"YOUTH in ACTION" PROGRAMME 2

YOUTH CENTRE PLOVDIV

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Why did we develop the new handbook?

Young people are not only our future, but also our present. Their energy, strive, and natural desire for change could be very beneficial to our society both in the future and in the here and now, as long as we help them in the process so that they can focus their efforts to make a positive impact. Our support for them is crucial to how they will be able to contribute as active members of their communities.

Our experience in youth work has challenged us to create a useful tool for professionals in the field to encourage young people to unleash their creativity and desire to express themselves so that they can actively make a positive impact. Thus, in 2021, the "Young people (re)act" handbook was created, which was the result of the joint work of the National Network of Youth Centers in Bulgaria in partnership with the Applied Research and Communications Fund and the Norwegian organization Norsensus Mediaforum.

The handbook was tested in a series of trainings for young people, including during an international exchange held in September 2022 in Plovdiv with guests from Norway. In this way, we identified other needs of the young people and were prompted to plan an extension of the training modules. Thus emerged the idea of developing an upgrade programme that would include topics and skills to improve the social environment.

"Young people (re)act - Part 2" can be used in addition to the previous handbook, but also separately as it has its own specific focus and scope.

In the preparation of the new programme, the representatives of the Vratsa, Dobrich, Plovdiv, and Stara Zagora youth centers teams were joined by colleagues from the newly established youth centers in Burgas and Pernik.

This handbook is intended for work with young people aged 15-29, but from a practical point of view it is advisable to work with a narrower age group during a specific training. The optimal size of a group is 15-20 people.

Educational objectives

The training modules in this programme aim to:

- ➢ non-formal education principles and methods knowledge and application;
- ➢ information selection and evaluation skills development, content creation and presentation, collaboration, leadership;
- ➢ increase youth activity in campaigns and initiatives planning and implementation;
- ➢ professional development orientation support;
- ➢ prevention of major online risks – both technical and associated with the internet as a social environment;
- ➢ building young people capacity to educate peers from different communities.

Philosophy and principles of methodology

The educational objectives set of this methodology covers a wide range of skills, knowledge and attitudes, often referred to as "21st century competences", "key success competences", etc. At the same time, these competences are largely covered by the general digital media literacy framework, which the Applied Research and Communications Fund (coordinator of the Bulgarian Safer Internet Centre) is working with. It combines the European DigComp digital literacy framework and that of the European Association for Viewers Interests (EAVI). The competences included in these two reference frameworks largely overlap with each other and also with the basic life skills identified by the World Health Organization. These include five core competency areas – critical thinking, teamwork, creativity, problem solving, and safety.

These competences are interlinked and building on each other, and should be developed together. The educational objectives set out in this methodology are therefore also interlinked. For example, information is exchanged in communication, so in addition to communication and social skills, information evaluation skills (critical thinking) are also included. Problem solving can also be done within the teamwork framework. Creating a product (creativity) may also require selecting and evaluating information, as well as teamwork.

Therefore, this methodology integrates the critical thinking, teamwork, creativity, problem solving, and safety competencies into a holistic educational approach.

This approach is based on the following basic principles:

The youth-led participation principle

This methodology sees young people not as objects of passive "receiving" of knowledge, but as active participants in the educational process. Therefore, the methods included in the training modules presented here are interactive and place the learners in an active role. The methodology also relies on the participation of young people in activities that they themselves will implement after their training so as to have a positive impact on the environment around them. Their own opinions, positions, ideas, and aspirations are therefore an important part of both their learning process and the activities they can develop afterwards.

Integrity principle

The competences that this methodology aims to develop are interrelated. Each training module takes account of this interaction. The modules also refer to each other – knowledge and skills acquired earlier can be used in the subsequent training modules. Optimally, the handbook could be used as an integral programme. The modules could be used separately as well depending on the learners' needs.

Learning through action principle

The present methodology is based on the learning through action principle, under which young people are placed to experience different practical situations within which to find appropriate solutions. This method involves not only the rational but also the emotional side of the situation, both of which should be utilized while participants reflect on their own experience. This principle allows for, and even relies on, the possibility of making mistakes for young people to reflect on as an integral and important part of the learning process.

Methods

The methods used in the training modules of this handbook can be generally defined as "interactive methods", which help to place learners in an active role within the learning process. These methods are often associated with non-formal education, but many teachers also apply them within their teaching of compulsory school subjects. Interactive methods are also associated with a play-based approach that helps to engage learners.

Examples of interactive methods are:

- **"Brainstorming"** – free associations on a given topic or spontaneous answers to a question (particularly suitable for opening up' a topic);

- **Group work** – can be on a common task or each group can have a specific task.

- **Case work** (can also be performed in groups) – participants are introduced to a specific scenario and look for solutions to a problem related to it.

- **Role playing –** acting out case scenarios. This way the participants are no longer distanced and experience the case to a greater extent. They can express their creativity. This method should be applied with more care as in some more traumatic situations it may recall the trauma of some of the participants.

- **Quiz** (can be made in groups). There is a distinct game element.

- **Ice-breaking or energizing games** – may not be directly related to the topic, but should still correspond with it and be consistent with the previous and subsequent activity. If the previous activity e.g. involved more writing, a game can be made that suggests physical activities. If the next activity asks for more concentration, a game can be made that implies paying attention to what is happening.

MODULE 1

SKILLS

- PRESENTATION SKILLS
- TEAMWORK
- LEADERSHIP SKILLS
- CIVIL INVOLVEMENT THROUGH THE LENS OF ART
- HUMAN RIGHTS
- MEDIA LITERACY
- HOW TO TRANSFORM AN IDEA INTO A YOUTH PROJECT

1.1 Presentation Skills

Prepared by: Vesela Stoyanova, Youth Center Plovdiv

Objectives: Presentation Skills concept introduction, introducing young people to different techniques and exercises they can use to improve their public speaking skills.

Young people who participate in the activity will acquire techniques and exercises that they can use at home to improve their presentation and public speaking skills.

Materials required and applications: Flipchart board/sheets, highlighters, small sticky notes, and ball pens.

Preparation: Appendix 1 and 2 printouts.

Training activity duration: 1 h 30 min.

Training activity details:

Introductory activity
If this is a first activity for your group then it is a good idea to start by introducing and getting to know the participants, bringing the group together, and creating a safe and relaxed environment.

Topic introduction:

"What are presentation skills?" – each person answers individually on a piece of paper which they fold up and drop into a bowl/box/envelope. The trainer randomly draws out a few of them, reads them out loud and writes them on a flipchart/board/sheet. The trainer holds a brief discussion on the topic, then introduces the presentation skills concept to the group – direct communication to convey information, face to face suggestion and impact by one person (trainer, speaker, presenter) to the audience. Aids to present ideas and thoughts more effectively must be used for this purpose. These are computer files (slides), videos, diagrams, posters, flipchart sheets, various objects, etc.

Stick and explain important element cards one by one on a flipchart sheet, which are good to know and refer to when preparing to speak in front of an audience and give examples, possibly from personal experience (Appendix 1)

Duration – 10 min.

Main activity 1.

Stress control and breathing techniques

Breathing has a strong impact on physical and emotional health. It can be diaphragmatic breathing (deep and slow breathing controlled by the rhythmic contraction of the diaphragm) and thoracic breathing (flat breathing, typical in a stressful situation).

Exercise 1

Participants must be in seated position. Invite them to close their eyes, relax as much as possible, and focus on their thoughts. Have them place their hands on their abdomen so that the tips of their middle fingers are touching and 1-2 cm below their belly button. Participants must now inhale and exhale slowly counting 1,2,3 silently. The trainer then tells them to imagine that they have a balloon in their abdomen which inflates when they breath in and deflates when they breath out.

Exercise 2

Participants must imagine they inflate a balloon while breathing in slowly and deeply using diaphragmatic breathing, then breathing out with a prolonged hissing and imagining the balloon deflating.

Exercise 3

Participants are still seated and with their eyes closed. Invite them to imagine that they are in their favorite place in nature. They look around and notice the details, what is there, what the colors are, feel the sun rays, the warmth, the wind and the scents it brings, the sounds, and the touch of the earth. They must stay still a little longer, then mentally return to the room and open their eyes. They must now share how they feel.

These exercises help regulate breathing and reduce stress. The way we breathe affects our feelings and emotions and influences our performance in front of an audience.

Duration – 10 min.

Main activity 2.

Presentation in front of an audience – diction, intonation, conveying emotion

Exercise 1

Warm up the facial muscles through different facial expressions – nose and eyebrows wrinkling, smiling with mouth closed/open, etc.

Sounds – continuous pronunciation of the sounds a, u, o, e, i, s, h, sh, ch (can also be done as a "last one wins" type competition).

Exercise 2

Everyone receives a sheet of written short sayings (Appendix 2). First they read them out by themselves a few times, then each one stands in front and reads them out loud (if the group is large divide them into pairs and read them to each other).

Exercise 3

Each participant must write down an emotion on a piece of paper, then all the suggestions are collected and placed in a bowl. The group gives suggestions and chooses a phrase which they write on a flipchart for all to see. Everyone then draws a piece of paper with the emotion they need to say the phrase. The trainer gives guidance on body posture (stable posture, hands and

feet position), facial expressions, and gestures during the presentation. In the second part of the exercise, the trainer must instruct the participants to come on front in pairs and speak together the short phrases written on the flipchart with different intonation and body language. Sample phrases:

- Hello! I am very happy to see you all here!
- What a pleasant surprise!
- Are you ever wrong?
- No, never!
- Wow! I wonder how much does this cost?
- It must cost a fortune, I guess...
- Oh, please! Are you telling the truth?
- I always speak only the truth, don't you believe me?
- How many times do I have to tell you the same thing?
- As many times as necessary!

Nuances with which they can "spice up" the phrases: joy, sadness, surprise, indifference, resentment, timidity, irony, fear, tenderness, displeasure, admiration, arrogance.

Duration: 40 min.

Main activity 3.

Presentation

Each person draws a card with pictures (words, cards with illustrations are also suitable) on which they have to make up a 2-minute story and tell it to the others, demonstrating what they have learned so far. Again in case of a larger group, participants must be paired up and introduce themselves to each other. The trainer must give feedback for the participants' presentation.

Duration: 20 min.

Closing activity

Participants in turn must give feedback on the usefulness of the activity they have completed by receiving two colored sticky notes. On one they must write down "3 things I remembered from today's training" and on the second "I can think of the following initiatives I can organize for my peers on this topic". The finished answers must be pinned on a flipchart sheet/board.

The trainer must summarize the presented exercises by reminding them what the participants have gone through so far in a few words and close the activity.

Duration: 10 min.

Subsequent initiatives examples: Participants can be divided into teams and prepare a comprehensive presentation on a given topic, taking on the role of presenters themselves.

Appendix 1

Steps

Be always prepared!	*Rehearse, rehearse, rehearse!*	*The "cheat sheets" are useful.*
Venue and equipment	*Help! I forgot the thought!*	*Everything matters!*

Be always prepared! – read the material you will present several times; check your sources, don't use unfamiliar words.
Venue and equipment – go early and familiarize yourself with them in advance.
The "cheat sheets" are useful – little cards with hints, words to stick on, flipchart sheets.
Rehearse, rehearse, rehearse! – calmer and more confident.
Help! I forgot the thought! – draw attention back to you for a second or two. Loophole - ask a question or make a summary.
Everything matters! – visualization, music, atmosphere.

Appendix 2

- *Betty and Bob brought back blue balloons from the big bazaar.*
- *A big black bug bit a big black bear.*
- *Brisk brave brigadiers brandished broad bright blades, blunderbusses, and bludgeons – balancing them badly.*
- *Cows graze in groves on grass which grows in grooves in groves.*
- *Each Easter Eddie eats eighty Easter eggs.*
- *Excited executioner exercising his exercising powers excessively.*
- *Freshly fried flying fish.*
- *The great Greek grape growers grow great Greek grapes.*
- *Lesser leather never weathered wetter weather better.*
- *Near an ear, a nearer ear, a nearly eerie ear.*
- *A good cook could cook as much cookies as a good cook who could cook cookies.*
- *A pleasant place to place a plaice is a place where a plaice is pleased to be placed.*
- *Six sick hicks nick six slick bricks with picks and sticks.*
- *If two witches were watching two watches, which witch would watch which watch?*
- *I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.*

1.2 Teamwork

Prepared by: Boyana Radeva, International Youth Center Stara Zagora

Objectives: Participants must experience a situation where they explore the process of decision-making in a team.

Participants must draw conclusions about their own behaviors that support and/or hinder successful group interaction.

Materials required and applications:

1. General instructions: situation description (*to be read by the facilitator*).

2. Role description (*each team must have one of the 7 roles*).

3. Paper tape and a highlighter (*for everyone to write down the name of the character they are assigned*).

4. Reflection questions.

Training activity duration: 1 h 15 min.

Training activity details:

Introductory activity
In this module, young people engage in a role play in which they test their teamwork abilities. Everyone must put their skill into practice (the ability to work with group members) when faced with the task of a joint or team solution. The aim is to make sure that everyone is heard, that the opinions of others are taken into account, that everyone's arguments and considerations are shared: something that turns out to be difficult.

Questions for the group:

- Have you participated in a role play before?
- What do you think "learn through action" activities are?
- What is important in a role play?

Conclusion:

Role-playing activities are among the most powerful learning tools. They help us from a hypothetical and fictional situation to make connections, analogies to our own context and to our lives. They enable us to make sense of our behaviors and attitudes in order to continuously improve and refine them.

Duration: 10 min.

Main activity
The purpose of a role play is to explore one such concrete situation that helps to realize which are the behaviors that help us in teamwork, and which are those of our actions that hinder our successful interaction in a group.

For the purpose of the role-playing activity, the group enters into roles. It is important that everyone immerses themselves in the image that the respective role implies without worries or barriers. Ask the participants to be authentic, follow instructions, exhibit the behaviors that the situation provokes to be demonstrated, without being afraid to defend their positions. It is important for the group to be active, to venture boldly into the activity to explore teamwork.

The role play itself must be conducted in groups of 7. In these small teams, the young people are able to learn about the details of the situation they are placed in, as well as their specific role in it. The role play itself is then performed and finally reflection questions are run through to draw conclusions about those behaviors that make teamwork successful.

*It is a good idea, if possible, to have one trainer for each team to observe the role play and conduct the reflection afterwards.

Assignment into teams and general instructions and roles introduction (15 min).

Each team must have 7 (youth) participants. If the group has more than 7 people, they should be assigned to the appropriate number of teams. The groups must have a trainer who reads the general instructions, distributes the roles, observes the role play, and asks the reflection questions. Each participant in the group is given one of the 7 roles (pre-cut out so that the participant is only familiar with his/her role and does not see the roles of the others; ask participants not to show or share them). Once everyone has become familiar with their role and is ready to step into it, they write their character's name on a piece of paper tape and tape it to themselves. This helps the others to orient who is in which role (see Appendix 1 for general instructions and separate roles). Role play (20 min).

Invite the participant who has been given the role of Atanas Popov (leader) to start the play by addressing the others as he/she steps into the role. The trainer can cue him/her about this expectation either while getting acquainted with his/her role or just before the role play starts. The trainer must not intervene during the role play. The facilitator keeps notes that can serve him during the reflection. The duration of the role play is 20 minutes. 2 min earlier the trainer can signal that there are 2 min left. Continue with: Role playing.

Duration: 35 min.

Closing activity

Reflection

-   The trainer guides the group through the reflection questions. (Appendix 2 – Reflection questions)

Duration: 30 min.

Subsequent initiatives examples: Young people who have experienced the role play can do it with their peers.

THE COMPANY CAR

GENERAL INSTRUCTIONS (*to be read by the trainer*):

All of you are colleagues in a telecommunications services firm, and one of you is a manager of the firm. Your work consists of fast and quality repairs of telephone and mobile networks. A variety of technical knowledge and skills are required, but also dexterity and agility, as you sometimes have to climb telephone poles and at height to perform various important operations. It is also essential to be able to work with a variety of clients.

The manager's office is adjacent to the garage, as he too travels to relevant sites and makes occasional inspections. Each associate works independently and visits several clients per day. The manager provides assistance only when needed. The associates look after the vehicle themselves and regard it almost as their own.

The company has received a new car, a **FORD estate car**, which **must be given to one of the associates in the team**. **Now gather in the manager's office to decide who will take it.** It is natural that every employee will be eager to get the new car, as it is a status symbol in the company.

Role play duration: 20 min.

All roles in the role play (for the host only):

ATANAS POPOV is the manager.
VENELIN STOYANOV has been with the company for 17 years and uses a **FIAT TIPO** for 2 years.
PETAR VAZOV has been with the company for 11 years and uses a **HYUNDAI** delivered 5 years ago.
VASKO MITOV has been with the company for 10 years and uses a **NISAN** for 4 years.
PAVLIN VESELINOV has been with the company for 5 years and uses a **NISAN estate car** for 3 years.
HRISTO NACHEV has been with the company for 3 years and uses a **LADA** delivered 11 years ago.
TSVETAN RAEV has been with the company for 8 years. He has no driving license and does not drive a car.

Instructions: **ATANAS POPOV – MANAGER**

- You lead a team of 5 associates in a company that is tasked with fixing breakdowns quickly and efficiently. You have been informed by senior management that you will receive a new **FORD estate car**, which should be made available to one of the associates. You are fully aware of the difficulty in allocating the car as each associate feels he needs the car most.
- In recent months, the associates share of the opinion that you, as a boss, are making wrong decisions. Therefore, you want to take a new approach to solve this problem – **you will let the associates decide who should have the new car.** You are convinced that a fair solution is possible.
- Now you gather them in your office and you are telling them about the new car that the company has received, and that they need to decide which of the associates on the team should have it.

Instructions: **VENELIN STOYANOV**

- You think that the new **FORD estate car** should be given to you for two reasons:
- You are the oldest employee in the company and in the team;
- You don't like your **FIAT TIPO** car.
- Furthermore, your personal car is a **FORD** and you like it more than the **FIAT TIPO**. Before this **FIAT TIPO** you used a **FORD** in the company.
- You have been with the company for 17 years and you have had the **FIAT** for 2 years.

Instructions: **PETAR VAZOV**

- You have been with the company for 11 years and use a **HYUNDAI** purchased 5 years ago.
- You think that you are entitled to take the new car as it is your turn. The car you are using now is old and since **VENELIN STOYANOV** drives an almost new car (only 2 years old), you should have the new **FORD**. So far, you have always kept your car in good condition and despite the years, it looks almost like new. Moreover, you think that because of the care you have taken for your car, you have earned an extra reward - an incentive from management.

Instructions: VASKO MITOV

- You have been with this company for 10 years and you have a **NISAN** for 4 years.
- Since you not only work in the city but also service the surrounding villages, you have to cover a lot of kilometers per day. Often you have you drive on broken country roads. Your **NISAN** is quite old (4 years) and you think that you should replace it due to the high load.

Instructions: **PAVLIN VESELINOV**

- You have been with this company for 5 years and you have a **NISAN estate car** for 3 years.
- There is something wrong with the steering wheel of your car, the rear doors are stalling, and the trunk door won't open. The young **HRISTO NACHEV**, crashed his car into the back door of your estate car while reversing, and so far, despite repairs, there is still something wrong with the car. Since you are required, much like **VASKO MITOV**, to drive around the surrounding villages, you often travel on bad roads. In such cases, you are afraid of the door opening and equipment falling out.
- You want to have the new car as you drive many kilometers per day. It doesn't matter to you what brand the car is, all that matters is that the tires and the brakes are in order.

Instructions: **HRISTO NACHEV**

- You have only been with this company for 3 years and you have the most beat up car – an 11-year-old **LADA**.
- Before you got the Lada, it was involved in a car accident. Despite having the transmission repaired and a new body fitted, the car is not running well. It is about time to get a car in good condition.
- The accident that you caused some time ago is minor, according to you, as there were no injuries caused, but only slight damage to the car of **PAVLIN VESELINOV**. Backing out of the garage, you rammed the back door of Veselinov's estate car. You hope your new car is an ESTATE CAR because you prefer that type of car.

