

Through Emotions We Rise

Aims of the activity: We want to make youngsters realize that the social media is fake/not real, and empower them in taking actions to improve their life and reach their goals.

Target group: Youngsters between 18-23

Number of participants (if applicable): Can be any number of participants

Description

The activity, “Through emotions we raise,” is designed to engage young people in a reflective and action-oriented process that highlights the often-unrealistic portrayals on social media and encourages them to take tangible steps toward their personal goals. The activity will likely involve a mix of emotional exploration, self-reflection, and practical action-taking. For example, participants might start by identifying how social media affects their emotions (e.g., feelings of inadequacy, comparison, or motivation) and then move into a structured process where they set small, achievable goals and take immediate actions to work towards them. The facilitator will ensure that the activity provides a safe space for participants to express their emotions, reflect on their experiences, and see the direct outcomes of their actions—such as completing a task, creating a plan, or sharing their progress with the group. This immediate feedback loop (seeing the results of their actions) is key to reinforcing the activity’s aim of empowerment and helping participants understand that they can take control of their lives despite the pressures of social media.

Rules

- **Step 1: Guided Meditation** The session begins with a guided meditation to help participants relax, focus inward, and connect with their emotions. This step sets the tone for the activity by encouraging self-awareness and emotional grounding. The meditation might involve prompts like visualizing their current life, reflecting on their emotional state, or imagining a future where they feel fulfilled. This helps participants become more receptive to the reflective exercises that follow and prepares them to think deeply about their goals, and the role social media plays in their lives.

- **Step 2: Card 1 – Vision Setting** Participants are given a card (Card 1) with two questions to answer individually:

- **Where do you see yourself in 1 year?**
- **Where do you see yourself in 5 years?**

This step encourages participants to think about their short- and long-term aspirations. They are given time to answer these questions privately, ensuring they can reflect without external pressure or influence. The questions are designed to help them articulate their goals and dreams, which will serve as a foundation for the actions they’ll take later. The “Examples from the Team” placeholder suggests that the facilitators might provide sample answers to guide participants (e.g., “In 1 year, I see myself starting a small business; in 5 years, I see myself traveling the world while working remotely”).

- **Step 3: Collect Inputs and Card 2 – Action Planning** After completing Card 1, the facilitator collects feedback on how the activity is going so far (e.g., asking participants how they felt during the meditation and vision-setting exercise). This feedback helps the facilitator gauge the group's engagement and emotional state. Then, participants are given a second card (Card 2) with a question about what specific actions they will take to move closer to the goals they outlined in Card 1. For example, if a participant wrote that they see themselves starting a business in 1 year, Card 2 might prompt them to list actions like "research business ideas," "create a savings plan," or "network with entrepreneurs." The "Examples from the Team" placeholder likely means the facilitators will provide sample actions to inspire participants (e.g., "I will sign up for a free online course on entrepreneurship").

- **Step 4: Execute Actions (3 Hours)** Participants are given a 3-hour window to take the actions they identified in Card 2. This step is crucial because it shifts the activity from reflection to action, allowing participants to experience the immediate impact of their efforts. For example, if a participant's action was to "research business ideas," they might spend the 3 hours searching online, taking notes, and creating a list of potential ideas. The facilitator might provide resources (e.g., access to the internet, notebooks, or a quiet space) and check in periodically to offer support. This hands-on approach ensures that participants don't just plan but actually take steps toward their goals, reinforcing the activity's aim of empowerment.

- **Step 5: Debrief** The activity concludes with a debrief session where participants reflect on their experience. The facilitator might ask questions like:

- **What actions did you take, and how did they go?**
- **How did taking these actions make you feel?**
- **What did you learn about yourself or the influence of social media on your goals?**

This step allows participants to share their successes, challenges, and insights with the group, fostering a sense of community and collective learning. It also helps them process the emotional and practical outcomes of the activity, solidifying the connection between their actions and their goals.

Danger

- **Youngsters Would Not Want to Participate:** Some participants might feel hesitant or disengaged for various reasons. For example, they might feel uncomfortable sharing personal goals, skeptical about the activity's value, or overwhelmed by the emotional reflection required. This could lead to low participation, which would undermine the activity's goal of empowering them. To mitigate this, the facilitator should create a welcoming and non-judgmental environment, clearly explain the purpose and benefits of the activity, and offer encouragement throughout the process. Additionally, providing options for participants to engage at their own comfort level (e.g., writing instead of speaking) could help increase participation.

