have a clear vision of their goal by their own choice or cause by the circumstances around them.

Not talking: Represents people who are mute but also people who are not given a chance to speak (e.g. minorities whose opinion is not considered when making important decisions)

Holding hands with someone to move: Represents a dependent state of people whom either are dependent on someone else because of a disease, or people with someone dependent from them so it is harder for them to move on.

No restriction: Represents people that supposedly do not have specific disadvantages but also don't have specific advantages.

Being allowed to show your card: This is one of the privileged cards because it represents people who can more easily communicate their goals to other people and thus more easily reach them in the end.

Facilitator's tips:

Be very flexible and ready for unexpected things to happen. Plan in advance if cards have to be discarded from the game. Prepare pairs that you could possibly discard without compromising the possibility of all players finding their perfect match. Be super encouraging in the reflection session and support the players to understand the depth of the game even though it was not obvious to them from the beginning.

Team members who implemented the session:

Tonka Milošević, Ivana Lončar, Katarina Horvat, Luka Baretić Sven Fuis

Credits:

Tonka Milošević

WHAT IS THIS EMOTION?

TEAM FRANCE

Aims

- To discuss various emotions and how they can be handled



Group size:
30



Time:
1.5 h



Materials:

- None

Step by step instructions:

We divided the participants into 4 groups and each group had a facilitator from French group. Each group should prepare a play based on situations and emotions they have received from facilitator.

1 group - Marriage proposal

2 group- conflict with roommate

3 group - Street harassment

4 group – Doctor who announces a death

The groups perform their plays and represent various feelings that can be associated with these scenarios. After each play, the audience is asked which feelings did they notice in the performance,

Debriefing:

- Which emotions did you observe in each play?
- What do you think about the scenarios of how these feelings were handled?
- What would you have done differently?

Team members who implemented the session:

Ani, Julien, Meriam, Samir, Gabriela

Comments:

To summarize I would like to say that our session was to show that In order to make the right decisions in any situation, it is necessary to show emotional intelligence, to act at that moment not out of direct emotion or feeling, but in the best possible and effective way so that the result is positive.

CULTURAL ICEBERG AND BIASES

TEAM NETHERLANDS

Aims

- To introduce and discuss about the difference between surface and deep level cultures
- To discuss about biases and to come up with different strategies to mitigate biases



Group size:
40



Time:
1.5 h



Materials:

- Projector
- Pens
- A4 Paper for all the participants
- Laptop

Step by step instructions:

Part 1: Cultural iceberg

- 1.The participants are shown the video about the danger of a single story ([Video](#))
- 2.Then, the participants discuss why the video is shown.
- 3.After that, the facilitators present the culture iceberg especially explaining between the surface and deep culture as shown on the image on the next page.
- 4.Participants are asked to make their own iceberg
- 5.The facilitators divided them into three group to discuss the iceberg between each other. There are 3 different prompts, and each prompt is discussed within 10 minutes.
 - Prompt 1: Look at each other iceberg, what surprised you the most?
 - Prompt 2: Based on your opinion, what is the difference between surface vs deep level culture?
 - Prompt 3: How does this connect to the single story?
- 6.The representative of each group shared the main takeaways from the activity

Part 2: Biases

- 1.The facilitator presents the concept and the type of bias
- 2.Participants divided into three groups to discuss the strategy on how to notice and mitigate bias
- 3.Reflection on the activity

Debriefing:

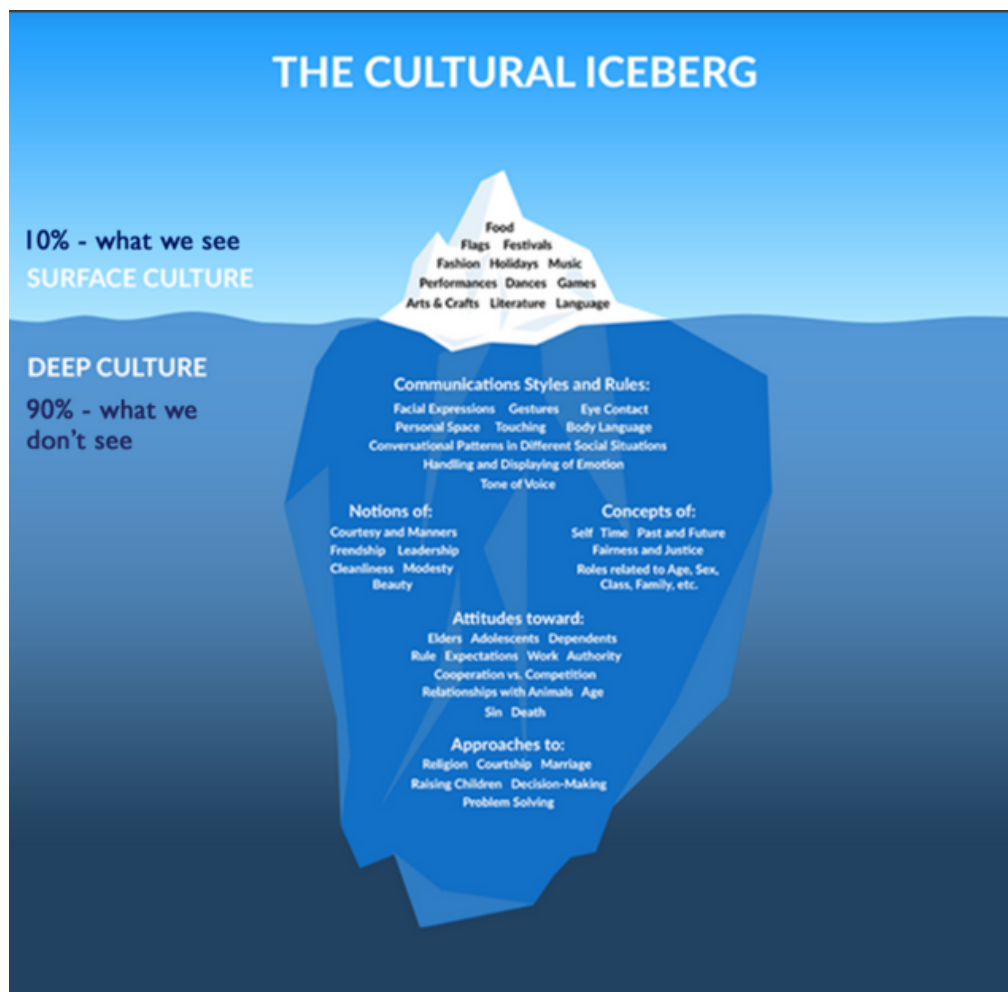
- What did you think about the exercises?
- How was the activity for you?
- What did you learn about yourself and others?

Team members who implemented the session:

Maximilian Yust, Marti Pereto Ferrer, Jean Marville, Ridho Dirgantara, Pelle van Dam

CULTURAL ICEBERG AND BIASES

TEAM NETHERLANDS



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