Instructions: **TSVETAN RAEV**

- You have been with this company for 8 years. You don't have a driver's license and you don't drive a car.
- You have no say in who gets the new car because you won't get it anyway since you don't drive. It's even strange to you that you are even invited to participate to discuss this situation.
- You are skillful, responsible, and have a good technical education. You know how to maintain good relationships with customers and have always received positive feedback from them because you work quickly and with due quality.

REFLECTION QUESTIONS AFTER ROLE PLAY

1. How do you feel? (Emotions sharing)

Please have everyone share what emotions they came away with from this activity.

Do not interrupt. If they move on to "What happened?", you must navigate them back to the question about emotions when moving on to the next participant. If they move on to question 3 and on, you must interrupt and say we'll talk about that in a moment.

2. What happened? (Collecting info)

It is important here that the participants are still in role – we must make it clear that they are responding according to their experiences in the role they were assigned.

Supporting questions *(ask the questions associated with what the participants have experienced and shared)*:
- What is the group's decision?
- How did you come to the decision?
- What happened?
- How satisfied are you with this decision?
- What were the alternative decisions?
- To what extent did you achieve your goals?
- To what extent the decision meets each of your needs?

3. Why did it happen? (Looking for causal connections)

Invite participants to step out of role:

You are no longer employees in the company, you do not decide who's getting the car. You are now in the position of young people exploring a situation to learn something from it.

Supporting questions *(ask the questions associated with what the participants have experienced and shared)*:
- What prevented you from achieving success? (*if they failed to make it in due time*)
- What contributed to your outcome? (*if they made it in time*)
- Which problem did you solve?
- What were your goals?
- What was the purpose of the meeting?
- Which actions helped to reach the solution? Why?
- Which actions prevented it? Why?

4. How does this relate to your reality? (Practical application**)**

Here you must help the group to draw conclusions about the practical application of the conclusions they reached in the previous stage.

Supporting questions:
- How does what you experienced relate to your reality?
- What type of group decisions do you make at school/university/work?
- How can we apply a conclusion (*quote a conclusion they made*) into practice?
- What analogy can you draw between what happened here and your experience at school, at university, in life...?

1.3 Leadership

Prepared by: Kalina Damyanova, Youth Centre Plovdiv

Objectives: Participants must get acquainted with the essence of leadership and discover the leader in themselves.

Materials required and applications: Appendix 1 and 2

Training activity duration: 1 h. 30 min.

Training activity details:

Introductory activity

If this is the first activity for your group, then it is good to start by introducing and getting to know the participants, bonding the group and creating a safe and relaxed environment.

Introduction to the topic:

The facilitator asks introductory questions to the users.

Why do you think we are talking about leadership? Who is the leader? In what position are the rest of the people on the leader's team? Are there similarities and differences in the meaning we attach to the words "leader", "boss", "head", "chief", "guide". What do you think they are?

Who is the leader?

The facilitator gives the instruction to everyone in the group to get comfortable, close their eyes (for those comfortable enough to do so) and relax. They play soft relaxing music and explain that they are going to give a few instructions and questions to the participants, and their task is to visualize the answers, which they will discuss a little later.

Imagine yourself in a future moment where you have achieved a great success, you've fulfilled your long cherished dream………… Where are you? …………What are you wearing? ………… What is your body posture? ………… What is your face expression? ………… How does it feel? ………… Imagine yourself now. ………… How do you think – how did you go from being the person you are now to the person there? (if there are differences) ………… Are there some people next to you? ………… Who are they? ………… Do you know them? ………… What hardships have you gone through together? ………… What have you given and what have you taken from each other?

Duration: 20 min.

Main activity 1

Associations

The facilitator divides the participants into several teams (depending on the size of the group, with each team having from 3 to 6 people). In a bowl the facilitator places previously prepared folded pieces of paper with the words from Appendix 1. On a voluntary basis, in each of the

teams, one by one, the participants present a word that the rest of the team must guess. This is done as follows: The participant rolls a dice to find out the way the word should be represented. If a 1 or 2 is rolled, the participant must describe the word they drew from the bowl with a drawing. If a 3 or 4 is rolled, the participant must describe the word with other words that do not include the root of the word on the slip. If a 5 or 6 is rolled, the participant must describe the word with facial expressions and movements without speaking. The others try to guess the correct word. When it is known, the facilitator writes the word on a flip chart and the bowl is given to the next team. This is repeated until all 10 word are presented. The goal is to get the words known as quickly as possible.

Then all the participants gather in the common space and discuss together what these qualities of a leader actually are and why they are important in their opinion.

Duration: 40 min.

Main activity 2

The leader in me

Drawing

In pairs, the participants sit with their backs to each other. One participant takes on the role of Leader, and the other - on the role of a performer. The Leader receives from the Facilitator one of the images from Appendix 2, which the performer must draw according to the Leader's instructions. The "performer" is not allowed to speak. The "leader" is not allowed to look at the drawing. Within 3 minutes, the team must submit the finished drawing. The participants then switch roles and the new leader receives the second image from Appendix 2. The conditions are the same.

After that the facilitator leads a discussion with questions:

In which of the two roles did you feel more comfortable? Why? Which was the most difficult for you? And the easiest?

Duration: 20 min.

Closing activity

Participants in turn give feedback on the usefulness of the activity they have completed and for this purpose the facilitator can use the online tool https://www.mentimeter.com/ or invite participants to write on paper cards.

Sample feedback questions:
- How did you feel throughout the activity?
- Will you gain anything from the activity?
- Would you pass on anything you learned today to others?
- What could we improve?

Duration: 10 min.

Positive attitude
Confidence
Perseverance
Problem solving
Listening
Communication
Delegation
Support (to colleagues)
Responsibility
Intuition (from experience)

Appendix 2

1.4 Youth Civil Involvement through the Lens of Art

Prepared by: Erhan Sali, Youth Center - Dobrich

Objectives: Improving the quality of life among young people. Motivating young people to help engage their peers in decision-making processes for the benefit of society

Materials required and logistics: Paper tape, felt tip pens/highlighters, sticky notes, prepared "Human Bingo"

Training activity duration: 1 h. 30 min.

Training activity details:

Introductory activity
"Human Bingo", brainstorming/discussion. Start with a cognitive activity in the form of bingo. One bingo sheet is distributed to each participant. Invite participants to find people who can identify with any of the characteristics/conditions on the sheet, and then write his/her name in the appropriate box. The questions on the Bingo Sheet can be related to the event topic, or can be a first step to getting to know the group. Sample questions are in Appendix 1. A participant's name can only be used once in the sheet. The activity is time limited. The first participant to complete four horizontal, vertical or diagonal boxes or the entire sheet (depending on the instructions of the activity leader) must loudly announce a "BINGO" and the game is over. Invite participants to share how they approached the completing of the Bingo, which of the questions they found interesting to answer. What was their emotion at the moment and was this task difficult for them.

Main activity
Use a tape on a window to outline different shapes to designate – local, national, international level. Suggest the participants to immerse themselves in their thoughts and go back in time with the power of thought and remember each event they have supported or organized for the benefit of society. Give sticky notes to each participant and each sticky note must describe the activity in which they participated or organized. The notes must be arranged in chronologically in a "Participation Timeline". After the end of the time given and after we have divided the flipchart (or board) into several boxes – local, national, international. Each participant sticks his/her notes depending on the activity.

Start a discussion:
- Do they see the benefit of sharing their interests?
- What is the goal of their interests?
- Is anyone interested or likes what they are doing?
- Would they participate in or borrow any of the activities shared by the group?
- Would they join/support a common idea?

Closing activity

Reflection.

The facilitator invites the participants

- To take a mental walk through the event, from its beginning to the present moment?
- About how we started, what ideas were shared?
- What emotions have been experienced?
- What successes and obstacles have been shared by other participants?

The facilitator gives the floor to those who want to share their self-reflection

- Who wishes to share their emotions and thoughts?
- Share what made an impression on them…
- Whether this meeting has been motivating for them?
- Would they improve any of the things in order to use them in their own events or causes?

Appendix 1

BINGO

Wears shoes size 41	Has unusual hobby	Has traveled abroad	Can sing
Has a brother	Constantly hangs out on Facebook	Loves broccoli	Loves comic books
Can cook	Has tasted organic food	Has a pet	Loves sports
Loves Math	"The life of the party"	Writes with his left hand	Has a sister

1.5 Human Rights

Prepared by: Nikola Zhivkov, Youth Center Vratsa

Objectives: Youth must be able to recognize different human rights.

Materials required and applications: Dixit board game, flipchart stand, flipchart sheets, highlighters, sticky tacks, sticky notes.

Training activity duration: 2 h. (Module 1 – 30 min. Module 2 – 1 h. 30 min.)

Training activity details:

Introductory activity
Brainstorming – What is human rights? The facilitator hands out sticky notes to each participant. Explains to the young people that they will have to write down one basic human right (e.g. freedom of expression, right to life, freedom from discrimination, etc.) on each note. There is no limit on the number of ideas of rights they can write down. Each participant works individually within a few minutes. Once everyone has written down their suggestions of rights, they will have to stick them on a prepared flipchart sheet. The facilitator then reads the suggestions to all participants and organizes a discussion with them. Appropriate questions for the discussion: 1. Is there a link between human rights and youth rights? 2. Can certain rights be grouped together and placed in a common field? 3. Why is it important to know our rights? 4. Can we tie a right to a specific example? After the discussion, the facilitator must make a summary and clarifications to check whether all participants have got into and understood the topic.
Main activity
"Dixit" (human rights) Each youth will be given a note with a basic human right. Participants are not allowed to reveal to the rest of us what they have received. The facilitator must explain that they will play Dixit – one of the most popular board games. Each participant will be given 7 cards and will have to, when his/her turn comes, try to explain the basic human right note received at the beginning by means of one of his cards. The participant who has participated most recently in a youth activity/activity/training will start. Then continue by taking turn clockwise. After picking a card, the participant will place it face down and the other participants will also have to choose a card that corresponds to the right announced by the participant and place it face down next to his card. All cards are then shuffled. One of the participants turns all the cards face up. The purpose of the activity is for everyone to try to guess the card of the person who set the topic. If they succeed, they score two points. After each round, participants draw a card to make the count to 7. There can be no player with fewer cards per round during the game. The activity continues

until all participants place a card, according to the basic right received. The activity is won by the player who has scored the most points.

The facilitator must keep a very close eye on each round and the cards placed, and also take notes. Based on these, he must conduct a discussion with the participants at the end of the activity.

Appropriate questions for the discussion:

1. Was it difficult to choose a card that matched the right you received?

2. Was it difficult to place a card that matched the rights that other participants announced?

3. Which card of yours or of another participant made the strongest impression on you?

4. Which right did you find most difficult to match?

Duration: 30 min.

Closing activity

After the discussion, the facilitator must close the process by playing several videos to check the knowledge and understanding gained by the participants in the activity. The following videos (as well as other relevant videos on the topic) can be used for this purpose:

1. https://www.youtube.com/watch?v=5PLYvdUWcnc&list=PL8F506DE3A24EF415&index=4 (Youth for Human Rights International – this is a series of videos on separate rights enshrined in the UN Universal Declaration of Human Rights)

After the participants have watched the video, a discussion can be held with the participants and based on what they have learned, they can identify not only what right is being violated, but also what is the dimension of youth rights in relation to it. The discussion should be no longer than 10-15 minutes. (these videos are in English)

Videos 2 to 4 are in Bulgarian.

2. https://www.youtube.com/watch?v=PPFuZELACwo (Do you know what human rights each one of us has? is developed by ucha.se and is aimed at children and young people who want to learn more about their rights)
3. https://www.youtube.com/watch?v=Clv3_6So1PE (Human Rights and Volunteering video tutorial by TimeHeroes and ucha.se)
4. https://www.youtube.com/watch?v=dAogHGp3fgc&t=4s (This video was made by the Youth Centre Vratsa and dedicated to human rights on the occasion of December 10th.)

Duration: 1 h. 30 min.

1.6 Media Literacy – Fake News

Prepared by: Emanuil Georgiev, Applied Research and Communications Fund

Objective: Increase the ability to recognize fake news and build critical thinking skills

Required materials: Flipchart stand, multimedia, computer with internet connection.

Training activity duration: 1 h. 30 min.

Training activity details:

Introductory activity
Game of Broken Telephone The facilitator asks if there are volunteers for a game about to be played. He must select five or six of those willing to participate. Then invite them to step outside the room for a moment. He must explain the others that he will tell a story in the ear of one of the volunteers, which he/she will pass on to another, who will pass it on to the next, and so on until they reach the last participant. The facilitator invites the other participants in the room to keep track of what each participant misses so that when all the volunteers are done with the procedure, the whole group can reconstruct the story. Reads the story to the group and then asks the participants who are outside to return to the room. Explains the rules of the game to them as well. Tells the story in the ear of one of them, he next tells it to another and so on until the last volunteer is reached. Usually, when the last volunteer tells the story in turn, it has been heavily altered from the original story, with many details omitted or distorted, or others substituted. Participants from across the group then give suggestions, by show of hands, on the details of the original story that were omitted or distorted in the final version of the last volunteer. Then read again the original text to compare with this final version. The duration of the game is 15 min. Explains that often when information is relayed, some details get lost or distorted, sometimes changing the nature of that information entirely. However, it also happens that distorted or entirely fake information is created deliberately. Media material containing such fake information is often referred to as "fake news", It is also found in the traditional media (such as television, radio, newspapers), but all too often online, with many people spreading it on social media without realizing that it is fake. The facilitator must explain that the topic of the training module is fake news precisely, the recognition of which is an important component of the so called "media literacy" and then start a short discussion (within 2 minutes) with guiding questions such as: "Name a few ways that information reaches us!", "What is the fastest and most convenient way to get some information?", "Is everything that is published on the Internet true?", and "Have you encountered fake news?" *Duration: 17 min.*

The facilitator must divide the participants into 4 groups, explaining that 2 of the groups will work with one news material and the other two with another. He must give two of them a printout of Media Material 1 and the other two groups a printout of Media Material 2 (provided in Appendix 2). Each group must read the material they have received and determine whether it contains true or fake information. Each group must indicate up at least 3 signs to justify themselves. Their working time will be 20 min.

Once the groups have finished discussing, explains that each group has 12 min. to present their work. The facilitator then starts a discussion with one of the groups that read Media 1., meanwhile playing the material through the multimedia for all participants to see. The group representative must read the news and share whether the group thinks it contains truthful information or is fake news, and what criteria the group members used to reach their conclusion. The teacher then must give the floor to the other group that worked on the same material, who can add to or give other arguments if they have any.

Sample guiding questions for the discussion and expected answers: "How did you felt while reading the news material?", "Have you heard about some of the things written in the article?", "What impressed you about the headline?", "How does it end?", "What is expressed by the exclamation point?" (expected answer: emotion), "Why do some media care about evoking emotions?" (expected answer: "to arouse more interest"/"to get more clicks"), "Why do they need to arouse more interest?" (expected answer: "for profit"), "What strikes you about the photo in the article?", "Could it be fake/collage?" (expected answer: "absolutely possible"), "What makes you think this?", "What sources of information are quoted in the text?", "Could these be unreliable sources? If yes/no, why?" (expected answer: they may be unreliable because two or three names are not mentioned:), "Are there any official sources mentioned in the text? Which sources might be official?", "What is the purpose of this text, after all?", "What else can we do to verify that this information is correct, besides analyzing the article itself?" (direct participants to "check with another source/other media").

The facilitator then must turn to the other two groups who have worked on Material 2, playing it in the meantime through the multimedia as well, and alternating questions to them on the same principle.

Sample questions: "Is there a match between the information in the two news materials?", "What matches and which is different?", "What do you think this news story is – real or fake? What are your arguments for this?", "How is the headline different?", "How does it end in this case as opposed to in the previous news story?" (expected answer "with question mark"), "What does the question mark convey?" (expected answer: the topic is questioned"), "Is the author of the article indicated?", "What impresses you about the pictures in the article?" (expected answer: "they are obviously illustrative and do not claim to be real"), "What are the sources of information in this article?" (expected answer: "Georgi Apostolov and Alexander Nenov"), "Are these sources reliable?" (expected answer: probably yes, we Google them, their two names are indicated"), "What impresses you, besides the fact that sources with two names are quoted?" (expected answer: "their expertise is stated/what they are experts in – G. Apostolov from the Safe Internet Center and A. Nenov – author of online safety books"). "Can it be said that they are competent on the topic of the article?" (expected answer: "yes, they probably are, we can also

check information on them in the search engine). "What is the purpose of this text and how does it differ from the purpose of the previous?" (expected answer: "its purpose is to inform, not just to arouse interest").

While getting the signs of fake news through the guiding questions to the participants, the facilitator must write them down on the flipchart sheet – 1) the headline evokes emotions; 2) the author of the article is not indicated; 3) the photo may be unreliable/collage; 4) no credible information sources are quoted; 5) the information is not confirmed in other media sources. https://www.plovdiv24.bg/novini/plovdiv/Falshiv-sluh-udulzhi-s-3-dni-gripnata-v-Plovdiv-istinata-tuk-847333

Duration: 68 min.

Closing activity

The facilitator must temporarily hide the flipchart sheet with the ways to recognize fake news written on it and invites the participants to summarize what they have learned by listing these signs again.

Duration: 5 min.

Media material 1

The perverted game that makes children chop each other to pieces is now in Bulgaria! (PHOTOS/VIDEOS 18+)

The perverted game that makes children commit suicide is now in Bulgaria! If you notice razor blades scars on your child's arm, it means they have been caught in the net. In other cases, adolescents are made to spray on their hand a pressurized cannister from very close distance and thus get burn-like scars.

Psychologists advise parents to be especially careful and monitor their children's correspondence.

A check by BLITZ found that on Facebook, Bulgarian children are now forwarding messages with the blue whale symbols. Most of them apparently do not take this seriously and think it is a harmless game.

"Wake me up at 4:20 a.m. I'm in the game, waiting for instructions." This is what the little Vera, Katya, Lyuba, Misha, Igor or Andrei wrote in their accounts. Followed by a "blue whale" hashtag. Blue whale is the name of the new online Russian roulette game played by adolescents in Russia, Kazakhstan, Ukraine, and Kyrgyzstan. After typing "blue whale" (with hashtag) – you become part of the game. You are contacted on private messages by a "tutor", "guru", "curator", who gives you assignments in the next 49 days.

The assignments get more than extreme and you have to shoot and upload them to the web, e.g. paint a blue whale on your arm with a razor blade, or cut your veins, or walk on an outdoor railing at a great height, set something in your house in fire... On the 50th day, the instruction is to die: jump from a high floor, throw yourself under the tires of a moving car, or under a train – take your pick. If you refuse, threats to kill parents, brother, sister, relatives, etc. follow.

By February 7th, the number of suicidal children in Russia was already over 180, and that is in just about half a year. Parents and teachers are in a panic, in some areas the "game" is becoming a major social and political issue. And there are over 10 regions affected. On February 9th, the police in Kyrgyzstan released data of 19 cases of suicide (since the beginning of the year) linked in some way to the hashtag on social networks. 15 children committed suicide in Kazakhstan in just about a month. Two days ago, Ukrainian police officers reported a group of youths from Ivano-Frankivsk who wanted to commit suicide by throwing themselves in front of cars on a boulevard. Last year the 21 old Filip Budeykin (nicknamed - The Fox) was arrested in the Russian Federation, who is the alleged author of the game and the perverted brain inciting to death. The bad thing is that for months Filip – administrator of a death group page "vKontakte" – has been zombifying about 30 followers who continue to "suicide" children. On February 1st this year, Filip Budeykin was found sane and charged with causing 15 children to commit suicide. The popularity of the online craze is growing headlong and yesterday, while I was gathering material on the subject, children from Romania and Moldova had already tagged themselves. I hope this evil will pass us by!

It wouldn't hurt to look at the accounts of your children, your grandchildren, your adolescent relatives, and if you see anything suspicious, report pages and profiles, and in general, if you can, limit their access to Russian-language resources. It's not a bad idea to look more thoroughly for deadly hashtags in Bulgarian Russophile groups and pages as well, as administrators often translate by the pound all the nonsense, memes and simpletons from the Russian segment of social networks. Here are the rest of the hashtags for the "game", we are posting them without # so as not to create a chain: синийкит, тихийдом, морекитов, f53, f57, f58.