- **Triggers Throughout the Program from the Activity:** The activity involves emotional reflection, which could potentially trigger negative emotions or past traumas for some participants. For instance, thinking about their future might bring up feelings of anxiety, inadequacy, or fear of failure, especially if they feel pressured by social media comparisons. The guided meditation or questions about their life goals might also surface unresolved emotional issues. If not handled carefully, these triggers could cause participants to feel overwhelmed, disengage, or even leave the activity. To address this, the facilitator should be trained to recognize signs of distress, provide a safe space for participants to take breaks if needed, and offer support resources (e.g., a quiet area, access to a counsellor, or grounding techniques). The next section, “Sidenotes for the facilitator,” directly addresses this concern by suggesting preparation for such scenarios.

Sidenotes for the Facilitator (If Applicable)

The facilitators should be prepared to support participants who experience emotional distress. This preparation might include:

- **Training in Emotional Support:** Facilitators should be trained in basic emotional regulation techniques, such as deep breathing exercises or grounding methods, to help participants manage overwhelming emotions.
- **Creating a Safe Environment:** They should establish ground rules at the start of the activity, such as confidentiality and respect, to ensure participants feel safe sharing their thoughts and emotions.
- **Having a Plan for Triggers:** Facilitators should have a clear protocol for handling emotional triggers, such as offering one-on-one support, allowing participants to step out if needed, or providing access to a counsellor or mental health professional if the activity is part of a larger program.
- **Providing Resources:** They might prepare a list of resources for participants, such as helplines, mental health apps, or self-care tips, to use if they feel triggered after the activity.
- **Monitoring the Group:** During the activity, facilitators should actively observe participants for signs of distress (e.g., withdrawal, tearfulness, or agitation) and check in with them discreetly to offer support.

By preparing in advance, the facilitators can ensure that the activity remains a positive and empowering experience for all participants, even if emotional challenges arise.

Summary of Elaborated Sections

The activity “Through emotions we raise” is a structured, multi-step process designed to help young people aged 18-23 reflect on their goals, understand the impact of social media, and take immediate actions to improve their lives. It begins with a guided meditation to foster self-awareness, followed by vision-setting and action-planning exercises using two cards.

Participants then have 3 hours to execute their planned actions, concluding with a debrief to reflect on their experience. Potential challenges include lack of participation and emotional triggers, which the facilitators are advised to prepare for by creating a supportive environment and having strategies to manage distress. Overall, the activity aims to empower participants by giving them the tools and space to take control of their goals and see tangible results.

Where do you see yourself in 1 year?

Where do you see yourself in 5 years?

What are the 3 practical actions that you can take today to achieve that?

CV of Your Life

Aims of the activity: self-growth; for youth/young adults to get to know themselves better and to get a better idea of what they want in their life

Target group: 20 - 28 y/o

Number of participants (if applicable): as many as there are at the exchange

Description:

This activity would be part of the youth exchange, focusing on SELF-GROWTH.

***The timeline can be adjustable depending on the days of the exchange.**

****Youngsters' sense of time is very different. For example, for teenagers in high school, 5 years is a long time. Adapt it to your age group.**

DAY 1 & DAY 2

On the **first 2 days** of the activity, we would have different activities that would allow them to explore different variations of life, to get a feeling of what they like, and what is possible in life.

Ideas for activities:

- visiting a farm
- learn how to cook (they could help preparing/cooking meals)
- learn how to sew
- learn how to fix a bicycle
- presentation of workers from Idrija or NGO
- instrument lessons
- MARKET OF SKILLS - it will be available throughout the whole exchange. In the first few days it will be monitored by mentors so that they will teach them new skills. After the questionnaire, it will be up to them to explore it on their own, with no supervision. It will be available the whole time of the exchange.
- SPORTS: they could try different/new ones in their free time

DAY 3

questionnaire in the morning (9:00 - 12:30 (until lunch))

On the **third day**, we would present them with this questionnaire to fill out. But they could also fill it out in an unconventional, more creative way if that's easier for them to express themselves. The questionnaire is there just for support, as it might be overwhelming for youth that are confused to have to think so hard outside of the box.

Once they are done, the facilitators collect the answers. They put the chosen person of each person on a single page, so that in the next activity they only see their chosen answers so that they have a more comprehensive, a better overview of their goals/values/what they like so that they will have an easier time doing their CV of their life.