Sourse: Blitz.bg https://blitz.bg/lyubopitno/dzhadzhi/izvratenata-igra-koyato-kara-detsata-da-se-kltsat-na-parcheta-veche-e-v-blgariya-snimkivideo-18_news489164.html

Media material 2

The sinister game Blue Whale: Truth or fight for online clicks?

According to information circulating on social networks, Blue Whale has led to the suicide of over a hundred children in Russia, but is it true?

A mysterious and sinister game caused panic among parents of teenagers in our country. Known as Blue Whale, the game is a type of Russian roulette – for 50 days, children are forced to follow sinister instructions, with the last one being suicide, bTV reports.

The bTV newsroom has received numerous reports about the new game in question. Is there any truth in this news story or is it just a fight for online clicks? According to information circulating on social networks, Blue Whale has led to the suicide of over a hundred children in Russia. Such facts, however, do not exist, a bTV check found. Despite the lack of facts, the dangerous challenges drove Bulgarian parents psychotic. For this reason, safe Internet experts have been monitoring and analyzing the virtual alarms for days and saw a clear commercial pattern. "This is a profit machine based on inducing panic and fear in people," said Georgi Apostolov from the Bulgarian Safer Internet Center.

The game spreads through hundreds of hashtags that change constantly. According to internet experts, this is what generates even more visits to certain websites. A video has also appeared on the Internet, which claims to be something of a social campaign against the sinister game.

According to Aleksandar Nenov, author of books about the dangers of the Internet, the authorities must be vigilant. "When it comes to aliens coming, that's fun... but when it comes to this kind of action, we are spreading a model that is used to psychologically bully and influence people, like young teenagers," he said. Computer viruses, which are spread by untrusted websites, also bring in extra revenue with this type of online panic marketing.

How to protect ourselves from such fake news? Pay attention to domains. Strange addresses that end with com.co, for example, should raise doubts about the information authenticity. Look for signs of low quality – bad spelling, provocative photos, etc.

Look for the About Us section. If it is missing – this should raise a suspicion.

Sourse: btv.bg [*https://btvnovinite.bg/bulgaria/zloveshtata-igrata-sin-kit-istina-ili-borba-za-onlajn-poseshtenija.html*](https://btvnovinite.bg/bulgaria/zloveshtata-igrata-sin-kit-istina-ili-borba-za-onlajn-poseshtenija.html)

1.7 How to Turn an Idea into a Youth Project?

Prepared by: Nikolay Nikolov, Youth Centre Plovdiv

Objectives: Trace the process of idea developing and transforming it from just a thought into a viable and sustainable youth project.

Go through the main stages of building the idea and the practical dimension of the whole process.

Free any thought and consciousness from any limitations.

Create sustainable and socially relevant projects at local level.

Deal with the challenges and constraints everyone faces in the process of project implementation.

Form a conscious process of evaluating and building each idea that emerges in the minds of the youth.

Describe an idea seamlessly and develop a youth project.

Interest in participating in a youth initiatives implementation competition in the city and the region.

Materials required and logistics: Flipchart sheets, highlighters.

Training activity duration: 2 h.

Training activity details:

Introductory activity
Introductory exercise (for creativity): The Cactus Participants see a cactus in front of them and are assigned the following tasks: 1) They have to generate as many cactus application ideas as possible within 80 sec. 2) They have to generate ideas on how to prevent cars from stopping incorrectly in a prohibited area within 60 sec. 3) They have to generate ideas on application of cactus in the daily life of a child or youth within 40 sec. After the three rounds, participants must count their ideas. The aim is to reach a quantity of generated ideas. Anyone willing can submit some of their most outlandish suggestions. *Subactivity*: Each participant writes down on a piece of paper a spontaneous word that arises in his/her mind (it must make some sense).   *Duration: 15 min.*

Present the process of idea creation – on a flipchart with the main points of the process:

Stage 1: The big bang – the generation of the basic idea (spontaneous, unforced, complete freedom of mind and imagination);

Stage 2: Take the pieces of the puzzle – answering a short answer to 4 basic questions (in 1 sentence) related to the idea: What do I do? How do I do it? Who am I doing it for? Why am I doing it?

Stage 3: Look around at who else is on the island – here we focus on market research, market participants, potential customers, competitors, suppliers, opportunities, and challenges;

Stage 4: Put the puzzle together – this stage is about developing the idea and detailing it in a business plan/business model with clear, precise and specific elements – an outline, clear objectives, mission, vision, analysis, marketing, production, financial and management dimensions;

Stage 5: Well, let's do it! – The final stage of putting the idea into action through direct implementation.

Comments and discussion on *the 5 symptoms of a successful idea*: personal motivation (do you want it, do you believe in it, are you committed); innovation (what new are you doing, what old are you improving); social and community relevance (what needs are you meeting, how are you improving the lives of citizens, youth, what are you helping society with, what are you facilitating); mass appeal (how many people will your idea reach); sustainability (how will you keep these people in the future, how will you continue to involve new people, how will your idea evolve (change) over the years to keep the attention of users, how will it be passed on (continuity); vision; long-term; upgrade).

3) Energizer

4) Steps towards Creativity – The facilitator must share several steps towards creativity:

1) Believe we are creative.

2) Make no assumptions.

3) Be more flexible to rules and guidelines.

4) Be more open

5) Not be afraid of making mistakes and taking risks.

6) Always follow the routine.

7) Assume that there is always more than one solution.

8) Do not judge rashly.

Duration: 45 min.

Main activity 2.
Divide participants into 3 teams, each consisting of a maximum of 5-6 people. Each team draws a word that is the basis for the generation of their idea (from the sub-activity). Divide the teams into 3 tables and each team must develop a team idea to present. *Presentation:* (30 min.) Each team presents their idea within 5 min in order to convince us (as the target group) that this idea is feasible. After the presentation, hold a short discussion addressed to the other teams (asking sample and guiding questions within 2-3 min. – do you think the idea is original, sustainable, well advertised). *Duration: 30 min.*
Closing activity
Feedback – everyone describes their impression of the activity they have completed with a DIXIT card (or more than one). *Duration: 15 min.*

MODULE 2

PEER EDUCATION

- THE LEARNING PROCESS IN YOUTH WORK
- NATURE OF NFE – PRINCIPLES, METHODS
- NEEDS ANALYSIS
- LEARNING ACTIVITY ELEMENTS (GOAL SETTING, INTRODUCTIONS, ENERGIZERS, ICEBREAKERS, CORE ACTIVITIES)
- EVALUATION AND FEEDBACK (NATURE AND IMPORTANCE)

2.1 The Learning Process in Youth Work

Prepared by: Mariya Angelova, Youth Centre Plovdiv

Objectives: Exploration of the learning/knowledge acquisition process in youth work and comparison with other learning environments;

Acquaintance with effective approaches for knowledge, skills, and attitudes development;

Introduction of innovative learning methods among young people;

Motivation to initiate follow-up activities;

Clarified learning process in youth work and in the conventional educational environment;

Participants are familiar with approaches to convey information and different ways of memorizing;

Application of new learning methods;

Implemented youth initiatives.

Materials required and applications: Two random objects for the concentration exercise (soft ball, highlighter, paper tape, and anything else); flipchart sheets, highlighters, laptop, group instructions (Appendix 1) and presentation text (Appendix 2).

Training activity duration: 2 h.

Training activity details:

Introductory activity
Concentration exercise: The participants are divided into two groups and form two circles. Invite them to close their eyes. The facilitator must give the item to a random participant. Upon a signal, the participants must pass the object to each other as quickly as possible. **Introductory activity:** Each of the participants must write down as many associations of the word "learning" as possible within 1 minute. They must discuss in pairs what they have written and share a summary of each pair's discussion before the audience. The facilitator must write down key features of the learning elicited by the participants' associations on a flip chart.

Main activity
Share the following definition with the participants: Learning is a process that involves the conscious perception of ideas, facts, and their practical application. Derive the features of the *process in the field of youth work*: In order to specify the phenomenon in the field of youth work and to compare it with the same in other sectors, it is necessary to look more closely at the way in which goals are formed and how the progress is measured against them. When it comes to the *learning process* in youth work, *programmes, projects, and specific activities are expected to be in line with the interests and needs of young people*. Furthermore, learning objectives and expected outcomes must be formulated and agreed upon. The idea is to provide young people with the necessary conditions for acquiring knowledge and developing skills that will contribute to their well-being. As a result, youth are expected to participate in various decision-making

processes, thereby shaping trends in society. At the same time, young people, as bearers of new skills, have the opportunity to respond to emerging new needs in their communities.

The main result of youth work is rather the development of the attitude towards the surrounding environment and personal growth. If the conventional learning environment (school, university) is based on methodologies to achieve tangible results that will ensure a transition to an independent life, youth work is there to ensure that during this process young people can freely express themselves with all their strength, individual creativity, and imagination. Youth work makes you not just an object of the learning process, but a co-creator of it.

The facilitator must divide the participants into 4 groups. They receive printed work instructions (Appendix 1). Each of the groups must use a different technique to present certain information (available in Appendix 2), in search of the most effective conveying and memorizing approaches. Group 1 – the information is in text format, the group has a flip chart and a laptop that the participants can use, and they have to prepare a presentation; Group 2 – the group has a text and can additionally search the Internet for ideas and images that can be used to create a poster illustrating the information from the text; Group 3 – the group must record a 3 min video recreating the text. Group 4 – 3 min video + a poster.

Presentation of the group work results. Each group will have 3 minutes for a presentation (the facilitator must use a timer to measure the time).

Closing activity

A short discussion must follow the groups' presentations.
Sample questions:
- How do you feel after this exercise?
- What was the most accessible and clear presentation of information according to you?
- What do you know about the different ways we perceive the environment?

Follow-up activity: Participants must prepare a presentation for the different perception modalities (auditory, visual, kinetic). Emphasis on experiential approach in youth work.

Group 1

You have 10 minutes to prepare a short presentation for the life of the artist Roy Lichtenstein. You can use a flipchart/multimedia to describe the main points of your presentation.

Group 2

You have to make a poster within 10 minutes displaying the life and messages of his works through an image inspired by the paintings of the artist Roy Lichtenstein.

Group 3

Prepare a video material (up to 3 minutes) in the next 10 minutes where you present the life of the pop art artist Roy Lichtenstein.

Group 4

You have 10 minutes to prepare a presentation on the work of the artist Roy Lichtenstein – his key paintings and their messages. You decide in what form to make the presentation: video, poster, presentation or a completely different alternative.

Appendix 2. Text to present

The artist Roy Lichtenstein – the man who developed the ordinary commercial idea and turned the banal melodramatic scene into high creativity.

The American artist was born in New York in 1923. Growing up in Manhattan, he was overwhelmed by the glossy brands commercial stereotypes, and this later reflected in his works.

Roy gained the greatest popularity when he was almost 40 years old. This is the moment when his name began to be associated with plots taken from comics. All these characters from the advertisements were parody-interpreted on his canvases. His distinctive approach was the multiple zooming of a popular culture scene or character. The first painting containing comic characters and representing a starting point for his subsequent work is the Look, Mickey! Painting, 1961. According to one version, Lichtenstein painted the picture for his son Mitchell and his classmates. The artist's child does not like his paintings, as well as often becomes the object of ridicule. Lichtenstein painted Look, Mickey! to show Mitchell that he could actually paint more than just vague and abstract images.

His most famous painting is Whaam! (1963) and is one of the first examples of Pop Art. The work is based on the All-American Men of War comic. The canvas depicts a fighter jet firing at an enemy plane and a yellow-red explosion. The comic style is enhanced by the interjection "Whaam!. According to critics at the time, the picture was a kind of propaganda of American culture. The truth is actually quite a bit more curious. A major aspect is the joke with freedom. The picture actually presents an authentic image, an image in which man achieves his freedom through the machine, through "the push of a button."

His other works that remained in art history are Drowning Girl (1963) and Crying Girl (1963-1964). The female essence is the main motif in these painting. The emotional state of the presented images is in the foreground. The gaze and physical stiffness suggest a sense of tension. In this way, Lichtenstein tries to outline the position of women in 1960s society, when in fact they were fighting for equality. Some of the paintings emphasize the glamorous image of the perfect American girl, behind which there is also an inner struggle. In January 2017, the painting Masterpiece was sold for a record 165 million US dollars.

Some of his works are also based on the relationship between a man and a woman. A typical example in this regard are In the car and Masterpiece, 1963. In them, the dominant and powerful male figure is brought to the foreground, which instantly leads to the generation of a feeling of guilt in the woman. Despite feeling oppressed, the woman finds it impossible to stop her inner urges.

Roy Lichtenstein died of pneumonia in 1997. At that time, he had an unsuccessful marriage, two sons and a second wife behind him. Professionally, the artist has achieved worldwide success with his unique works.

2.2 Nature of NFE – Principles, Methods

Prepared by: Tsvetelina Avramska and Katya Krivcheva, Youth Center Plovdiv

Objectives: The participants must familiarize themselves with the non-formal education principles and methods

Materials required and applications: Appendix 1, Appendix 3, 4 envelopes, small notes, ball pens

Preparation: printout of Appendices 1,2,3,4 separation of principles from Appendix 1

Training activity duration: 1 h. 30 minutes

Training activity details:

Introductory activity
If this is a first activity for your group then it is a good idea to start by introducing and getting to know the participants, bringing the group together, and creating a safe and relaxed environment.

Topic introduction:
Prepare the room is in advance, separating 4 areas. Place three of the following keywords in them: (Appendix 1) *voluntary, accessible to all, organized based on the participants needs, an organized process with educational tasks, learner-focused, participation-focused, for the acquisition of lifelong skills and preparation for active citizenship, individual and group learning-based, different learning methods, time frame, experience and activities-based, assessment*.

Participants choose the three words that most closely match their understanding of non-formal education and stand in that area. The facilitator must give everyone an opportunity to express their opinion as to why they chose these words. Make a conclusion that all key words are true for non-formal learning. Present a comparative table (Appendix 2) with other types of education is presented and start a discussion.

The facilitator must tell the participants to stay in the area they have chosen and form a team. There must be 4 teams in total.

Duration: 20 min. |

Main activity 1.
The 4 teams formed in the introductory activity receive sealed envelopes. There, the teams find the instructions from Appendix 4.

Each team must present to the others one of the methods of non-formal education in an attractive way – learning through experience, discussion, group work or brainstorming (the definitions of each of the methods can be found again in the appendix). Present it in an attractive yet understandable way for people of all ages.

Time for creating presentation content is 10 minutes. |

Each team presents its method within 2 minutes. The facilitator must ask the following questions after all teams have presented:

- What had you heard about these methods before?
- Have you experienced any of them?
- Which of all the presented methods made the strongest impression on you? Why?

Duration: 40 min.

Main activity 2.

The facilitator must divide the participants into new teams, inviting them to stand up and walk around the room. The facilitator must explain that everyone becomes "free atoms" and must form groups at his/her signal. The number of atoms in the group is determined by the facilitator. For example, "Atoms – in threes!". Repeat the exercise until 4 teams are formed.

Each team receives a QR code leading to different resources. They have 5 minutes to guess the topic of their source. (Appendix 3)

Team 1: human rights: https://www.coe.int/bg/web/portal/home

Team 2: financial literacy: https://www.youtube.com/watch?v=rIFm_GOH-0Y

Team 3: environment protection: photo towards our organic garden https://youthcentre.plovdiv.bg/bg/materialna-baza/obrazovatelna-biogradinka#.YY5HI2BBxPY

Team 4: emotional intelligence: 9, 11, 12, 13, 17, 23, 26 - https://hrmanager.bg/test-za-emotsionalna-inteligentnost-eq-test/

The facilitator then must invite the teams to talk about their search.

Sample questions for the discussion:

- What do the information discovered by the all the teams have in common?
- Do you think you would find these topics interesting and useful?
- Would you participate in an non-formal activity related to them?

Make a summary that various topics can be presented in a different way in non-formal education.

Duration: 20 min.

Closing activity

Participants in turn give feedback on the usefulness of the activity they have completed and for this purpose the facilitator can use the online tool https://www.mentimeter.com/ or invite participants to write on paper cards.

Sample feedback questions:

- How did you feel throughout the activity?
- Will you gain anything from the activity?
- Would you pass on anything you learned today to others?
- What could we improve?

Duration: 10 min.

voluntary
accessible
meets the needs of the participants
educational tasks
active participation
skills for life
active citizenship
independent group study
group learning
learning through experience
discussions
teamwork
exchange of experience
feedback

Appendix 2

Characteristics	Formal education	Non-formal education
mandatory	✓	✗
voluntarily	✗	✓
structured	✓	✓
study plan	✓	✓
educational purposes	✓	✓
teacher-oriented	✓	✗
learner-oriented	✗	✓
participation oriented	✗	✓
different learning methods	✓	✓
time frame	✓	✓
infrastructure	✓	✓
assessment	✓	✓
diploma	✓	✗

Appendix 3

_ _ _ _ _ _
_ _ _ _ _ _ _

human rights

_ _ _ _ _ _ _ _ _ _
_ _ _ _ _ _ _ _

financial literacy

_ _ _ _ _ _ _
nature

_ _ _ _ _ _ _ _ _
_ _ _ _ _ _ _ _ _ _ _ _

emotional intelligence

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Appendix 4

<u>Team 1:</u> Hello team! Your mission is to present one of the methods of non-formal education, namely Experiential Learning, to the other teams. Present it in an attractive yet understandable way for people of all ages. You can use any of the following presentation types: video, Tik Tok, Instagram reel, TV commercial, poster, poem, song, photo or anything else born by your imagination. Your presentation must not exceed 2 minutes.

<u>Team 2:</u> Hello team! Your mission is to present one of the methods of non-formal education, namely Discussion, to the other teams. Present it in an attractive yet understandable way for people of all ages. You can use any of the following presentation types: video, Tik Tok, Instagram reel, TV commercial, poster, poem, song, photo or anything else born by your imagination. Your presentation must not exceed 2 minutes.

<u>Team 3:</u> Hello team! Your mission is to present one of the methods of non-formal education, namely Teamwork, to the other teams. Present it in an attractive yet understandable way for people of all ages. You can use any of the following presentation types: video, Tik Tok, Instagram reel, TV commercial, poster, poem, song, photo or anything else born by your imagination. Your presentation must not exceed 2 minutes.

<u>Team 4:</u> Hello team! Your mission is to present one of the methods of non-formal education, namely Brainstorming, to the other teams. Present it in an attractive yet understandable way for people of all ages. You can use any of the following presentation types: video, Tik Tok, Instagram reel, TV commercial, poster, poem, song, photo or anything else born by your imagination. Your presentation must not exceed 2 minutes.

Definitions:

Experiential Learning – a process in which participants enter a real world scenario. They are in a safe space where they can take risks, fail, and thus learn without any negative consequences in the real world.
Discussion – A discussion is a conversation with more than two people. Through discussions, people learn to analyze information, think critically, develop communication skills, share opinions, and learn from experience.
Teamwork – Teamwork is when people work together, combine their different skills and talents, and rely on each other's strengths to accomplish a task.
Brainstorming – a way to introduce a new topic, encourage creativity, and generate lots of ideas quickly. It is used to solve a specific problem or give answer to a question.

2.3 Needs Analysis

Prepared by: Radost Radanova, International Youth Center Pernik

Objectives:

1. Raising the learners' awareness about the learning process stages.

2. Building skills to recognize personal needs.

3. Building skills for research and analysis of learner needs and their relationship to developing a training program in response to needs.

4. Building skills in using tools for analyzing learner needs and using the results to develop the training programs design.

At the end of the training modules, participants will:

- know the stages of the training process and have a high level of understanding of the logical connection of the stages;
- develop skills in working with research and needs analysis tools;
- develop skills in creating needs research tools;
- develop skills for processing and analyzing the results of the used needs research tools;
- develop skills in using needs analysis to create training program design.

Materials: Laptops, if the participants do not have any, WiFi, small notes with the topics of the trainings, flipchart notebook, highlighters, eraser, A4 sheets, ball pens.

Preparation: Questionnaire – hard copy, Online survey – pre-developed.

Training activity duration: 2 modules of 1 h. 30 min. each.

Training activity details:

Module 1. Theoretical and practical stage

Introductory activity
The facilitator must open the session – introduce the topic, give general information, and initiate a short discussion – 5 min. Questions for discussion (only listed by participants, without comments): -Which skills of yours would you rate as strong? (you are confident and doing well) -Which of your skills would you like to upgrade? (to be more secure and confident) -What skills would you like to acquire? -How would these skills be useful to you? (encourage short group discussion and support here) *Duration: 10 min.*

Main activity 1

Theoretical stage:

The facilitator must present learners needs research tools (theory):
- needs survey questionnaire (hard copy)

- online questionnaire (Google form)

- an interview.

The experience of the participants can be examined at the beginning – have they filled out questionnaires – when and on what occasion, what was their general impression when filling out the questionnaires (good and bad examples).

The tools can be presented through a prepared presentation or through another interactive method according to the facilitator's style (e.g.: graphic facilitation, demonstration).

The theory should include: goal, methodology, logistics, conduct, data collection and processing, analysis, conclusions, application:

- Goal – **why** is a needs analysis done?

- Methodology – **how** will the needs be researched?

- Logistics – **how** will the survey be conducted?

- Conduct – **what's** about to happen?

- Data collection and processing – **what methods** will be used?

- Analysis – **how** are the obtained results read/analyzed?

- Conclusions – **what** are the important things?

- Application – **how** are the results used?

Sample needs survey elements – demographic features, past experience (what they know, can, have done), self-assessment, motivation, attitudes, degree of commitment, etc.

Main focus of the topic is the realization of the benefits of a needs analysis for the development of training design and how it affects the training process.

The theoretical stage ends with tools demonstration – visual examples that can be presented by video or another method of the facilitator's choice. (up to 2 min.)

Duration: 20 min.

Main activity 2
Practical stage: After the facilitator has sequentially presented the tools, the participants receive materials for individual work (depending on the size of the group and the learning objectives, the individual tasks can be the same for all participants or develop variants – different survey topics to support the learning process and to create discussion conditions). Invite them to present the results, then encourage participants to summarize and analyze the information. Invite them to develop a training plan/design based on the analysis. Initiate a discussion about the logical connection between topic – participant needs – planned learning activities. *Duration: 55 min.*

Closing activity
Module summary Supporting questions (optional, no more than 3 questions, no discussion): - What are the key words you remembered? - Which part of the session was easy? - What was difficult for you? - Which of the tools do you think is more suitable in your work and what makes it so? - What happened and what of it? - What have you learned? *Duration: 5 min.*

Module 2. Training stage

Introductory activity

Session opening – introduction, general information (whats ahead, how it will happen, what is expected from the participants) – *Duration: 5 min.*

Concentration exercise (chosen by the facilitator), incl. instructions and execution – *Duration: 5 min.*

Nose-Sky-Earth

Participants are seated or standing in a circle, and their hands should be free. The exercise can be performed indoors and outdoors.
Provide the commands/instructions:
- When I say Nose you must touch your nose with your index finger
- When I say Sky – you must point your index finger to the ceiling/sky
- When I say Earth – you must point your index finger to the floor/earth
- Please follow the commands carefully
The exercise must be conducted with the facilitator mixing the sequence of words (nose-sky-nose-earth-earth-sky-earth-nose-nose-sky-earth-sky-...) and also participate. During the first 4-5 commands, the facilitator must perform them correctly, then deliberately make a discrepancy between word and movement (says Nose but points to Earth). Usually, the participants follow the movement of the facilitator and confuse the commands, but they gradually abstract from the gestures of the facilitator and concentrate on the command and not on his/her movements.

3-6-9

Participants stand in a circle. The exercise can be performed indoors and outdoors.
Provide the commands/instructions:
Participants are counted from 1 to 10 clockwise, after 10 again follows 1, and so on. Each participant who must say 3, 6 or 9 (they can be different from those mentioned) claps their hands instead of the numbers. The exercise continues until at least 2 rounds are made without a mistake or until the facilitator decides (depending on the mood of the group, without going beyond the set time).
Complications – clapping can be replaced by other actions:
Option 1
3 - squat
6 - jump
9 - rotate
Option 2 (replace with random words or sounds, this option is used to increase group dynamics, but with good group management it can also be used for concentration)
- frog/dog/table/...
- cock-a-doodle-do/...

Duration: 10 min.

Main activity 1
The participants must be divided into small groups of 3-4. Each small group is assigned the task of creating a training needs survey. The facilitator must have prepared topics in advance, which he/she has written on small paper notes and drawn randomly by the participants. Additional conditions may be set at the facilitator's discretion: a specific feature of the target group (for example: by age from 15 to 19 years, 20-24 years, 25-29 years, representatives of vulnerable groups, different cultures/traditions, with no experience of participation in training, active young people with experience, etc.), questionnaire format (hard copy or online) and/or framework (number of questions). *Duration: 20 min.*

Main activity 2
Work continues in the same small groups. The participants must fill out the developed questionnaires on a rotational basis (among themselves in pairs of adjacent groups) and present the results to the group author of the questionnaire. *Duration: 10 min.*

Main activity 3
Each small group must process the data from the completed questionnaires, analyzes them and develop a training program framework on the relevant topic. The information must be presented in the large group and discussed. *Duration: 45 min.*

Closing activity
Module summary Sample questions: - What are the key words you remembered? - How did you work in the group? - Which part was the most difficult for you? - What valuable do you take for yourself? *Duration: 5 min.*

Subsequent initiatives examples: Questionnaires can be developed for core topics that are suggested for youth training and/or for topics included in the Handbook. This as an opportunity for reflection... to build on sample questionnaires at a later stage as a result of implementing the Handbook. Samples to meet minimum requirements/standards.

2.4 Learning Activity Elements

Prepared by: Radost Radanova, International Youth Center Pernik

Objectives:
1. Development of skills for preparing and conducting training activities
2. Development of skills for selecting and using exercises and training tools according to training goals
3. Expanding the set of training tools
4. Development of skills to adapt the tools according to the learning objectives, specificity, and needs of the group

At the end of the training modules, participants will:
- know the training activities elements and design;
- design a training program incorporating appropriate exercises and tools;
- use freely exercises and tools according to the learning objectives;
- be able to select and adapt the training tools according to the training goals and the specifics of the group.

Materials: Flipchart notebook, highlighters, ball pens, writing sheets, materials for the participants according to the selected exercises

Training activity duration: 2 modules of 1 h. 30 min. each.

Training activity details:

Module 1:

Introductory activity
Session opening – introduction, general information (what's ahead, how it will happen, what is expected from the participants) Introductory exercise: "OBUCHENIE (Bulgarian word for TRAINING)"Abbreviation - the word is written vertically on ½ flip chart (according to the number of small groups), the participants must be divided into small groups of 4-5 people and write down words with each of the letter associations that they associate with the training (content and process). Participants **must not be guided** by examples. O-community, education… B-balance, escape, barriers,… U-learning, success, smiles,… Ch-hearing, hours, feelings,… E-unity, empathy, … N-something new, needs, guidelines, habit, … I-initiative, expression, experience, interest/interesting, … E-enthusiasm, emotion, …

Each group presents their words, followed by a short discussion (2-3 minutes) to summarize the results. If there are more than 3 groups, "the Carousel method" must be applied – each of the small groups successively shares their words and after the suggestions are exhausted, they move on to the next letter.

Duration: 15 min.

Main activity

Exploring learners' experiences – sharing best practices (and bad too).
The facilitator must invite the participants to tell about their personal experience of participating in the trainings – What did I like? What didn't I like? What were my personal benefits? Did I apply the new experience - how, where, what did I achieve? (questions can be added according to the specifics of the participants).
It is also possible to explore the motivation to participate in the trainings, sources of information, and other topics of interest to the facilitators and/or the host organization. The activity must be conducted in the form of a discussion with the help of short questions by the facilitator.

Kolb's cycle. Experiential learning.
Option 1 – prepare the cycle in advance on a flip chart and present it to the group
Option 2 – the cycle is drawn during presentation – step by step.

Instructions to the facilitator:
The facilitator must invite the participants to share how they understand the following quotes (one of the two, at the facilitator's discretion):
"I hear and I forget. I see and I remember. I do and I understand." (Confucius)
"If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we share these ideas, then each of us will have two ideas."
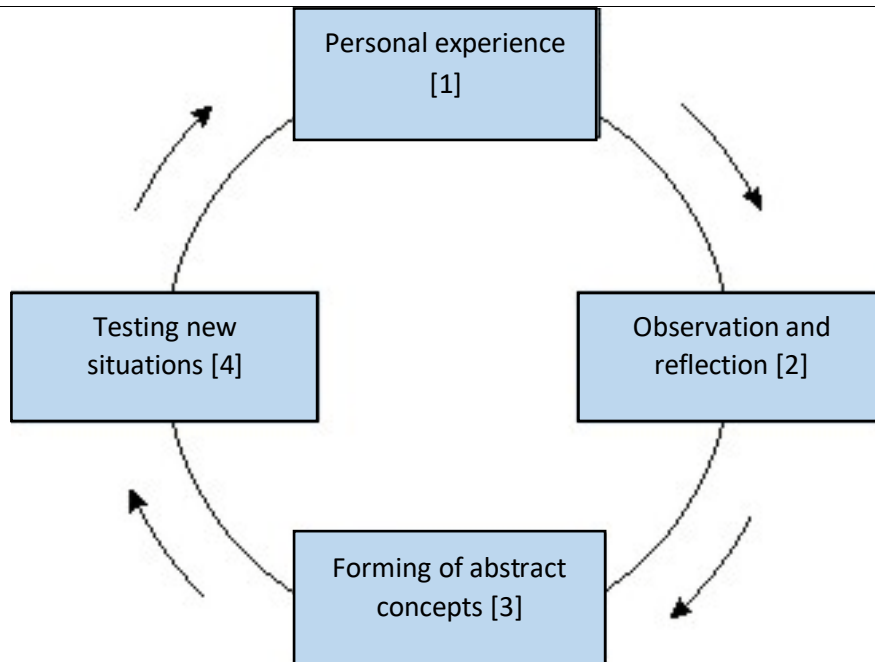
Different learning styles are included in the Kolb's Cycle and the whole personality is activated. Experiential learning impacts and supports the change of attitudes/behavior/habits and has a more lasting effect on learners by encouraging them to share thoughts and build concepts.
Phase 1 – participation in a specific experience/action/occurrence/event – the participant has a personal experience
Phase 2 – sharing and reflecting the experience with other participants in the group; basic questions: What happened? How did I feel? What was I thinking? What was and is still important to me?
Phase 3 – comparing the opinions of the participants, building conclusions and concepts
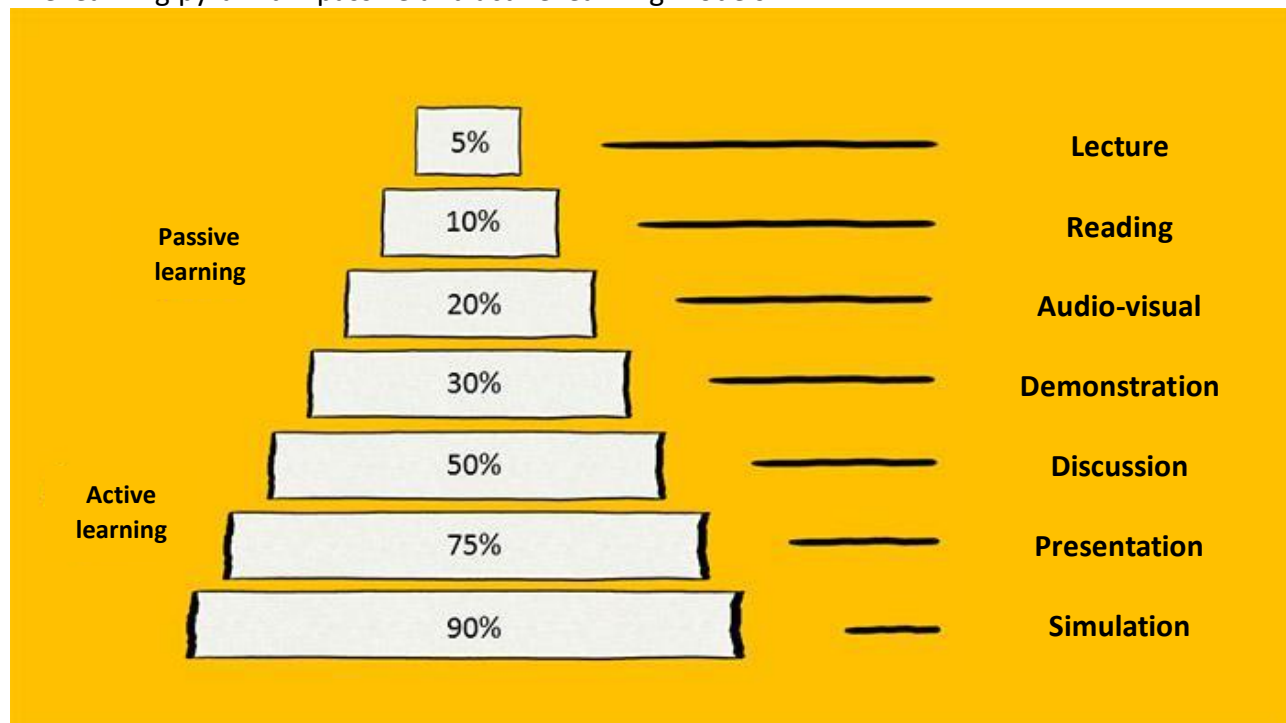Phase 4 – new experience/action in an actual situation with application of conclusions and concepts

```
                    ┌─────────────────────┐
                    │ Personal experience │
                    │        [1]          │
                    └─────────────────────┘
   ┌──────────────────┐                  ┌──────────────────┐
   │  Testing new     │                  │ Observation and  │
   │  situations [4]  │                  │  reflection [2]  │
   └──────────────────┘                  └──────────────────┘
                    ┌─────────────────────┐
                    │ Forming of abstract │
                    │    concepts [3]     │
                    └─────────────────────┘
```

NB! It is good for the facilitator to be ready to give specific examples:
- how little children learn – through experience (The stove is hot and should not be touched while it is on, if you touch it you will burn yourself)
- I trip on the sidewalk when stepping on – it hurts – I lift my legs higher/be careful
- I miss the bus – I am late for a work meeting – plan my time better

The learning pyramid – passive and active learning models

Passive learning	5%	**Lecture**
	10%	**Reading**
	20%	**Audio-visual**
	30%	**Demonstration**
Active learning	50%	**Discussion**
	75%	**Presentation**
	90%	**Simulation**

Goal setting – formulating training goals, why it is important for any training to have clearly defined goals.

Setting SMART goals principle.
- **S**pecific – clearly and concretely formulated
- **M**easurable – specific success measurement indicators (indicators – quantitative and qualitative)
- **A**chievable – realistic and not abstract
- **R**elevant – correspond to the expected result
- **T**ime-based – with a deadline (it is determined in time, it is limited)

Design (model) of a training session, elements: opening, warm-up, group research, practice/theory or theory/practice (depending on training objectives and facilitator's approach), summary, closing the session/day.

Opening (5 min. average) – a brief presentation of the topic, the way of work, what is to come, specific requirements for the participants (if any, e.g.: use or not to use mobile devices, free their hands by leaving everything on the floor, what they need and will use during work). Training objectives can also be presented at the beginning of the session, especially if focus on details is needed.

Warm-up (5 min. average) – conducting attention focus or group dynamics increase exercise. In most cases, these are exercises that do not take much time to instruct and perform, but at the same time guide the participants to the work process in the group. They can be active – involving movement of the participants in the room (e.g.: change of places for a certain reason) or fixed (e.g.: pulse)

Change of places on a certain basis

Place the chairs in the hall in a circle, their number must be 1 less than the number of participants. A participant (volunteer) stands inside the circle and gives a command to the other participants: "Everyone who ...., change your places!" Participants who meet this condition get up and look for a free chair. One participant will remain, who will give the next command. Sample commands: have a watch, have dark hair, like to go to the movies, etc. It is important to ensure the safety of the participants during the exercise!

Pulse

Participants must line up in a circle, hold hands, and close their eyes. The facilitator starts an pulse to the left or right – a slight squeeze of the palm. The pulse must be transmitted by all participants and returned to the facilitator. Next pulses – a slight swing of the hand (as in a dance), a double squeeze, a slight pull, etc. The facilitator must keep its eyes open and make sure that the participants keep their eyes closed. The exercise must be performed several times.

Group research (optional element, 5 min. average) - questions are always related to the topic of the session and aim to check the level of knowledge/skills/experience of the participants, who can be used as an additional resource (group wisdom) during the training process. Usually, the questions are short and require an unequivocal answer, which is expressed by a show of hands. Sample questions: How many of you know the topic? How many of you have experience in …? How many of you have participated in …? Topic introduction questions can also be asked: Does anyone know what it is ...? Can anyone suggest a definition of …? What do you think … means?

Essential training part (75 min. average) - the theory and practice sequence must be selected/determined depending on the topic, goals, group characteristics, expected results.

Model 1 "Practice/Theory" – begin the training process with a practical exercise, after which present supplementary or corrective information depending on the results of the task.

Model 2 "Theory/Practice" – begin the training process with the information presentation, after which assign the participants a task that gives them the opportunity to apply the information and build skills.

Always end the essential training part with reflection.

Reflection questions

Process oriented:

· When working in small groups:

How did you work together? Was there someone who dominated?

What was the relationship between the group/team members?

How does it feel to work in a group/team? What did you like? What didn't you like?

· In case of individual work:

How/In what way did you complete the assignment?

How do you organize your work? What did you do to complete the assignment?

Content oriented:

Which was the easiest part? / What did you do the fastest?

What made it difficult for you? What was the difficulty (reasons)?

What went well? What didn't go so well?

Personal benefits oriented:

What did you learn about yourself?

How will you use or could you use what you learned?

What surprised you the most about yourself?

What did you learn about working with other people?

Emotions oriented:

How did you feel during the assignment completion?

How do you feel now?

General questions:

What would you change the next time if you were doing the same work assignment?

Summary (5 min. average) - made a short review in the last minutes of the working session. Prepared questions (see Concluding Activities in the handbook) or different summarizing techniques can be used (e.g.: "Storyteller", "I was there too...").

Storyteller (performed by one participant only)

The facilitator must invite one of the participants to tell sequentially what happened during the work session, monitor the activities chronology and assist the narrator if something is omitted.

I was there too… (performed by more participants)

Start the summary with a random participant, and at any moment another participant can interrupt it and continue the story. Use the following model:

(participant 1 Work session started with …), (participant 2) … and I was there and then …, (participant 3) … and I was there and …, (participant 4) … and I was there and … Process ends after depleting all the activities. The facilitator must monitor the sequence, that no important elements are missed and at the same time manage the group to listen to the participants and keep the working mode.

Closing the session/day – an extremely short activity of up to 1 minute, which closes the work and dissolves the group. Usually these are movement exercises (rock'n'roll) to get out of a role (I am... and who are you?) or to congratulate a job well done (clapping). After a closing exercise, participants are free to leave the room and no further information is allowed and the group is not allowed to return to a working environment.

Rock'n'roll

It is recommended to play music to which the participants dance, moving their whole body.

I'm... and who are you?

All participants successively complete the sentence and turn to the participant next to them (left or right – determined by the facilitator) and put a hand on its shoulder. The task ends when all participants have completed it.

For each sub-topic, the facilitator must give an example from its personal experience or give the participants the opportunity to share one. At the facilitator's discretion when planning this session, some of the exercises may also be completed.

Duration: 1 h. 10 min.

Closing activity

Module summary

Sample questions:
- What are the key words you remembered?

- What was the most interesting for you?

- Did anything surprised you?

Duration: 5 min.

Module 2.

Practical activities 1

At the beginning of a training in which the participants do not know each other, it is necessary to spend enough time to **introduce participants**, which will contribute to the effectiveness of the training process and the interaction between the participants.

As a result of the exercises, participants will remember each other's names, share information about themselves and their interests, find participants with similar interests, and become closer.

Sample exercises:

Finish the sentences

Participants must be seated in a circle so that they all maintain eye contact. The facilitator sets a introductions pattern as follows: "Each participant will finish the sentences by sharing as much information about themselves as they feel comfortable, but it is good to be honest and not mislead the other group members. The sentences are as follows:

I am ... and I come from …

I like to …

I don't like it when …

My hobby is …

When everyone has introduced themselves, it can be discussed what the participants' common interests are, what impressed them and what they would associate the participants' names to in order to remember them.