In case they finish early, they can go help prepare food or explore the market of skills/have free time.

CV of their life

After the break/lunch, they would draw/express their CV of life. They can express it through whichever art works best for them. Drawing, rapping, through music, preparing a hike and actually doing it/realizing it; etc.

*They have their own time to do it, on their own. The youth workers are just passing through and checking on them. But they won't always be alone, they will learn how to communicate their thoughts with each other and develop social skills.

**They will take their CV of their life with them. Later in life it might be handy when searching for a job. A unique application = better chance for getting a job.

DAY 4

worries and possible solutions

Which difficulties could you have?

Each country could present the websites/sources that could offer them solutions so that they are not left in the dark with only difficulties.

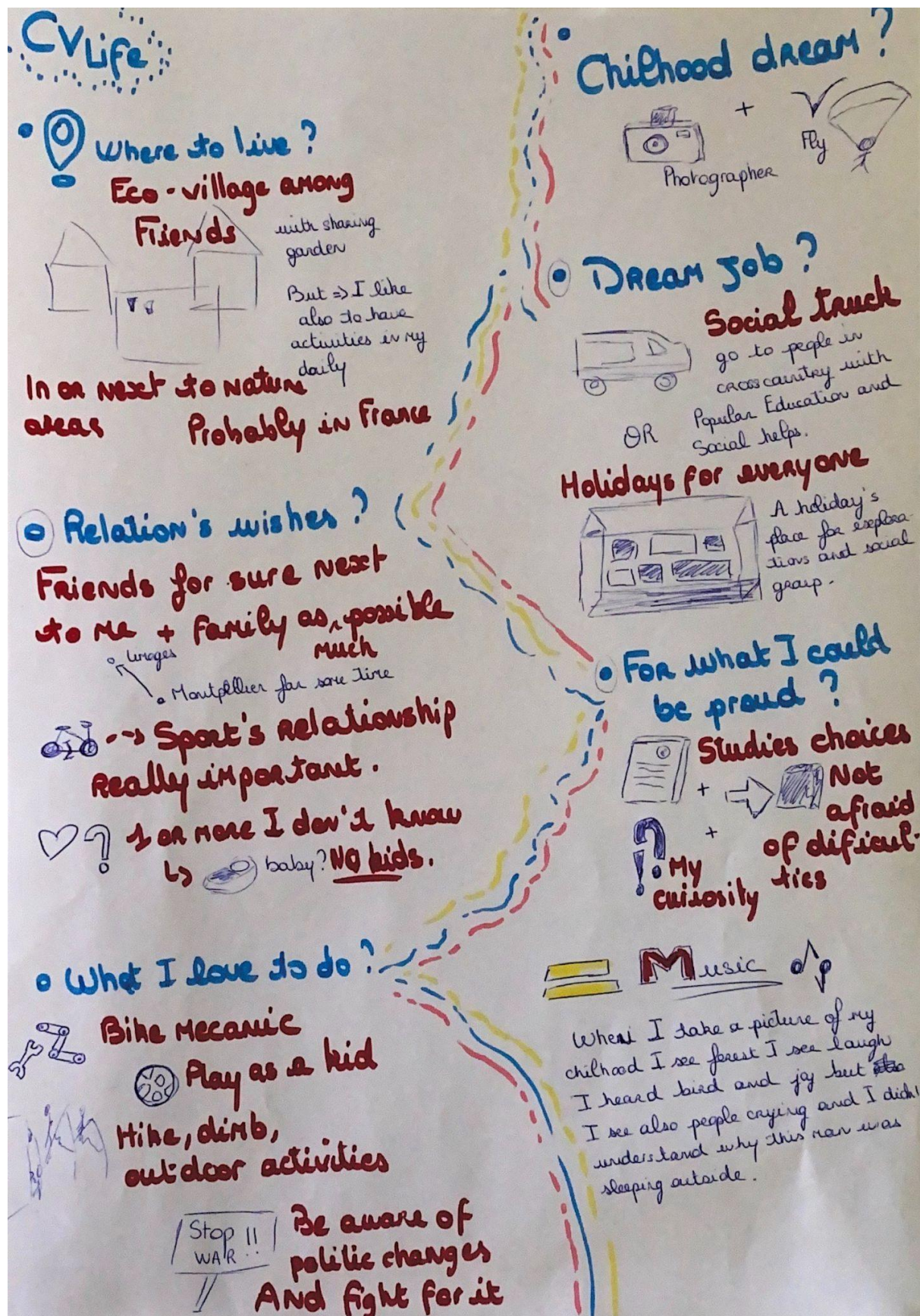
For this part they could be in peer groups to share help between them to get to know their difficulties. After that, they are separated by country to have tools from their culture.