Selfie

Give the participants an individual A4 worksheet divided into 4 equal parts.

1. Self-portrait – participants draw themselves trying to reflect	2. Name and surname Nickname or how they want other participants to address them
3. My 3 super powers	4. At discretion of the facilitator: What do I do in my spare time?; Favorite literary character/movie/author/music artist

Everyone introduces themselves using the selfie.

Short discussion (3-4 questions):

- Did you like this assignment?

- Was there anything that made it difficult for you?

- What did you find about yourself?

- What did you find about others?

- What are the things you have in common?

- What surprised you?

"Write your name with a body"

Instructions – participants stand in a circle. Depending on the time available there are 2 options:

2-3 minutes – Participants together spell out words or their names using their pelvis, moving it along the shape of the letter in turn.

10 minutes – Each participant independently introduces themselves by spelling their name and the others repeat after them.

…
The next stage to achieve group dynamics is **to bring participants together**, which can be achieved by conducting group exercises to achieve a common goal or to work as a team.
This type of exercise leads to building interpersonal bonds, sought relationships and interaction. They can also positively influence participants' attitudes and behavioral patterns.

"The Straw Tower"

Materials – straws, paper tape, paper clips (equally for each small group!)
Instructions – form small groups of 4-5 participants to make the exercise effective. Give each group materials with which to make a tower, which must incorporate all the materials received and the tower must be as tall and stable as possible. Participants are not allowed to use other materials on hand or to swap with other groups. Participants are not allowed to discuss the task before starting! Work in this format for 15 - 20 minutes with the facilitator making sure the instructions are observed correctly. Present the towers, take photos with the authors if desired, and move the discussion on to how the work is done and the interaction between the participants.

…
Using **trust-building exercises among participants** is also an essential point in the learning process, which influences the degree of willingness to share (including personal experiences) and exchange ideas.
Creating a friendly and safe learning environment predisposes participants to a higher degree of participation, increases their motivation and activity.

"Monkey in the Middle"

Instructions – Participants must be divided into 2 or 3 small groups of 7-10 persons. The groups stand in a circle with the participants very close together with their hands in front of them and palms facing each other. A volunteer enters the circle, closes their eyes, crosses their arms in front of their chest and rests so that they are touching the palms of 2-3 of the participants in the circle. The other participants take the volunteer's weight and very gently deflect the volunteer in another direction – forward or sideways. Particular care must be taken for the volunteer's safety. This depends on the serious attitude and responsibility of the other participants. The exercise lasts about 1 minute, after which another participant is invited to enter the circle.
The exercise continues until the number of participants is over=

Discuss participants' feelings.

"Billiard balls"

Materials – 5 eye patches
Instructions – participants stand in a circle. Select volunteers (1 at first, gradually 3-4 more), blindfolded and placed in the center of the circle – they start moving slowly until they reach one of the participants in the circle who gently meets the "billiard ball", turns it and directs it to another participant in the circle. Gradually add new "billiard balls". Pay special attention to the volunteers' safety! The task is for the "billiard balls" not hit each other! It is good to keep quiet.
The exercise is performed for 2 - 3 minutes, after which discuss the participants' feelings.

"Robots"

Instructions – Divide the participants into small groups of three and choose their roles – one leader and two robots. Each driver is responsible for his robots and their movement. The robots are only allowed to walk straight with small steps (foot to foot) and in case of danger to signal by beeping, but they are not allowed to talk. Leaders guide their robots by touching them only on the shoulders and pointing them in the desired direction. It is necessary to monitor the movement of the other robots in the room – Pay special attention to the safety of the "robots" and do not collide with other robots!

The exercise is performed for 2 - 3 minutes, after which discuss the participants' feelings.
….
Participants can also share exercises they use.

Practical activities 2

Exercises to introduce the training topic – short activities that prepare participants for the upcoming topic. Usually these exercises are also used to explore learners' knowledge and experience. The average duration should not be more than 10 minutes and should go into depth. The exercises can be individual and group exercises.

Sample individual exercises:
Surveys/questionnaires – prepared worksheets – crosswords, letter-words, True-False statements
Crosswords:
Select and arrange key words from the upcoming topic in a staggered crossword – vertically and horizontally. The words must be numbered and each one described. For example: look for the word Entrepreneur – A person who has business ideas and strives for profit.
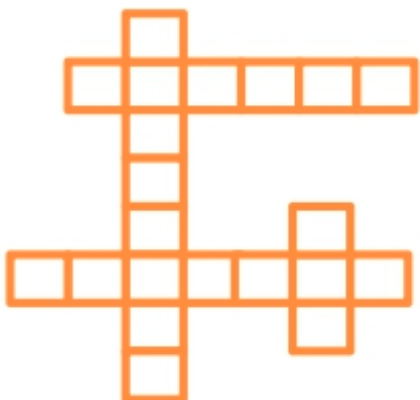
Alphabetical search – select key words and place them in a table, then random letters are used to fill in the blanks. Participants must be given uncolored worksheets and their task is to find as many words as possible that they associate with the topic of the training.

```
                                              S
                                              A
          A  C  H  I  E  V  E  M  E  N  T     L
                S  E                           A
                K  D                           R
                I  U                        S  Y
                L  C                        U
   P            L  A                        C
      R         S  T  K                     C
         O         I     N                  E        T
            F         O     O              S        E
               E      N        W           S        A
                  S                  L              C
                  S                     E           H
                  I                        D        E
                     O                     G        R
                        N                  E
```

„True-False"

Prepare statements on worksheets and distribute them to participants. They must work individually marking the answer they think is correct. The facilitator or one of the participants then reads the statements and the answers are shared. At this stage there is no discussion – what is true/false and why, but the statements are used during the main activities.

This exercise can also be done in a mobile way – all participants stand in the middle of the room, the facilitator reads a statement and all those who think it is true move to the right half of the room and those who think it is wrong move to the left half.

Example statements on Critical Thinking and Fake News:
- Information on Facebook cannot be verified whether it is true or fake news (wrong)

- The title of a post always matches the content/text (wrong)

- Before information is shared on social media, its source must be verified (true)

„Monkeys and Oranges" – very dynamic and fun warm-up and introductory exercise

Materials – prepare in advance questions for the participants on A4 sheets (1 per sheet) – can be statements on the topic, myths, true/false questions, etc., fold the sheets and place them in the middle of the room, which is divided into 2 halves using paper tape.

Instructions – divide the participants randomly into 2 teams, which stand in the corresponding area, the facilitator sets the situation – two islands, two families of monkeys who love to throw oranges at each other – the goal is to have no oranges on the island, and to have them all thrown on the other island. The tossing of the oranges lasts about 1 minute. The exercise ends on a signal from the facilitator and participants are invited to take one or more oranges, depending on the number of questions. Everyone sits in a circle again and the participants open the sheets in turn and the discussion starts.

The exercise can also be used just as a warm-up using waste paper (scrapped from a previous exercise, newspapers, etc.).

Dealing with "difficult" participants

Most common "difficult" participants:
- hyperactive - *characteristic*: Knows everything, demonstrates confidence, answers first, does not allow other participants to join in; *dealing techniques*: such participant can be assigned a task to occupy his/her attention (e.g. write down the group's suggestions on a flipchart), appoint him/her to be facilitator's assistant – responsible for distributing working materials, highlighters, sheets, etc., ask him/her to wait for other participants to speak and then he/she fills in what was missed

- boycotter – *characteristic*: always an opposition, refuses to do set tasks, replicates the facilitator; *dealing techniques*: we can give him the role of, for example, "corrector" or "lawyer" - to monitor everything said by the trainer and if he has a different opinion than his, to find facts proving his thesis or at least two people who think like him

- distracted – *characteristic*: pays no attention, always misunderstands and asks questions, plays on the phone, repeats something said a moment ago; *dealing techniques*: the facilitator must move to the participant and for a certain period of time lead the process close to the participant, often mentioning him/her by name and inviting him/her to repeat, summarize or answer a question, if the mobile devices use is limited according to the group's rules – reminds the rules, if there are a group of distracted participants their places are changed through an appropriate activity (e.g.: Bomb/Tornado – a rule is agreed in advance in the group – when the word is mentioned everyone quickly changes places)

- discipline disruptor – *characteristic*: the participant is noisy, draws attention to himself, jokes loudly, drops his ball pen, whistles, sings; *dealing techniques*: the approach is similar to the hyperactive type participant, the facilitator can stop talking until the room is quiet or whisper very quietly, in cases with noisy participants can use the group to encourage them to self-regulate by reminding them of the work rules

- passive – *characteristic*: the participant does not participate, demonstrates disinterest in the topic or embarrassment and/or unwillingness to speak in front of other participants, stands to the side of the group (usually outside the circle or in the last row), self-isolates when working in small

groups, *dealing techniques*: assign him/her small specific tasks and encourage to share the results, give him/her the floor from time to time to share an idea or opinion without being forced but to the extent that they feel the attention of the facilitator and feel that they are important to the group work

Movement, stepping out of role, and to end a training session exercises.

Why they are important to use them – the main function of these exercises is to maintain group dynamics. They can be planned in advance in the training programme or used during the training according to the group energy. If a theoretical block is included in the programme that is longer and participants lose interest or are passive, a short activity can be conducted at the discretion of the facilitator to rebalance the group.

"Touch" – a warm-up exercise, dynamic, suitable for smaller groups and spacious working areas

The facilitator must draw the participants' attention to their safety during the exercise, invite them to pull the chairs close to the walls in order to open enough space and secure the room; the facilitator sequentially must list the objects in the workroom that the participants should touch in a short time; it is recommended to have the objects in different parts of the room to allow the participants to move dynamically; if the group already knows each other well enough, the participants can be used as the target of the touch.

"Example" – Touch ... the door lock, the window, the wall behind me, something red, the ball in the corner of the room, the group rule sheet, blonde hair, a highlighter, a sneaker, something blue,

"Fruit salad" – warm up exercise, can be used to divide participants into small groups
Materials – prepare small paper notes in advance to write a fruit name on them, the number depends on how many small groups the participants need to be divided into, taking into account the number of participants in each small group (with 20 participants and 4 small groups of 5 participants – 5 apple notes, 5 pear notes, 5 peach notes, 5 cherry notes); fold the notes and place them in a hat or small box; each participant then must draw a note.
Instructions – seat the participants in a circle, the facilitator repeats the fruit names while shuffle the notes for about 1 minute, each time a participant mentions the fruit they have drawn, they get up vigorously from their chair and immediately sit back down and so on each time the fruit is mentioned.
Participants are then invited to form small groups of the same fruit and given the next task.
Fruits can be replaced with animals, flowers ... but not offensive ones.

"Apples and strawberries" – a movement and concentration warm-up exercise

Participants stand in a circle. The facilitator must tell a short story that the group is walking through a grove and sees STRAWBERRIES next to the path – they all squat intensely to pick and immediately stand up, continue walking and see a tall apple tree and reach out to pick the APPLES and quickly

stand up normally. The leader must alter the fruits very quickly and the participants must make the corresponding move – squatting or reaching, and when duplicating the fruits it is mandatory to go through the starting position.

"Pass the smile/face" – warm-up and closing exercise, static, „Impulse type"
Participants must be in a circle – seated or standing. A random participant begins the exercise by smiling or making a happy face, which they pass to the participant sitting or standing next to them on their right, who in turn attempts the same smile or face and passes it to the participant on their right. This continues until the face expression returns to its sender. A new volunteer participant passes the next smile/face, changing direction – to the left. The exercise can last 2-3 minutes and depends on the size of the group.

"Hold my Tail"–- an exercise to warm up and get the group moving

Materials – 10/70 cm paper strips (cut to the width of the flipchart sheets) with one "tail" distributed to each participant.

Participants put the tails on and fasten them to their clothes (can be clipped or tucked under a waist belt). Set an exercise perimeter. Shuffle the participants around the room and make them chase each other. The goal is to "steal" the tail of as many participants as possible while keeping their own. A participant whose tail is taken is out of the game. The winner is the last participant left with a tail or the participant who has collected the most tails. The exercise is very dynamic and fun. It is suitable to "wake up" the participants and increase the group energy.

Tricks – how to be successful in group work and facilitate group work.

- Group research – characteristics, interests, experiences

- Good time management – allow enough time for interactive tools and seek a balance between theory and practice

- Flexibility – the facilitator should listen and respect the needs of the group

The facilitator must try not to turn his/her back to the group, try to maintain eye contact with all participants, encourage active participation, and involve participants in the group work

- Keeping the group energy level high can be achieved by using different types of visual tools (posters, audio and video content...)

- Use colors when visualizing – use a red highlighter to focus participants' attention on a key word, and use different alternating colors when working on a flipchart to make the text better sorted

- The facilitator must always have small rewards at hand (sweets, waffles, chocolate) to reward active participants and to engage and encourage the group

- The facilitator must always be ready to control the work process when needed (noise, passivity) using short activities appropriate to restore group dynamics

- The facilitator must try not to repeat activities with the same group – should always be interesting, appealing, and exciting for the group

- The facilitator must be frank with the group and if he/she feels stumped by a question asked by a participant, be ready to answer, allowing for follow-up communication (e.g.: I'll check and answer in the break, in the next session/next time, You can email me, I'll check and answer, Let's find the answer together)

Closing activity

Module summary

Sample questions:
- What are the key words you remembered?

- What was the most fun exercise for you?

- Can you think of more exercises like this? (A task could be set in the break or at another

appropriate time for participants to share and exchange experiences)

Duration: 5 min.

2.5 Evaluation and Feedback

Prepared by: Radost Radanova, International Youth Center Pernik

Objectives:
1. Awareness of the feedback importance as an element of the learning process and interpersonal interaction
2. Building skills to give effective feedback
3. Increasing skills to evaluate the learning process and use different evaluation tools
4. Building evaluation results processing skills and generating conclusions and follow-up activities

At the end of the training modules, participants will:
- understand the meaning of effective feedback
- know and use effective feedback techniques
- have developed the knowledge and skills to use and create learning evaluation tools and process their results

Materials: Flipchart notebook, highlighters, ball pens, writing sheets, materials for the participants according to the selected exercises

Training activity duration: 2 modules of 90 min. each.

Training activity details:

Module 1.

Introductory activity
Introductory discussion – "When and why do you think we need feedback?" The facilitator must guide the discussion in order to explore the participants' knowledge, skills and attitudes towards feedback. It is a good idea to comment on specific situations, encourage sharing of real examples, look for benefits and/or results. *Duration: 10 min.*
Main activity 1
Case work – positive and negative feedback Divide the participants into 2 (first and second, with up to 6 participants per group) or 4 small groups (first, second, third, and fourth) depending on the size of the main group. Assign each group a case study to work on for 10 minutes, but the tasks must be different: For group/groups one and three: Try to think of and write down as many sentences as you can that you think are examples of positive feedback For group/groups two and four: Try to think of and write down as many sentences as you can that you think are examples of negative feedback

Case study:

Groups must present the results of their work and move on to a discussion focusing on the implications of both types of feedback.
Reflection – Is giving feedback difficult or easy? Let anyone with personal experience on the topic willing to share if have they received feedback like any of those discussed and how did it feel.

Duration: 30 min.

Main activity 2

Feedback theoretical stage
Present the most commonly used effective feedback models – "Sandwich" and the "I message":

Sandwich
Feedback is constructed on the principle of the Good-Bad-Good sandwich:
- positive beginning – it can be a compliment or praise for what has been achieved, i.e. something positive, but it must be true and related to the specific moment of the feedback
- the middle – setting out actions, facts, emotions, unachieved results that should be avoided or changed – an element of criticism
- positive end – it also contains praise or compliments that encourage improvement or positive change

Example:
Yesterday, during ... (the concert) you did very well with ... (directing the participants to the stage), but ... (the delay in bringing out their musical instruments) hindered a lot ... (keeping the performance schedule) and ... (we go out of the scheduled time in the program). You have the skills/can ... (plan very well) and I am sure you will ... (for the next concert you will make the what is necessary) and ... (achieve success)!

The "I Message"
This again contains three elements – a specific event or action, a sharing of personal feelings and emotions provoked by the action, and a request for change/adjustment.
Model: When you ..., I feel ... and I'm asking you to ...
Example: When you are late for the start of the workshop, I feel stressed and anxious to present our project alone, so I'm asking you to plan your time better and be on time when we have an appointment.

Effective feedback rules/characteristics (clarify):
-   timely – at the moment or as soon as possible without delaying in time
-   supportive – the aim is to encourage, not to criticize or blame
-   specific/concrete – generalizations and "in general" type of speaking are not acceptable
-   regular – over a period of time
-   dialog – it is two-way, the recipient takes the opportunity to express an opinion
-   open – no deliberate "all is well" misdirection is allowed

Duration – 15 min.

Main activity 3
Feedback practical stage Group practical exercises assignments that can be done as role plays – participants split into small groups of 3-4. Each group is given a scenario to act out in front of the other participants in 2 versions – with negative and positive feedback. Situations (different examples can be developed): - training participant who is always late after breaks - a colleague who failed to complete a task by the promised deadline on which your work depends - a friend who often forgets personal belongings and uses yours - a colleague who doesn't answer phone calls 2 hours before an event but has important responsibilities - a colleague hosting an event who didn't read the script in advance and doesn't do well during the event *Duration: 25 min.*
Closing activity
Module summary Sample questions: - What are the key words you remembered? - What was the most interesting for you? - Which form did you find easier/more difficult? *Duration: 10 minutes*

Module 2.

Introductory activity
The Brainstorming method is used as the introductory activity and the task is related to looking for associations Evaluation. Depending on the size of the group, conduct the activity with the main group (up to 10-12 participants), and in larger groups use the Small Work Group method. Divide the participants into small groups of 4-5 participants and work on an individual blank sheet recording all their associations without comments or clarification among themselves. After completing the task, present the results and discuss the appropriate suggestions (at the facilitator's discretion) – What does it mean?, How does it relate to assessment and evaluation as definitions?, What emotions does it evoke?, etc. *Duration – 20 min.*
Main activity 1
Personal experiences sharing – explore experiences and attitudes + discussion When (in what situations) have participants been evaluated and how? What is their attitude towards this evaluation? When (in what situations) have participants been evaluated? What methods were used? How did they feel when they were evaluating? Which role they preferred – being evaluated or you evaluating others? What are the pros and cons of both roles? *Duration – 35 min.*

Main activity 2

Training evaluation theoretical stage

Goal – to obtain information on the extent to which the training objectives have been achieved, which activities have been successful, and which should be modified

Types – hard copy or online (e.g. google form), standard (surveys/questionnaires) or interactive ("thermometer", "pizza, "Mercedes"), anonymous or named

"Thermometer"

The facilitator asks questions prepared in advance depending on the purpose of the evaluation. Pre-determined thermometer levels (interpretation possible) should be written on a flipchart so that they are visible to participants and they can navigate their answers more easily:

-25 degrees – I didn't like it at all, it's not useful to me, I don't feel good, I'm sorry I participated

-10 degrees – there were some good moments, but overall – not for me

0 degrees – neutral

+10 degrees – good, but something was missing, there is room for improvement

+25 degrees – excellent, I liked it a lot, I'm very satisfied

After each question, the facilitator must read the scale starting with the lowest score (-25 degrees) and ending with the highest (+25 degrees). Participants give their grade by raising their hand or by getting up from their seat.

"Pizza"

Draw a circle (pizza) on a large flipchart and divide it into as many slices as items or topics will be evaluated. Participants are invited to give their rating (use a highlighter to make a dot) for each slice, the closer to the center the dot is placed, the higher the rating (I am very satisfied), the closer to the periphery the dot is placed, the lower the rating (I am not satisfied). If there are low grades, it is good to discuss them in order to investigate the reasons.

"Mercedes"

Give the participants blank sheets and ball pens. Ask them to draw the Mercedes car logo as large as possible on the sheet. Write down:

Top left – What did I like?

Top right – What didn't I like? What would I change?

Bottom – What have I learned? What was my WOW moment? What was the most important thing I learned/understood/remembered?

Items – training preparation and background information evaluation, transport, room, accommodation, meals (if available) evaluation, programme evaluation, materials evaluation, facilitator(s) evaluation, evaluation of the methods used, personal involvement evaluation, usefulness and personal benefits evaluation, evaluation of opportunities to put new knowledge and skills into practice.