DAY 5

letter to my future self

They will write a letter to their future selves. We will give them a lot of space to do so that they can really do a deep self-dive. In Slovenia we call it **the Desert**.

EXAMPLE OF A CV OF LIFE



THE QUESTIONNAIRE

We would only present a paper version of it, so that it is available for everyone and so that we keep the focus just on it.

They would fill it as a part of the morning activity and then would have time off.

We would collect only their answers from the questionnaire they gave and would return them to them later on all in one place, so that they will have their answers in one place, to have an overview of them.

Then we would give them different materials to bring to life their CV of life through art. They can draw it, rap it, make music etc. Whatever their way of expressing through art is.

The reason they are given answers is that the youth get a sense of what exists. They can always choose others and specify what works for them and they can also choose more answers to the same question if they want to.

Remember: No rules. Freedom of thinking and exploring.

Preparation of the activity : Get to know yourself, CV of my life

Questions :

1. Personal wishes

- **Are you happy at the moment ?**
 - Yes
 - No
 - Maybe
- **Where do you feel most at peace?**
 - _____
- **What makes you truly happy ?**
 - _____
- **Where do you picture yourself living in the future in general ? (for example place where you would like to live)**
 - In a big city
 - In a quiet town
 - Countryside
 - Far away from people, isolated
 - Other: _____
- **Do you prefer using your hands or your mind to solve a problem ?**

- my hands
- my mind
- **What do you like to do in your free time ?**
 - _____
- **What kind of partner do you wish to have in the future ?**
 - _____
- **What kind of family would you like to have ?**
 - A family with kids
 - Partner/community
 - I'm not sure I want a family/kids
 - Live with my friends
 - Other : _____

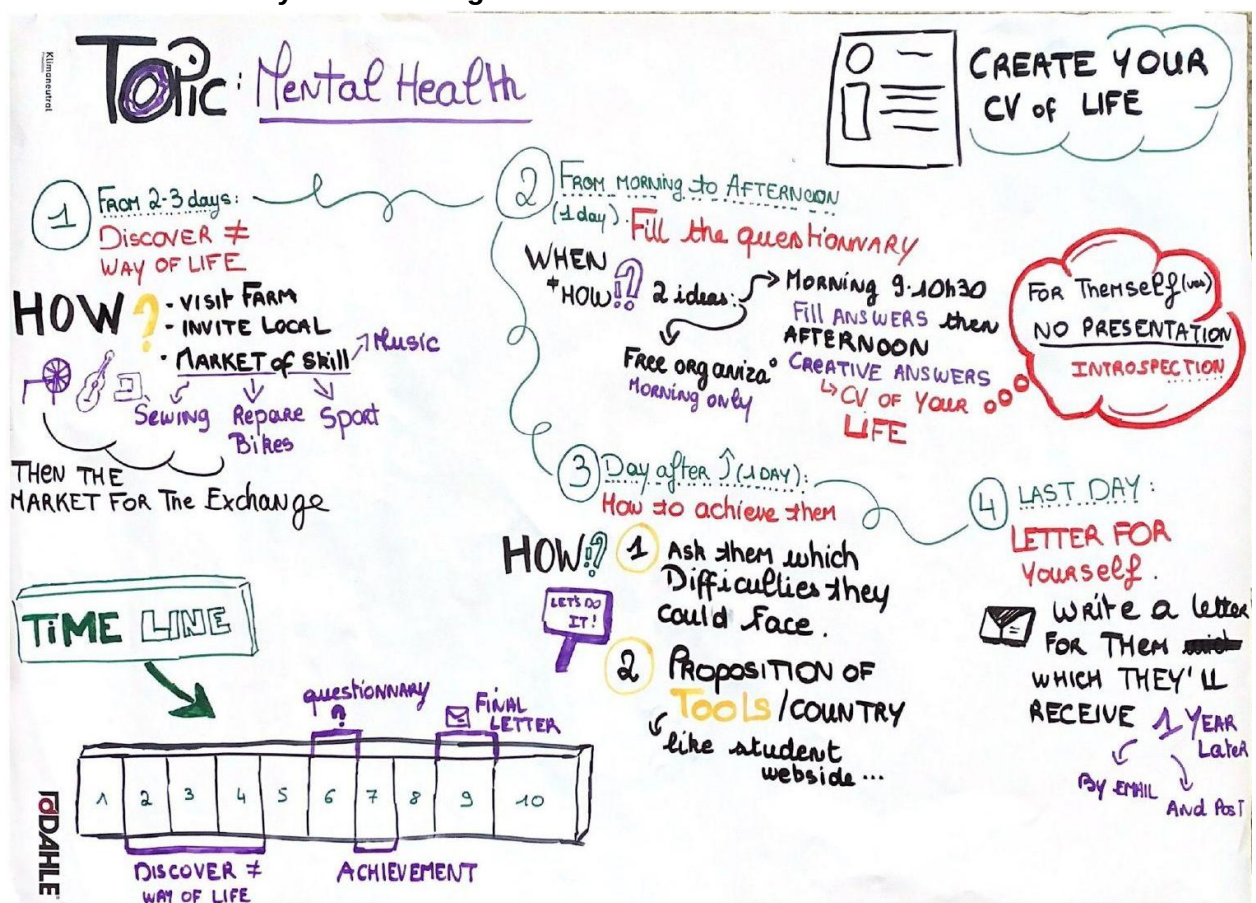
2. Professional preferences

- **Do you prefer working alone or with other people as a team ?**
 - _____
- **What kind of career do you want to have ?**
 - A traditional office job with stability
 - A creative job
 - A flexible job that allows me to work remotely
 - My own thing
 - Other: _____
- **What's the ideal work environment for you ?**
 - Office with a computer
 - Education building : school for example
 - Hospital : health file
 - Outside job
 - Work from home
 - Other : _____
- **Do you care more about ... ?**
 - High salary
 - Help people
 - To be able to express yourself however you feel like
 - To have opportunities for growth
 - To learn new things and skills
 - Other : _____

3. Personal achievements

- Where will you put work in your life ?
 - Before personal life
 - After personal life
 - I don't know
- For what do you feel proud of yourself ?
 - _____
- Do you remember your childhood dream ? Are you far from them or are they the same today ?
 - _____
- What do you want to feel at the end of each day in the future ?
 - Accomplished and productive
 - Happy and content with my life
 - Relaxed and at peace with where I am/ myself
 - Just general fulfillment
 - Other : _____

Visual board of the youth exchange:



Rules: No rules apply to the activity as we don't want to put them in boxes. We want to encourage free thinking.

Broken Telephone and Different Languages

Aims of the activity: To overcome language barriers and learn new languages by understanding pronunciation and meaning through a fun and interactive game.

Target group: 5 + years old

Number of participants (if applicable): from 15 to 30 participants

Description: Typical broken telephone game with a twist:

1. Form 5 mixed Teams, each team having 1 person from each nationality\languages (5 people per team).
2. Teams sit in rows (not circles) so that info can be passed down the line clearly.
3. Each round starts with a different person.

PLEASE USE AS MUCH GRAPHIC MATERIAL AS POSSIBLE!

Rules:



Round 1 “Sound and writing”

The sender whispers one word in their native language to the first person in each group (it is possible to write it down) and the word passes down from one person to another. The last person in each group says the word out loud and guesses the meaning. The original word is then revealed.

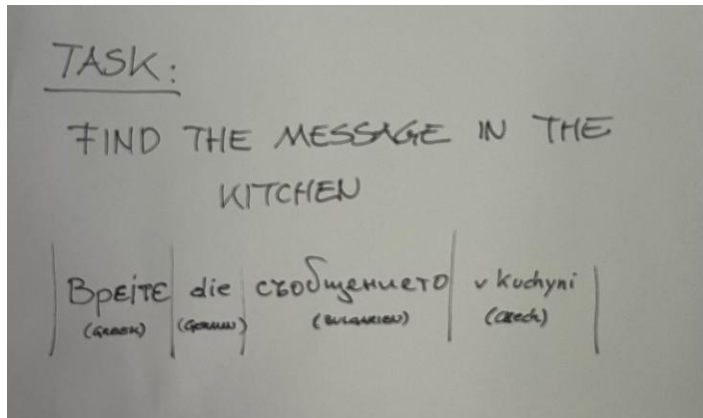
Round 2 „Sentence Challenge“

The sender whispers a short sentence to the first person of each group. The sentence is passed down the line. The last person tries to say what they heard and either translates it or acts it out with gestures