Depending on the topic of the training and the evaluation objectives investigate the level of knowledge and/or attitudes at the end of the training, questionnaires can be developed and implemented to measure the output knowledge and/or attitudes. These could be questionnaires with closed or open questions, true-false statements, multiple choices and 1 true type of test, etc.

The results processing is as important a stage as the creation of the training evaluation form. The conclusions to be drawn focus on:

- To what extent have the training objectives been achieved?

- What do the participants tell us and what did they get out of it?

- Which of the activities were successfully completed?

- Which of the activities have not been successful? What are the reasons for this outcome? What needs to change to achieve greater effectiveness?

- What challenges occurred during the training and how can they be avoided or what actions can be taken the next time they occur?

Duration: 25 min.

Closing activity

Module summary
Sample questions:
- What are the key words you remembered?
- Did anything make it difficult for you?
- What was the most interesting for you?

Duration: 10 min.

MODULE 3

WORKING WITH VULNERABLE GROUPS

- RESEARCH, NATURE, AND SPECIFICS OF FIELD WORK
- CHARACTERISTICS OF THE COMMUNITY, RELATIONSHIP WITH COMMUNITY LEADERS/MEDIATOR'S ROLE
- THE ROLE OF ROMA YOUTH IN COMMUNITY IMPROVEMENT

3.1 Research, Nature and Specifics of Field Work

Prepared by: Genika Baycheva, Youth Centre Plovdiv

Objectives:

1) To build an understanding of the specifics of community field work.
2) Understanding of the functioning and interaction dynamics in the selected community.
3) Building community representatives interaction skills: Establishing trust, conducting interview, and discussions.
4) Identification and engaging potential partners and participants in joint activities.
5) Ability to analyze meeting and interview data, mapping community needs and resources.
6) Ability to set goals and develop an action plan, TOGETHER with community members.

Expected Results:

At the end of the training modules, participants will be able to:

1) Gain the trust of the target group, ensure conditions of confidentiality, and a good interaction climate.

2) Ensure that the objectives of their activities were clear to community members.

3) Hold meetings, discussions, interviews with different members of the community (they have heard the position of the leaders and the most marginalized members of the community with equal attention).

4) Understand the different dynamics and relationships in the community, identify the challenges, needs, and resources of the community, and map them.

5) Identify and engage potential community participants and partners.

6) Involve people from the community as much as possible in the process, and together with them map out a common action plan, guided by the needs and resources of the community rather than the appeal of their initial ideas.

Materials required and applications:

For interviews: Paper sheet and ball pen, event. recorder.

For community mapping: flipchart sheets and highlighters, small sticky notes, ball pens, felt-tip pens

IMPORTANT!!

Due to the high risk of compromising trust during meetings and interviews with community representatives, it is extremely important that note-taking and/or voice-recording ONLY occurs with the explicit consent of the interviewed persons. As the abusive content of photo images/videos of vulnerable groups is often misused, and once a particular photo image is in the public domain we have no control over how it is used, it is advisable to avoid taking photo images and videos in our meetings, even if we have the consent of some of the participants.

Size of participant group: Group size can be up to 20 people, but the specifics of fieldwork require dividing participants into small subgroups of 2-3 people. This is of key importance in initial meetings for introductions, interviews and needs identification meetings where a more intimate atmosphere conducive to trust and mutual exchange is most beneficial.

Training activity duration: The field work recommended time varies greatly depending on the type of activity and the community in which we have chosen to work. In more closed communities, where trust in relation to visitors from outside the community is highly compromised, we may need to invest much more time (up to 1 year for more complex processes) until the representatives of this group open up to interaction and exchange of ideas and activities.

In general, the golden rule is that the longer we work in the field, the more significant and sustainable the result we will achieve for our planned activities. Conversely, insufficient investment in field work meetings can completely derail even our best idea!

Sample plan for a field survey activity, within 1 month:

Week 1

2 x 60 min. Theoretical preparation

2 x 60 min. Getting to know the community, first meetings

1 x 60 min. Field work reflection

Week 2:

1 x 60 min. Theoretical module: community interaction methods

2 x 60 min. On-site meetings

1 x 60 min. Field work reflection and analysis

Week 3:

2 x 60 min. Theoretical module: anthropological interview

2 x 60 min. Interview conducting

2 x 60 min. Interview data analysis

Week 4:

1 x 60 min. Theoretical module: mapping

2 x 60 min. Practical module: field work

2 x 60 min. Analysis and mapping

2 x 60 min. Action plan development

Training activity details:

Introductory activity
Familiarizing participants with the survey conducting methods. For this purpose, the group to conduct field work is divided into smaller ones depending on the number, and each group is assigned a survey approach: observation, interview, focus groups, etc. The aim is to find information about each of the information collecting methods and present it to the other groups in the most creative way possible.

Main activity
Week 1 1) Theoretical module preparing participants for their first field visit: Community specifics, guidelines for interaction with community members. Work in a large group. 2) Practical module: getting to know the area, if it is an ethnic community district, it would be optimal to have local youth guides to present the district. Work in several smaller groups, up to 5 people. 3) Practical module: First meetings with district representatives. Work in small teams of 2-3 people. *Note: It would be optimal to work in a team of a community representative and a young person participating in the module*. 4) Discussion on impressions, experiences, and observations from the first field visit. Work in a large group. Week 2: 1) Theoretical module: community interaction methods. Preparation of participants for field meetings, building trust, and connecting with community members. Work in a large group. 2) Practical module: Conduct meetings with community members. Work in small teams of 2-3 people. 3) Practical module: Keep a meetings log – individual activity. 4) Share observations from field meetings in a large group discussion.

Week 3:

1) Theoretical preparation: Anthropological interview methods presentation. Preparation of a questionnaire based on the community work objectives. Preparation of participants to conduct interviews with community representatives. Work in a large group.

2) Practical module: Conduct interviews and discussions with community members. Work in small teams of 2-3 people.

3) Practical module: Keep a meetings log, interviews transcription – individual activity.

4) Share observations from the interviews and discussions; interim analysis of the data collected.

Week 4:

1) Theoretical preparation: community needs and resources mapping methods. Methods for identifying and engaging community members as participants. Work in a large group.

2) Practical module: Conduct interviews and discussions with community members. Work in small teams of 2-3 people.

3) Practical module: Keep a meetings log, interviews transcription, and data output mapping – individual activity.

4) Share observations from the interviews and discussions; final data analysis; group development of community needs and resources map; community partners and potential participants map. Work in a large group.

5) Create an action plan based on the field work results. Work in a large group, as it is advisable to involve identified community partners.

Closing activity

Discussion on the overall process.

Subsequent initiatives examples: Develop activities TOGETHER with children and youth from vulnerable communities, arising from joint community needs and resources discussions. A very important equality condition is not to go into a particular community with ready-made initiatives ideas, but to give community space to guide us towards the goals that are meaningful to its members.

3.2 Community Features, the Role of the Mediator

Prepared by: Monika Todorova, International Youth Center Stara Zagora

Objectives:

1. Examine our own attitudes and the way we see and react to the world around us;
2. Distinguish negative attitudes and their root;
3. Overcome negative attitudes and consequences caused by stereotypes;
4. Build confidence in working with a mediator and awareness of the mediator's role in work with ethnic groups;
5. Awareness of the power of influence when interacting with communities created by groups of people with diverse worldviews;
6. Create attitudes for interaction between different ethnic groups members;
7. Build interaction between the community, the mediator, and the third party in the mediation – organization, institution, youth workers, etc.

Required materials: sticky notes, flipchart sheets, flipchart stand, highlighters.

Training activity duration: 2 h 25 min.

Training activity details:

Introductory activity
Energizer/ Icebreaker – Set up chairs in the room and scatter them randomly around the room. Their number must be equal to the number of participants. One of the youth must get up from their chair and stand at one end of the room. He/She must take the role of a newcomer and try to take his place in the empty chair, while the group must prevent that from happening. Each time he/she moves towards the empty chair, one of the participants must take the seat by vacating his/her own. This must continue until the newcomer takes an empty chair, and the one whose chair they have taken becomes the newcomer.   After the game has been played, the facilitator must make a brief reflection on it.   Sample reflection questions: - Did you like this exercise?   - What do you think about the role of a newcomer or outsider to your community?   - Do you relate it to reality in any way?   *Duration: 10 min.*
Main activity 1
The facilitator must explain the group that they will become a small-scale version of the world. Divide the participants into representatives of different countries. Select the countries so that they can be easily associated with certain stereotypes. For example: Germany – people of order; Finland – people who do not show emotions; Italy – gesticulating people; Russia, Bulgaria, USA, etc. Ask each participant to answer the following two questions about each of the countries, excluding the one they belong to: - An interesting fact about that country;

- The first thing that comes to mind about the people of that country.

Then they should write it down on a small sticky note and stick it to a representative from that country. All the countries have to present the sticky notes that have been stuck to them by the other participants.

After presenting the results to the group, the facilitator must open a discussion with the following guiding questions:
- After this exercise, do you think that you have stereotypes about cultures other than your own?
- Do you encounter negative prejudice in your daily life?
- Do you find examples of discrimination around you?
- What do you also think is the way to overcome negative attitudes?

Based on the discussion, the facilitator must derive the following concepts: "ethnocentrism", "stereotypes", "bias", "discrimination".
Ethnocentrism: In social sciences and anthropology, ethnocentrism is an attitude and trend to apply the framework of one's own culture and ethnicity to evaluate another culture. Any adequately functioning culture views its own cultural practices in positive terms, often defining these practices as uniquely right. Ethnocentrism takes one's own culture as the starting point for analyzing everything else, including the study and analysis of other cultures.

Stereotypes: Notions and opinions that are widely shared among people in a group. Stereotypes are formed by generalizing – often too simplistically – one or more distinctive features of another group of individuals.
Stereotypes can be positive or neutral, as well as negative. While they can be useful, stereotypes begin to do harm when they are imposed harshly on individuals and used as a motive to treat and behave differently towards them. Stereotypes are generalizations and cannot be true in every case.

Prejudice: Unjustified prejudice, a person's negative attitude toward something. It is a hastily formed and often unargued opinion. Prejudice directed at members of a particular group or certain types of behavior, category, etc., gives rise to negative or unfavorable judgments about people belonging to the group without regard to experience or facts. Prejudiced people often demonstrate inability to process information regarding the objects to which they are biased.

Discrimination: A person's skills, abilities, and circumstances are not judged in relation to the individual, but instead negative attitudes and stereotype-based opinions are shown towards him/her based on features of the individual, such as race, ethnicity, religion or belief, gender, language, sexual orientation, disability, age, or other special features.

Duration: 30 min.

Main activity 2

Deriving basic concepts – group work

The facilitator must divide the group into 2 or 4 groups – Depending on the size of the group. Both groups 1 and 2 have 5 minutes to write the answer to the question "What do you think community is?" The third and fourth group have 5 min. available to write the answer to the question "What are the features that define a community in your opinion?"

After the groups write their understanding of these concepts, move on to the actual derivation of the concepts. For this, groups one and two must work together, as do groups three and four. Taking their definitions into account and looking for information on the Internet, they have to write the answers to the two questions – what is a community and what the features that define a community are, and these definitions must not be absolutely literally quoted from the Internet.

Then present the results.

Duration: 40 min.

Main activity 3

Who is the mediator and what does he/she represent?

The facilitator must explain the group that the next activity will require volunteers. Bring the selected young people aside and assign them to role-play the two scenarios. Allow them 5 minutes to prepare. Explain the other participants that they will now be presented with two scenarios that are part of the daily work of youth workers and mediators.

Assignment: Role-play the following scenarios involving all the roles indicated.

Scenario: At the end of the working day you receive a phone call from Stefan, a young man from Roma background. During the call it becomes clear that Stefan's grandmother does not allow him to travel the next day with a group of peers and youth workers for 3 days. The purpose of this trip is to conduct a field training.
Assignment: Role play a potential conversation with Stefan's grandmother and feature all the indicated roles.

Scenario: Diana's mother's name is Stefka. She and her husband Assen live in the village of Konare. The school in the village is up to 7th grade. The parents do not let Diana enroll 8th grade in the city, the school year has started and she does not go to school. A youth worker and a mediator go to the village to find out about the case and talk to the parents to convince them to let Diana go to school.
Assignment: Role play a potential conversation with the family and feature all the indicated roles.

Reflection questions:
- How did you feel during the exercise?
- Were you able to reach a solution to this case?
- What was the mediator's role in this process?
- Can you imagine the process without a mediator present and what do you think it would have been like?

After the discussion, the facilitator must convey basic information about the role of the mediator:
1. **The mediator is mediating between both parties taking into account the basic principles of mediation;**

2. **There can be actual mediation when both parties are actively involved in the process.** Mediation does not aim at the mediator to perform the set assignments alone and to achieve the objectives of the project (programme, activity, etc.) that are related to the given minority group;

3. **The mediator performs his/her functions in relation to the objectives of the project (programme, activities).** This means not to deal with all the other issues faced by both parties (ethnic group or other type of minority – institution, team, etc.);

Duration: 45 min.

Closing activity

Reflection/feedback: At the facilitator's discretion, you can move into a discussion by discussing participants' feedback;

Finger method: Outline your hand on a sheet of paper. Assign one question to each finger. Write down your answer on the relevant finger.
- Thumb: Something you liked about the module;
- Index finger: Point out what you learned from the module;
- Middle finger: Part of the module that needs improvement;
- Ring finger: Task (idea, thought, mission) that you will commit to after this module;
- Little finger: The icing on the cake in the module;

Duration: 20 min.

The mediator's role – Case studies

CASE STUDY 1:

Stefan – You are a 14 years old young man from the Roma district of Lozenets. Your parents are divorced. Your father has been working abroad for years and comes back in the summer to see you. You have a brother and sister from your mother's second marriage, but you are not close. You are interested in cooking and knitting because your grandmother insists that you help her with the housework. For the past two weeks, you have been going to work with your grandmother and have set aside money for your tuition in the youth center. You attend the district school, and the youth center is your latest discovery and an opportunity to make new friends. You hope the youth outside the community will accept you.

Stefan's grandmother – A 60 years old woman from a Roma district. You live only with your grandson. You're retired but work seasonally processing walnuts or whatever else you can find. You know the ways of the district, you lived there for many years. You are burdened with responsibility, duties, and work alongside raising a young boy. You don't let Stefan travel because you don't have enough money. You are afraid to let him leave home for more than a day. Your main worry is that he will be with young men from outside the district who might bully him, as has already happened.

Youth worker – Engrossed in gathering youth for camp and in organizational issues related to transportation, food, module facilitation. You have motivated Stefan to join an outreach human rights training at the youth centre. The training will take place in a village close to the city and will be a great opportunity to make friends.

Roma mediator – actively involved with the outreach training organizational activities such as logistics and as a facilitator. You are motivating young people to participate in the training and you notice that Stefan is looking for an opportunity to make new friends and suggest the team to include him in the group.

CASE STUDY 2

Diana's role:
Rather intelligent child, with lively eyes. Good English oral skills, but doesn't write grammatically correctly. She still has no clear idea of the life outside the village, she is interested but afraid as her parents have warned her that boys might kidnap her and marry her off.

Stefka's Profile/Role
Stefka has no primary education, she has completed only grade 4. A good housewife, she has 2 other children besides Diana. She listens her husband and his parents on all issues. She fears for the child and is reluctant to let her daughter go.

Asen's Profile/Role
Assen is a construction worker, graduated from a vocational secondary school, specialized in formwork. Hardworking and very strict person. His sister was kidnapped when she was young by youths in the village and was forcibly married. Assen is afraid that the same might happen to Diana and is adamant that he will not let her study in the city.

Mediator's and youth worker's Profile/Role
Meets the parents for the first time, have met Diana 2 times on visits to local school. You are disappointed that she has not continued in 8th grade and aim to convince Stefka and Assen to let her go to school in the city.

3.3 Create Successful Initiatives with Young Members of Vulnerable Ethnic Communities

Prepared by: Genika Baycheva, Youth Centre Plovdiv

Training activity objectives:

1) Establish a working group with the participation of young people from ethnic vulnerable groups and representatives of the majority.
2) Create a working atmosphere of mutual exchange of ideas and knowledge. Expand the horizons of participants from all groups.
3) Prototype ideas and implement activities that respond to the needs, wishes and capacities of the community in which they will be implemented.
4) Involve local community representatives in the initiatives preparation and implementation.
5) Create initiatives that will serve as a basis for future sustainable community activities.
6) Encourage the leadership potential of youth participants.

Materials required and applications: Materials needed at the stage of ideas preparation and prototyping: A4 sheets, pencils, flipchart sheets, highlighters, small sticky notes, tape, felt tip pens, small ball, etc.

When implementing initiatives, materials may vary according to the activities planned.

Training activity details:

Introductory activity
Week 1
1) Recruit participants, motivating them to join the group.
2) Create group cohesion – get to know each other activities, bring participants together and activate their collective creativity.
Main activity
Week 2
3) Human-Centered Design theoretical module. Present the design thinking principles.
4) Human-Centered Design, Part 1 practical module: Goal setting and idea generation based on community mapping (see chapter Research, nature, and specifics of field work).
5) Practical module: 4) Human-Centered Design, Part 2: Design prototype community initiatives in several subgroups (5-6 participants).
6) Present the different teams' ideas, select initiatives to be implemented in the community.
Closing activity
Closing event to present the results.

MODULE 4

CREATING MEDIA CONTENT

- CAMPAIGN PLANNING
- CREATING A MEDIA PRODUCT

4.1 Campaign Planning

Prepared by: Vedat Sevincer, Norsensus Mediaforum, Norway

Objectives:

-The participants must be able to identify the appropriate target audience for their campaign or media product and design media content to address the needs of the target group, while achieving their goal of civic engagement of the audience;

- The participants must acquire the required knowledge and skills to plan a media campaign properly.

Required materials: Flipchart sheets, A4 sheets, sticky notes, ball pens, highlighters, laptops/smartphones, multimedia

Duration: 1 h. 30 min.

Training activity details:

Introductory activity

The facilitator must introduce the young people to the training objective: They must develop a design concept and a short profile of their project, posing the question "How can we...?", which he/she also write down on a flipchart sheet for visualization.

He/She then introduces them to the five phases of design thinking and explains how this process helps them plan their own media campaign (see Appendix 1.)

Main activity 1.

The facilitator must provide all participants with sticky notes (in three different colors) and explain that they will have to write their answers to the following questions on them:

- WHY do they want to organize this campaign (what is the specific issue they want to raise awareness about through their product)?

To answer this question, young people can start with a "bug list" -– list all the problems they can think of on a topic of their choice and then choose the specific problem they will work on from the list.

- WHO will they address with their campaign (who is their target audience)?
- WHAT are they aiming to do/what are the specific goals of their campaign (educate/motivate/spur to action)?

Once they answer these questions, the facilitator must ask them to stick the notes on three different flipchart sheets, each of which corresponds to one of the three questions: „WHY?", „WHO?", and „WHAT?".

The facilitator must initiate a discussion on the answers given by the young people and lead the group to a common answer to each of the three questions. Write down these answers on each

of the three flipchart sheets.

Finally, ask the participants to take these answers and put them into the question that begins the "How can we…?" module.

Sample wording of such a question: "How can we raise awareness among our friends and acquaintances in their 20s and 30s (WHO) about recycling policies (WHAT) so they can implement them in our community (WHY)?"

The facilitator must write down the question on the flipchart sheet used for step 1.

Main activity 2.

Youth must test the version of the "How can we…?" question they have formulated. The facilitator must divide them into groups of three or four and give each group 5 minutes to come up with at least five ideas for their answer to the question. There is no need to discuss the solutions that the groups come up with, as this is only a test of whether the question is well formulated – whether it is both general enough and specific enough. If all groups manage to go beyond enough possible answers to the question, then the design framework is good enough to start the design thinking process.

Main activity 3.

The facilitator must again hand out sticky notes to the participants and asks them to look again at what they have written as answers to the three questions (Why, Who, and What) and write down what the constraints are, what the context is and who the relevant stakeholders are that they need to consider before starting the design thinking process.

Closing activity

Finally, the whole group of young people must review the question "How can we…?" which must remain on the flipchart sheet to be visible throughout the design thinking process.

The facilitator can create a "project canvas" that can be both online and offline, and add information to it during the project phases, such as project design, main target audience, needs, campaign prototype ideas, feedback on the prototype, etc.

Subsequent initiatives examples: This module can be followed by a more practical media production session on a topic of the young people's choice.

Appendix 1. Understanding Design Thinking

Design thinking is a building process focused on empathy, collaboration, experimentation, and continuous improvement. It encourages teams to meet challenges with an open mindset, tackle difficulties, and view their mistakes as development opportunities. The design thinking methods usually involves five phases (steps):

Empathy: In this phase, media content creators immerse themselves in the world of their target audience. By understanding their needs, aspirations, and pains, creators can give birth to valuable ideas and identify innovation opportunities.

Definition: Once the group has achieved a deeper understanding of its target audience, it can define the core problem it would like to solve. This involves synthesizing the information gathered and framing the challenge in a way that will set the direction for the creative process.

Ideas: This phase involves ideas generation. Groups brainstorm, try out different possibilities, and think without constraints. Design thinking encourages a suppression of the evaluation approach, allowing many ideas to emerge freely.

Prototype: Product designers create tangible representations of their ideas such as sketches, scenarios, and prototypes that don't yet have details. They use these prototypes to get feedback, refine their concept, and test their assumptions before putting more resources into their project.

Testing: In this final phase, media content creators evaluate how successful their product is with its target audience. Collect feedback and use the findings to further improve the content. This process continues until an optimal solution is reached.

Appendix 2. Applying Design Thinking to media production

A target audience-oriented approach: Design thinking places the target audience at the heart of the creative process. By understanding their needs, desires and preferences, creators of a media product can create content that resonates well with viewers and maximizes their engagement at a deeper level. Empathy-building techniques, such as user interviews, surveys, and observations, help draw valuable conclusions to help content development.

Interdisciplinary collaboration: Creating a media production is often done by teams including people with different expertise – writers, directors, designers, cinematographers, editors. Design thinking recommends interdisciplinary collaboration, fostering an environment where different professionals can share their specific perspectives, create together, and develop their team thinking. This collaborative approach leads to richer and more innovative ideas and solutions.

Continuous improvement: Design thinking recognizes that the creative process is dynamic. Through experimentation and continuous improvement, media professionals can continuously improve their content and adapt it to the feedback they receive from their audience. Creating prototypes and testing them in the earlier stages allows teams to identify potential problems, refine their concept, and test their assumptions before investing more significant time and resources into their project.

Making the most of mistakes: In design thinking, a mistake is not considered an endpoint, but a step toward success. By creating a free space for experimentation and learning, media professionals can take calculated risks, challenge established conventions, and discover new creative territories. This mindset encourages flexibility, adaptability, and the implementation of innovative ideas.

4.2 Creating a Media Product

Prepared by: Vedat Sevincer, Norsensus Mediaforum, Norway

Objectives:

- Learn how to create stories purposefully.
- Gain knowledge and skills in story creation and story planning with a focus on advocacy.
- Prepare meaningful campaigns and relevant stories for the target audience and the cause they wish to promote.

Required materials: Flipchart sheets, ball pens/pencils, multimedia (to show sample videos), mobile phones with internet connection to use the civicengagers.org platform

Duration: 90 min.

Training activity details:

Introductory activity
1. The facilitator must ask participants how they themselves create media content (e.g. on social media) and what tools and strategies they use to do so (if any) when choosing their topic or tool. 2. (Optional) The facilitator must introduce the youth to the https://civicengagers.org/creator-studio platform and invite them to explore the interactive storytelling tools therein.

Main activity 1.
The facilitator must present the youth with a "story canvas" (Appendix 1.) and explain how and why they can create stories with purpose. Then divide the youth into three or four groups according to the number of participants. Show them the following two videos (or three other campaign videos of their choice): https://www.youtube.com/watch?v=3iIkOi3srLo https://www.youtube.com/watch?v=xbqA6o8_WC0 Invite them to discuss and complete the "story canvas" in their groups for each of the campaign videos, guided by the questions asked on the canvas. Sample questions: "What do you think the purpose of this video is?", "What is the target audience of this video?", etc. Then ask each group to present their answers to the others.

Main activity 2.
The facilitator must explain that the youth will continue work in the same groups they have already been assigned to. He gives them sample topics for media campaigns such as a video campaign about early teenage pregnancy, a photo story about youth unemployment in Plovdiv, an interactive video campaign about recycling issues in Plovdiv. You can also give them the freedom to choose their own topic. After each group has chosen a topic, the facilitator must ask the participants to discuss among themselves and fill in their "story canvas". When all groups are ready, invite each group to present their "story canvas" to at least one other group to get feedback.

Main activity 3.
After the feedback session, the facilitator must ask the youth to design their own campaign according to the plan they have worked out in the "story canvas". When all the groups are ready, each group must present its production to all the others.

Closing activity
The facilitator must also give brief feedback to each of the groups and summarize what has been learned, pointing out good examples of what the young people have produced to illustrate.

Subsequent initiatives examples: A premiere screening of all the media products developed by the youth could be arranged.

A useful tool that you can use to plan your campaign is the "Story Canvas" developed by Digital Storytellers, available at the following link: https://www.digitalstorytellers.com.au/the-story-canvas/.

As you may already know, advocacy campaigns are aimed at raising awareness in society and motivating people to engage or act on a particular topic related to a specific social, civic, political or economic issue. Therefore, any form of social marketing or media campaign you plan will serve at least one of the following purposes:

- Raise awareness of a specific target group on a specific issue;
- Motivate a specific target group to engage with a specific issue;
- Motivate a specific target group to act in a specific direction to solve a specific problem.

You can read more about the "canvas" at the link we provided above. Here you can also find a summary of the main steps (and their sequence) and the questions to use to complete the "canvas" for your communication or advocacy campaign, according to the goal you have set yourself – to raise awareness, engage people or motivate them to act.

OBJECTIVE: Why does this story need to be told? Why should people be interested in your campaign?				
3. Audience *Primary target group* – takes action *Secondary target group* – hears your story. - Profile - Reaction (emotions) -Impact	5. Key messages Three things you want your target audience to remember about the issue, its solution, and why now?	9. Story Concept Structure Story type (explanatory, visionary, personal story, etc.)	4. People and places Who and where? *People* – relevant to you and the target audience; how will you reach them? *Places* – relevant to the people, to the story, to the "challenge" that people have to accept	8. Campaign How will you spread your story? Work this out *before* the story itself. · Distribution channels (online/offline). - Promotion channels. -Support - Partners/partnerships - Campaign highlights
	6. Call to action What do you want your target audience to do? For example: share the message with others, challenge themselves, sign a petition, protest, etc.		7. Style and tone Look and feel Related to the emotions/reactions you want to provoke Colors, music, language, time of day, font, story pace, etc.	
1. Results raising awareness, changing perceptions, changing policy, etc.		2. Indicators (SMART)		

MODULE 5

ONLINE SAFETY

- QUIZ
(THE ACTIVITY IS BASED ON THE
CYBERSCOUT TRAINING PROGRAMME OF
THE BULGARIAN SAFER INTERNET CENTRE)

Prepared by: Emanuil Georgiev, Applied Research and Communications Fund

Objectives:

- Young people must apply two main methods to protect themselves from viruses and malware.

- Young people must apply four ways to verify if someone they meet online is who they say they are.

- Participants must apply two main responding methods in the event that a stranger online is not who they claim to be or is harassing them online.

- Young people must apply at least two strategies to reach a common solution within teamwork.

Required materials: flipchart sheets, flipchart stand, highlighters, sticky notes, ball pens, multimedia, computer, prepared Powerpoint file with a presentation of the quiz questions and answers (see Appendix 1).

Training activity duration: 1 h. 30 min.

Training activity details:

Introductory activity

The facilitator must introduce the topic by explaining that since the youth will promote their causes on the internet and create online content, it will be good if they are familiar with basic online safety principles, as the digital environment also has various risks. These risks are not only technical, but also related to the internet as a social and information environment.

Give each participant a sticky note. Instruct everyone to write down one online risk they can think of, whether it's an internet issue they've experienced themselves or an incident they've witnessed or heard about. After everyone writes down their suggestion on the note, they must get up and stick them on a blank flipchart sheet.

As participants stick their notes to the sheet, the facilitator must group them into categories as more participants are likely to have identified the same risk or different versions of a same online issue, leaving distance between each to visually distinguish these categories from each other. When finished, point out to the participants that you have arranged their notes in a certain way and ask them why they think you did that. Participants are expected to quickly guess that he has grouped them into categories. Then the facilitator must ask them which category they think has the most notes. If they guess correct, confirms, if not, it informs them which risk is indicated by the most of them. Then asks them if they have any suggestions for how they might respond if the problem in question happened to them. Anyone can make a suggestion by raising their hand. The facilitator must indicate who should speak and discuss the suggestions made with the group.

Then discuss each group of notes in the same way, starting with the next group with the most notes and working down to the one with the fewest notes.

Duration: 20 min.

Main activity

The facilitator must divide the group into several smaller groups (five or six). It is recommended to shuffle the participants who are likely to be seated near the people they are best friends with or know best so that they can team up with people they know less and so to develop a higher level of their team skills. This can be done, for example, by each of the participants saying in turn a number from one to five (or six) and then all those who pointed the number one to be the first group, those with two – the second, etc.

The facilitator must then explain that all groups will participate as separate teams in a quiz with questions related to online safety. If the participants want, they can also come up with names for their teams. Each group in turn will be given a question with four possible answer options, which will be projected via the multimedia on the wall for all groups to see. Each correct answer will earn one point for the team that gave the correct answer. If the group gives a wrong answer, the next group will be given the right to answer the same question, facilitated by the fact that one of the answer options has already been eliminated by the team given the wrong answer. This way, the other groups pending their turn will be further motivated to follow the questions and answers of the group that is in turn, as they could possibly "steal" their point. The facilitator must emphasize that the answer to each question is sought from the whole group, not from any of its members, and if there is disagreement within the group, they must find a way to agree on a common answer.

Before starting display and read the questions and the possible answers (see Appendix 1) using the multimedia; the facilitator must write the number or title of each team on a flipchart sheet so as to be able write below the points that each group will earn.

Then start showing the slides with the questions and answer options one by one, reading them out, indicating which group's turn it is to answer. If necessary, remind the group that a common answer is sought and encourage participants to discuss the answer as a group before giving it. Let them find a way to reach an agreement on their own – either by group discussion or by voting, in case there are still differences of opinion after the discussion. Do not accept an answer until you are satisfied that it is the answer of the whole group. After the group has given an answer, announce whether it is correct and, if so, score a point for the team that answered correctly (if not, do not change the slide yet). If the group answered correctly, encourage the rest of the participants to applaud, doing so yourself. Create an elevated gaming mood and a sense of the competition significance. Regardless of whether the respective group gave a correct or incorrect answer, discuss first with the young people of the group, and then with the rest of the participants, why this answer is correct or not.

The questions in the quiz (Appendix 1) must be divided thematically into two parts. First, there are questions related to basic technical risks – viruses, malware (slides 2-7), and then questions related to communicating with other people on the Internet – contact with a malicious stranger and online harassment (slides 8-18). Some questions must be followed by explanation slides

demonstrating a possible solution to the problem – e.g. how to scan for viruses (slide 5) or how to look up the identity of the stranger by name (slide 10), email (slide 12) or photo (slide 14). Introduce the WOT – Web of Trust app (Appendix 1; slides 6 and 7), which gives an indication of whether a website is safe or risky. The facilitator must direct the participants with questions to guess what each of the colors shows, with which the program gives an indication of the corresponding website (green - safe site, red - risky, yellow - site to be careful with, white - no data). Ask them how the app "knows" which sites are safe or risky, pointing out that it relies on user feedback (make connection with the app's title – Web of Trust). The last question (slide 16) is devoted to how to react in case of an issue with other people online. The right answer is to "report and block" the user who bothers or harasses us. The facilitator must ask guiding questions about where this reporting and blocking can happen (within the platform itself) and also that proof needs to be provided – conversation screenshot. Explain that a report can also be submitted on the site of the Safe Internet Center safenet.bg or a person can contact a consultant for advice through the chat module on the same site or by calling 124 113. Show also where the reporting and chat icons are located on the Center's website (Slide 19 of Appendix 1).

Correct answers:

Slide 2 - C; Slide 3 - B; Slide 4 - A; Slide 9 - A; Slide 11 - B; Slide 13 - C;

Slide 15 - A (here the facilitator must ask the participants in the group, who gave a correct answer, if they can give an example of such a question and their answer(s) is/are discussed by the whole group).

Slice 16 - C.

Duration: 50 min.

Closing activity

The facilitator must ask guiding questions to summarize what was learned through the quiz. For example: "What were the main technical problems on the Internet?", "How can we protect ourselves from them?", "What other internet problems can we encounter?", "How can we tell if someone we met online is the one they say they are?", "What if someone we've met online is not who they say they are and/or is malicious?"

Initiate also a short reflection on the youth group work by asking guiding questions such as: "Did your group do well?", "If yes, why?", "If not, why?", "Did you have disagreements within the group?", "How did you dealt with such disagreements?", "Did it worked?", "What other ways can we apply to reach a common solution in case there are different opinions in the group?"

Duration: 20 min.

Slide 1.

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Online risks and
responsible behavior

ARCFUND

Slide 2.

safenet.bg

What a computer virus is?

B.	Bad website	A.	Dangerous file
D.	Harming program	C.	Computer error

Slide 3.

safenet.bg

What can stop the computer viruses?

B.	Lack of Internet	A.	Antivirus program
C.	Computer specialist	D.	Google check

Slide 4.

safenet.bg

How can I protect my computer from viruses?

B. **Scan every new file**

A. **Turn off the Internet**

D. **Exit the suspicious website**

C. **Restart the computer**

Slide 5.
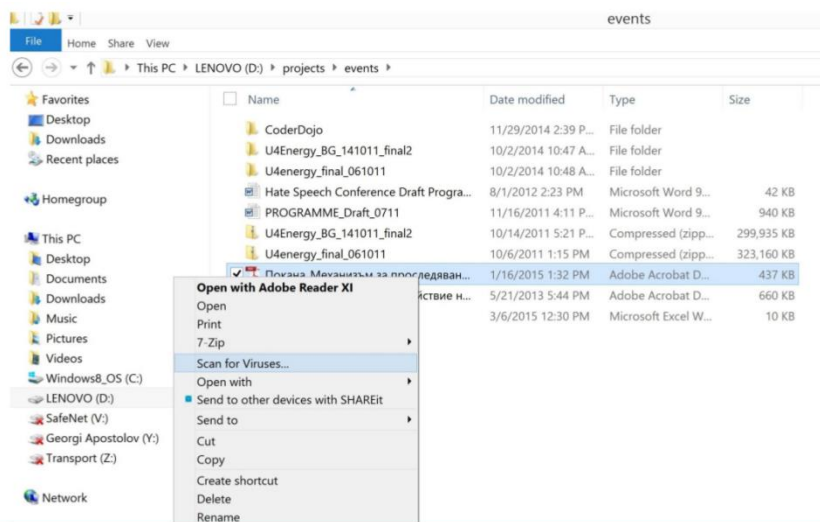
How to pick and check websites with WOT

Slide 6.

www.mywot.com
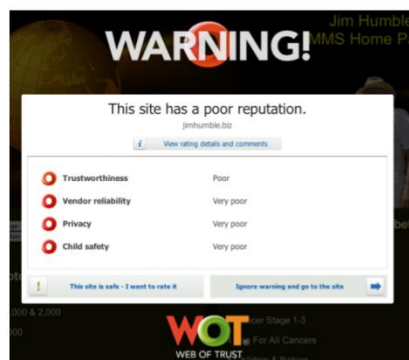
Slide 7.

Protection with WOT

Download Start.bg - сваляне на: програми, музика, игри ...
download.start.bg/ ▾
Сваляне (download) на програми, музика, **игри**, филми, софтуер, mp3, P2P, FTP,
Даунлоуд от фрий сървъри и торенти (torrents). free server, free ...

безплатно сваляне на игри за лаптоп - Zaigravka.BG
zaigravka.bg/tag-bezplatno-svalyane-na-**igri**-za-laptop.php ▾
Описание: Вашата мисия в **играта** Улични Банди в Ню Йорк е да прочистите
улиците на големият град от върлуващите банди. Бийте се и стреляйте по ...

1.тук ще намерите най добрите игри за теглене и без ...
rargeim.alle.bg/ ▾
1.тук ще намерите най добрите **игри** за теглене и без регистрация на Games/PC
RIP. 2.какво се иска от вас да си инсталирате BitTorrent ili µTorrent ...

Компютърни игри - Топ 10 най-добрият софтуер за 2015 г
bg.downloadastro.com/windows-компютърни_**игри**/ ▾
Вземете най-добрия безплатен софтуер за Вашия компютър. Добри и
препоръчителни програми за всички видове, безплатен Компютърни **игри** от ...
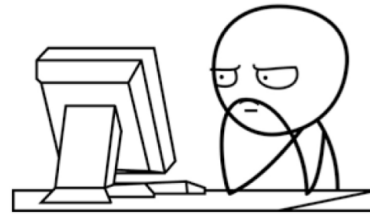
Slide 8.

Attention!

safenet.bg

The dangers on the Internet
are not only technical!

A lot of them are caused by
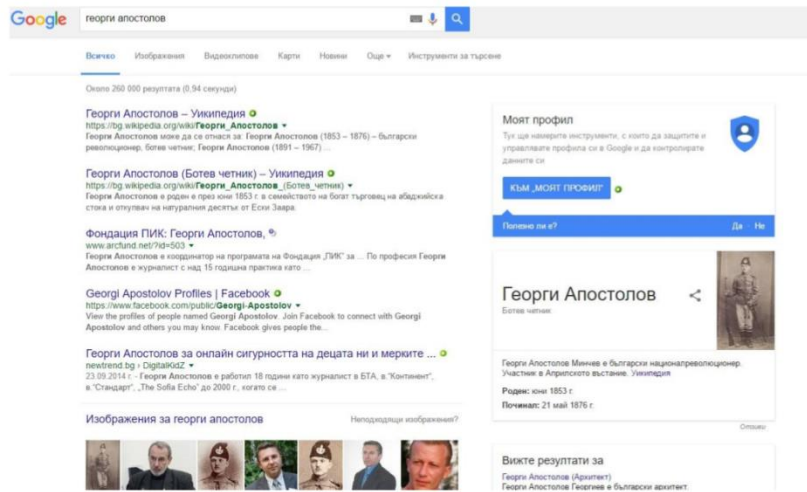our communication with
other people.

Slide 9.

How can I check if that new
online friend is really who
he says he is?

A. I check his name in Google

B. I ask him for his full name

C. I ask him where does he live

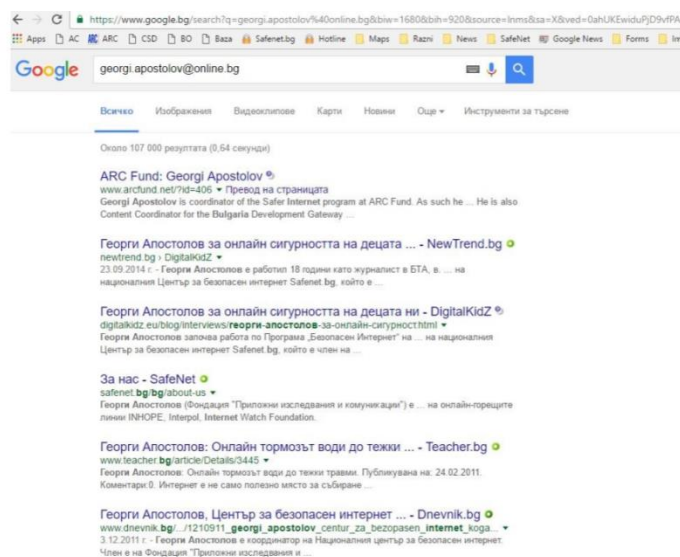D. I ask him who are his parents

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Slide 10.

Slide 11.