Round 3: Combining languages

Prepare the message for the group (a sentence with a word form from each language)

Example: The message is in the kitchen



The facilitators tell one person one word of the sentence word by word. Each word is passed through the broken telephone. The last person in the team has to write the word. Then the next word of the sentence follows etc. until the message is complete. By that the groups send a different person to the sender. **BUT:** Each word is told in a different language so that the result has to be translated to English. Here the groups are allowed to use tools like google translate etc. The group has to follow the task in the message.

The task can be anything, it is up to the facilitators from a simple reward to an interactive and educational treasure hunt.

Sidenotes for the facilitator*(if applicable): The facilitator must think about a sentence and translate it to different languages depending on participants. The facilitator has to prepare a different alphabet if the participants require it.

LingoQuest

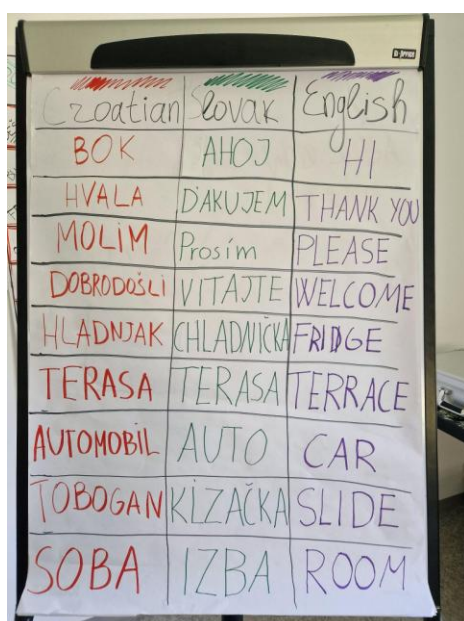
Aims of the activity: learning another language, energizer

Target group: kids/ teenagers / adults

Number of participants (if applicable): No limit

Description: Learn another language while doing fun activities and side quests. There is not a limit of teams that can participate. If for example, two teams play, the words must be presented in both languages and in English as well. English is always supposed to be present in the game for the words to be understood by everyone.

You can start by introducing simple words for the teams to learn. Later they can use the words to play the games and side quests.



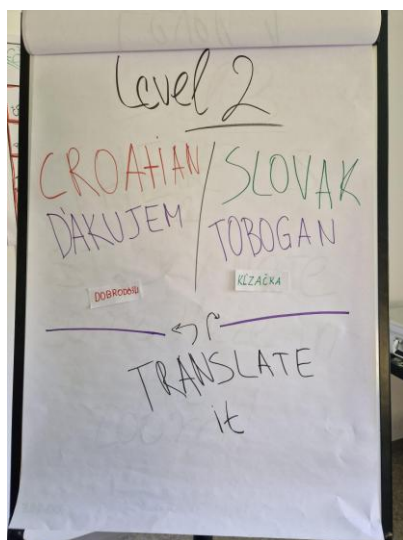
Croatian	Slovak	English
BOK	AHOJ	HI
HVALA	DĀKUJEM	THANK YOU
MOLIM	Prosím	PLEASE
DOBRODOŠLI	VITAJTE	WELCOME
HLADNJAK	CHLADNÍK	FRIDGE
TERASA	TERASA	TERRACE
AUTOMOBIL	AUTO	CAR
TOBOGAN	KLZÁČKA	SLIDE
SOBA	IZBA	ROOM

Level examples:

Level 1- Draw the word you see and understand



Level 2- Piece together a sentence from the words you are provided with. The correct word must be taped to the whiteboard



Level 3- Look for clues that contain location details. You can put a note in a room that will point the participants to the next clue. For example: a clue from the playroom will lead you to the kitchen, where you can find the next clue.

This level can be split into teams with different colored clues to have maximum engagement from everyone and a competitive team experience.

PLEASE USE AS MUCH GRAPHIC MATERIAL AS POSSIBLE!

Rules: No phones are allowed; No asking buddies from other teams for advice.

Danger (things that can go wrong): Be cautious when taking this game outside. Children might get lost or injured due to other factors. Always have a youth worker watch over them to ensure their safety.