How can I check if that new online friend is really who he says he is? [2]

A. I check his uploaded pictures

B. I check his e-mail in Google

C. I ask my friends if they know him

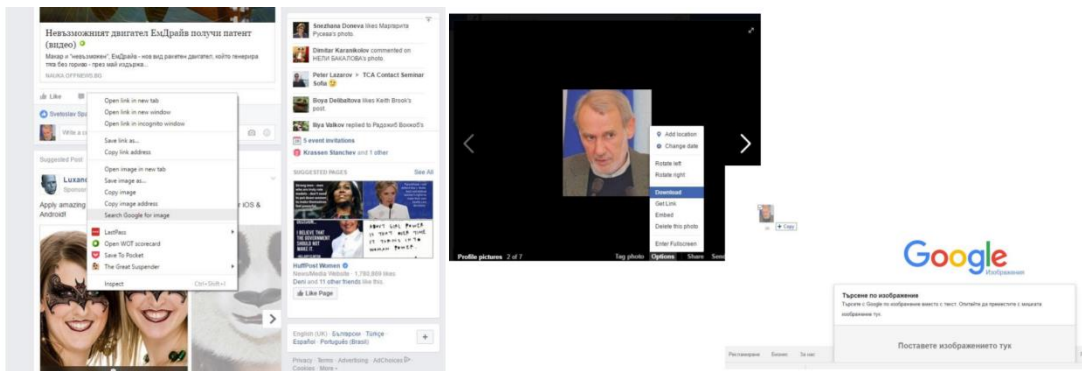D. I ask him for the truth

safenet.bg

Slide 12.

Slide

92

How can I check if that
new online friend is really
who he says he is? [3]

B. I ask what he is wearing

A. I ask him what are his favorite games

C. I check his picture in Google

D. I ask him if he wants to meet

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Slide 14.

Slide 15.

How can I check if that
new online friend is really
who he says he is? [4]

A. I ask him a question with an answer
    the he is supposed to know

B. I check who are his friends

C. I check if he makes mistakes when
    he writes

D. I ask him why does he want us to be
    friends

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Reporting and blocking of another user

- Unwanted contact
- Violent behavior – insults, gossip, threats
- People who can pretend of someone else or who are trying to deceive us
- People who want us to take pictures of ourselves and to send them to them; to talk with them with the camera turned on; who ask too personal information

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I can report to:

- The website (personal or social report)
- Consultant of www.safenet.bg or at 124 123
- Signal to www.safenet.bg

MODULE 6

CAREER
GUIDANCE

- WHAT IS A CV AND HOW TO CREATE IT
- THE TWO SIDES OF A JOB INTERVIEW
- PORTFOLIO/PERSONAL/CAREER PROFILE

6.1 What is a CV and How to Create One

Prepared by: Zhulieta Ivanova, International Youth Center Burgas

Objectives:

-Participants gain a better understanding of the basics of writing a professional CV. It is important that participants are able to notice and extract different aspects of their personality and experience to date and write them in their CV in the form of skills and competences so that they are relevant to the desired position.

- After the activity, participants should have a better idea of how to write a CV. Have a finished product of the activity.

Materials required and applications: A4 color sheets, ball pens, felt-tip pens, glue, tape, forms for each group with a profile of the candidate and a job advertisement, a flipchart for each group, Profile of Ivan (Appendix No 1).

Training module duration: 1 h. 30 min.

Training module details:

Introductory activity
The facilitator must introduce the participants to the topic by brainstorming the question: "What are the main parts of a CV?"   Writes the participants' suggestions on the board. Then start a discussion on the content of each section of the CV and what information it provides to the reader.   The facilitator must link the CV to the entire application cycle and to the next step, which is the job interview. Inform participants about the most common questions they may be asked and how to prepare accordingly. Open a discussion about dressing code and behavior during an interview.   Guidelines for the facilitator: - Familiarize yourself with the topic in advance and see what CV types exist.   - Explain to participants that writing a CV is not a one-time task, but a recurring process when applying for a new position.   - Warn participants not to write false or half-truths in their CVs, as this could have consequences at the interview or later in the job itself.   - Familiarize yourself with the job interview topic – behavior, dressing code, and preparation.

- The most common questions during a job interview are as follows:

1. Tell us a little about yourself/your work experience to date.
2. List some of your strengths
3. What are your weaknesses?
4. Tell about your achievements/successes
5. Why do you think you are suitable for the position? / Why did you decide to apply for this position?
6. Why did you left your previous employer?
7. What do you know about our company?
8. Do you have questions for us?

Duration: 30 min.

Main activity

Divide the participants into 5 groups as each group receives a worksheet with Ivan's profile (Appendix 1) and a job advertisement (Appendix 2). The goal is for each team to compile Ivan's CV according to his profile and the job advertisement for which he wants to apply. Explain to the participants that all teams are working on the same task and the point here is to weed out the unnecessary information from the necessary and put on the CV only the skills important for the position.

The CV should be completed on a flip chart and be as creative as possible. Since all groups are working on the same profile, their final product must contain something that is not present in the others – something original and different, while not neglecting the professional structure of a CV.

Guidelines for the facilitator: Encourage participants to use the internet for ideas on what the CV should look like and what sections to include.
All teams have 3 minutes to present Ivan's CV.

Duration: 40 min.

Closing activity

Reflection:
Direct participants' attention to the following aspects:
1. What happened, what were we supposed to do, what was the task?

2. How was the experience for me, what did I feel, were there any difficulties in working

   with others?

3. What did I learn, what was most useful to me?

Duration: 15 min.

Ivan is 24 years old. He lives in Burgas with his girlfriend in a small apartment with a nice view. He currently works as an English translator for a travel agency. In his free time, Ivan likes to take pictures, he is also interested in making and editing videos. He and his girlfriend even have a YouTube channel where they make vlogs of their travels around the world and in the country. Ivan also likes to participate in Erasmus+ projects (he participated in 3 of them) because they develop his communication skills and expand his cultural knowledge about other countries.

He graduated from the Secondary School of Mathematics and Natural Sciences. He had best results in English and history. He was quite popular in school and had many friends.

Ivan graduated with a bachelor's degree in English philology in Sofia, and during his studies (2 years) he worked as a customer service consultant with English in a large online payment company. There he met his partner Lucia, who is Spanish. Thanks to her, he fell in love with the Spanish language and began to learn it with her help. For now, his grammar is not so good, but he speaks fluently on general topics.

His first job was as a waiter in Sunny Beach and for 3 summers from the 11th grade he worked only that. He did great on the job because he always had a lot of energy, a big smile, and a good attitude towards customers.

Ivan prefers to be more active in his work, to have many tasks every day, and to be productive. He has no problem with night shifts either, because he goes to bed late anyway. He is very social by nature, always talking to colleagues at work and telling them jokes. Because of this, he sometimes doesn't finish his assignments on time and has to stay after work to finish up. He has an eye for detail and likes precision.

However, Ivan is no longer satisfied with his job, since the salary is low, and he wants to start a family with his girlfriend, that is, his expenses will rise even more.

So, a few days ago, Lucia shows him an ad from his favorite YouTuber who is looking to hire an editor for his videos (editing YouTube videos).

Help Ivan write his CV!

Appendix 2. JOB ADVERTISEMENT

YouTube videos editor
I am looking for an enthusiastic person with a sense of humor and good video editing and processing skills. Liking my videos is considered an advantage.

Here are the main job duties:
- YouTube videos editing and processing
- Production of social media short clips (teasers)
- Communication with me to discuss a video concept

This job is for you if:
- You are fluent in English
- You have experience in video editing and processing
- You have an eye for detail and are precise in your work
- You do well in stressful situations

Remuneration: BGN 2000/month + additional health insurance and a Multisport subscription card

6.2 The Two Sides of an Interview

Prepared by: Zhulieta Ivanova, , International Youth Center Burgas

Training activity objectives:

- Experience the role of interviewers and interviewees through a simulation role play
- Make a connection with the previous activity by individually writing a CV for a specific position
- Let's answer the questions: "How should I behave and dress for an interview?"; "How should I prepare for an interview?", and "What will the interviewer ask me?"
- Gain more confidence during an interview; getting clarity on pre-interview preparation, and a finished product (prepared CV) at the end of the activity.

Materials required and applications: Job description forms (Appendix 2), A4 sheets, flipchart from last activity (with CV components), ball pens/felt-tip pencils, tables and chairs (for interviews), job descriptions (Appendix 2).

Preparation: Arrange 5/6 tables in a row and put one job advertisement on each table. The number of job advertisments may vary according to the size of the group.

Training activity duration: 1 h. 30 min.

Training module details:

Introductory activity
Introduce participants to the activity through a story. Invite them to imagine they are participants in a job fair. Some of them will be unemployed looking for a job and some will be employers looking recruiting employees for different positions. Several candidates will compete for 1 position and will have to write a CV for the desired job and go through a short interview.

Main activity
For this purpose, divide the participants into interviewers and job candidates as follows: Give them a few minutes to walk around the tables and select a position. They must choose the position by standing next to the relevant table. Finally, there should be an equal number of participants per table (as far as the number allows). They must figure out between them who should be the interviewer and who should be the candidate. Finally there should be an equal number of participants for each role (interviewers and candidates) – 10 min. Instructions for participants: Candidates must write their curriculum vitae (CV) to match the position they have selected and receive guidance on how to behave in an interview from the facilitator. Interviewers must meet with the other facilitator and receive follow-up clarification and guidance on conducting an interview (30 minutes for handling and preparation).

INSTRUCTIONS FOR CANDIDATES:

-the CV must contain experience, skills, and competencies relevant for the position applied for.
-think about your strengths and weaknesses and how to present them in the interview.
-think about your motivation – why do you want to work in this position?
-Dress properly, smile
-Think about how you would like to grow in a few years in the organization
(these are examples, you can add further guidance)

GUIDELINES FOR INTERVIEWERS

-Review the candidate's CV
-Break the ice initially with simple questions about the candidate's life.
-Your questions must focus on the candidate's previous experience, skills, and future development.
-If you decide, you can give a job-related case study to decide whether the candidate is suitable for the position.
- Ask about expected pay
-Tell more details about the job and why you are looking for a new employee
(these are examples, you can add further guidance)

Next are the actual interviews. The interviewers must call the candidates for the relevant position and have a meeting not exceeding 10 minutes.
Then the employers for 1 position must gather and interview, choosing 1 winner to hire (5 minutes). They then must call all the interviewees to them and give feedback to each one – why they were rejected or why they were hired (5 minutes).

Duration: 1 h.

Closing activity

Reflection.

Gather the participants in a circle where everyone must share how the experience was for them, what made it difficult, and what they liked most about the activity. Both interviewers and interviewees must be heard. Sample questions for the facilitator:

1. What happened, what did we just experienced?

2. How did you feel?

3. What will you learn from this activity? How is this activity useful in real life?

Duration: 20 min.

Appendix 2.

Housekeeper after a party

Responsibilities:

- ➢ Ordering and delivering snacks in the household
- ➢ Cleaning the entire household
- ➢ Repair minor and medium damage
- ➢ Washing dishes
- ➢ Animal care (if any)

Requirements:

- ✓ Experience communicating with hungover people
- ✓ Experience in pet care
- ✓ Knowledge in repairing: Doors knocked off hinges; technology spilled on with unknown beverage; broken sinks; hole in the wall, etc.
- ✓ The perfect candidate must be patient, have a sense of humor, humility, and quiet steps
- ✓ Does not consume alcohol during work hours, no matter how much the host insists

Remuneration: BGN 2000 gross

Professional apology maker

Responsibilities:

- ➢ Conduct online and live meetings with clients
- ➢ Conduct consultations to learn the expressions and distinctive slang of the client ordering the apology.
- ➢ Composing apology texts for a variety of cases (breakups, property damage, injuries and emotional damage, infidelity, fighting between family members, stolen boyfriend, and many more)
- ➢ The employee must NOT deliver the apologies, but deliver them to the client.

Requirements:

- ✓ Excellent knowledge of the Bulgarian language – grammar and spelling
- ✓ B2 English (we will verify this at the interview)
- ✓ 1 year of creative writing experience required
- ✓ Possess a high level of observation and an eye for detail
- ✓ Excellent computer literacy and work with presentation programs

Remuneration: BGN 2000 gross

Bicycle Hunter

*we are recruiting for the Netherlands

Responsibilities:

- ➢ Taking reports of bikes fallen in the city river
- ➢ Locating bicycles with special GPS
- ➢ Recovery of vehicles with special equipment and tools
- ➢ Compliance with in-house work regulations
- ➢ Coordinating with other hunting teams in the region

Requirements:

- ✓ Good multitasking skills
- ✓ Love and understanding of bicycles
- ✓ Good teamwork skills
- ✓ Fishing skills is considered advantage
- ✓ No previous experience required
- ✓ Physical endurance
- ✓ Excellent swimming skills

Remuneration: BGN 1500 gross

Fortune writer

Responsibilities:

- ➢ Fortune cookies design, layout, and text
- ➢ Receiving claims, alerts, and complaints about problem with the fortune cookies (spelling mistakes, inappropriate text)
- ➢ Materials and stationary procurement
- ➢ Attending national and international fortune writing conferences
- ➢ Interacting with courier to send the fortune cookies to the cookie factory

Requirements:

- ✓ The perfect candidate must have at least 1 year of creative writing experience
- ✓ Interested in quotes from famous philosophers, statesmen, and celebrities.
- ✓ Disciplined individual who works quickly and energetically
- ✓ Handle deadlines successfully
- ✓ Able to work alone as well as in a team

Remuneration: BGN 1500 gross

Feng Shui Consultant

Responsibilities:

- Designing client's home room layouts
- Giving advice on improving the furniture and belongings layout the home in order to be Feng Shui
- Interacting with architects and construction developers in the preparation of Feng Shui construction of a residence
- Home visits (if required)
- Informing clients about Feng Shui and the energetic consequences of their home not being positioned correctly

Requirements:

- Certificate of completed Feng Shui training
- University degree in Interior Design
- Excellent eye for detail and creative thinking
- Good customer service skills
- 1 year experience in the field of architecture

Remuneration: BGN 2500 gross

Equine Therapy Specialist

Responsibilities:

- Working with children and adults having emotional or other problems
- Introducing the client to the horse that will be cared for during the session
- Leading outdoor therapy sessions with clients in nature
- Introducing the client to equine activities: horse grooming and cleaning, walking and riding, feeding and watering, petting, etc.
- Client's condition care and monitoring

Requirements:

- Proof of Certified Equine Therapist (document)
- Specialization in equine therapy
- Experience in horse care and riding
- Patience, empathy, and high observational skills
- Ability to cope successfully in crisis and stressful situations
- Proficiency in non-violent communication

Remuneration: BGN 3000 gross

6.3. Personal and Career Profile

Prepared by: Martin Markov, Youth Center Plovdiv

Objectives: Help participants build a systematic view of their personal and professional qualities. Build a personal profile containing their strengths, weaknesses, interests and abilities, and how to use them for career development. Give insight into the surrounding environment and how a young person can adapt to it in order to find a suitable job.

Required materials: Paper sheets, sticky notes, ball pens, flipchart or whiteboard, highlighter, paper tape or strip.

Preparation: Appendix 1 and 2 review

Training activity duration: 1h. 40 min.

Training module details:

Introductory activity
Introduce the topic by briefly stating what will be covered and what the outcome is expected to be. *Duration: 5 min.*
Main activity 1
Identify strengths and weaknesses Each participant writes their name on a sticky note and places it in a box or other container. The facilitator then goes through the room with each participant drawing a name. If someone draws his or her own name, he or she can draw a second sticky note. The task is to write on the sheet what the strengths and weaknesses are of the person they have drawn. Once they do that, the facilitator must collect the sheets. Give new sheets to the participants, on which each of them individually have to write their strengths and weaknesses. Halfway through the time, give the participants the sheets with the strengths and weaknesses that others have written about them. Then hold a short discussion where, if there are volunteers, they can share their sheets of strengths and weaknesses. Discuss whether their perceptions and those of the other person's match; whether they agree with the strengths and weaknesses given by the other participant; whether they have been helped by the other person's assessment to identify some qualities of their own. *Duration: 25 min.*
Main activity 2
What do I like to do and what can I do? Stick a tape in the middle of the room which can be done with paper tape. Participants must line up on top of it. The facilitator must read out the statements from Appendix 1. Depending on whether the statement matches the participant's personality, the participant must take the appropriate position in the room relative to the line. If he/she agrees completely he/she must go to the left half of the room, if he/she disagrees completely he/she must go to the right half of the room. If there is no clear position, he/she can stay on the tape. Take the appropriate position

according to the degree of agreement. A participant can share why he/she took that position after each statement.

Duration: 15 min.

Main activity 3

What does the world need?

Brainstorming on "what does the world need?" Participants must be able to think globally about what the world needs, what Bulgaria needs or what their community needs. Don't delve into the suggestions, just write them down for participants to take inspiration from. The idea is to think about what other people need and how we can be useful to society. Based on all the answers, each participant must write down for themselves what they identify with.

Duration: 10 min.

Main activity 4

Compile a personal profile and present in pairs

Participants must gather the information found about themselves from the previous activities. The sheet must be divided with an X on the diagonals. In the top box they must write down what they like to do. On the left side they must write what they are good at and what they can do. On the right side they must write down what the world needs and how they can provide those needs. Once they are done, the facilitator must give them instructions for the last part.
Participants choose their own partner to present the profiles they have built. When one has imagined it, the other has to give an answer to the question "what can he/she be paid for," which is recorded at the bottom of the sheet. Explain that the answer must be relative to what the participant is good at or relative to what he has written down about what the world needs.

Duration: 20 min.

Main activity 5

Introduce the ikigai idea

Ikigai is a Japanese word that can be translated as the reason for living, the reason for getting up in the morning. Draw the flipchart in Appendix 2. Ikigai brings together the items from Appendix 2 that participants have answered in the previous activities. Discuss the intersections between the circles – passion, mission, vocation, profession.

Duration: 15 min.

Closing activity

Feedback: Each participant must write down 1 thing they have learned, 1 thing they will use in the future, and 1 thing they will share with friends. Responses are anonymous and must be recorded on separate small, colored sticky notes. In the end, they must be placed in a designated box/envelope or other.

Duration: 5 min.

1. I love maths and working with numbers
2. I can find bargains on products
3. I can work with Excel
4. I love learning foreign languages
5. I like practicing sports
6. I like to spend time in nature
7. I can sew
8. I can cook
9. I love to travel
10. I can plan my time
11. I can easily adapt to a new environment
12. I like working in a team
13. I can work at night
14. I can drive a car
15. I love science
16. I can sing, paint, dance, write poetry or prose
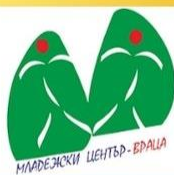
Appendix 2
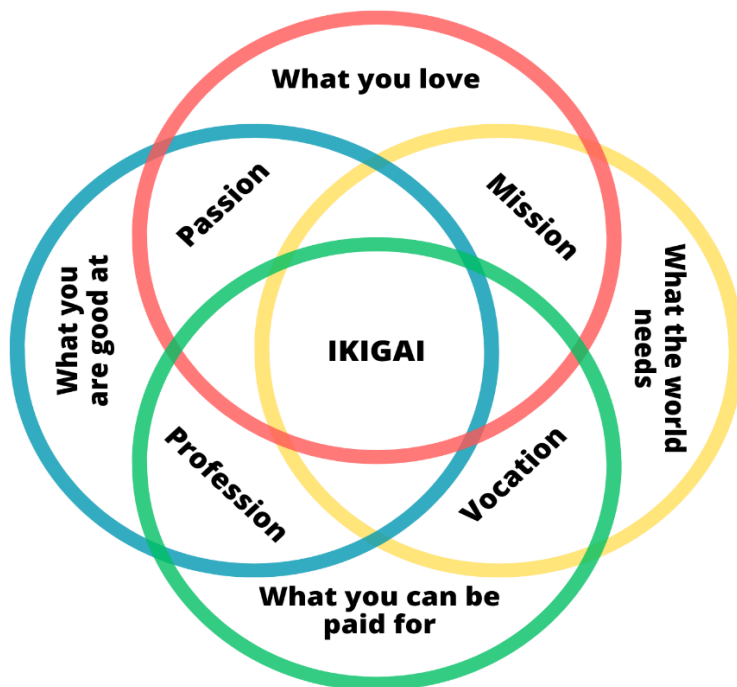
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