

Your emotions in prARTctice

Erasmus+ Youth Mobility
2022-3-PT02-KA-
152-YOU-000092751

<https://dctr.pt/your-emotions-prartctice>







THE PROJECT

Young adolescents, as they are still in development, are particularly more exposed to mental illness.

According to the WHO website, 1 in 7 young people (13%) suffer from some type of mental illness, including anxiety and depression (among other reasons) as a result of the lack of proper management of their emotions. According to the Sustainable Development Goals website, the 2022 report demonstrates how young people were particularly affected by the Covid-19 pandemic at this level, demonstrating higher levels of anxiety and depression, due to the uncertainty of the future and the abrupt change in their daily lives to which they were subjected

In view of the need to contribute to the well-being of young people and to the SDGs, the Your Emotions in PrARTctice project was created, which works on emotional intelligence using art as a tool. This project also follows the perspective of Daniel Goleman, who helped to popularize the concept of emotional intelligence.

In total, in the youth exchange, there were involved 41 participants from 8 different countries: Portugal, Spain, Romania, Germany, Turkey, France, Poland and Bulgaria. The Youth Exchange took place in Ovar in Pousada da Juventude.

GOALS

MAIN:

Promote social inclusion, empowerment and well-being of young people through activities to develop emotional intelligence, using art as a tool.

SPECIFIC:

- Create dynamics to empower young people and encourage active participation through the NFE;
- Promote interculturality and dialogue;
- Sensitize communities to the importance of developing emotional intelligence;
- Promote equal access to inclusive and participatory opportunities;
- Promote the development and sharing of skills and good practices among participating organisations;
- Disseminate the results and social impacts obtained by the project with the aim of replicating its good practices in other social contexts;
- Reinforce transnational partnerships between organizations working in the field of youth, social inclusion and culture;
- To continue the work that DCTR has been developing at European level and for which it is enthusiastic.





PARTNERS

ASOCIATIA TINERILOR CU INITIATIVA CIVICA // Romania

is a youth organization, apolitical, NGO that aims to drive the development of the Romanian society attracting young people towards active citizenship and promoting the local and national cultural values. One of our main objectives is the inclusion of local disadvantaged youth through different methods, such as sport, music, theater, dance and painting.

More info at: <https://aticromania.wordpress.com>

Asociación Multideportiva Euexia // Spain

is a youth organization, apolitical, NGO that aims to drive the development of the Romanian society attracting young people towards active citizenship and promoting the local and national cultural values. One of our main objectives is the inclusion of local disadvantaged youth through different methods, such as sport, music, theater, dance and painting.

More info at: www.ameuexia.es

Share Youth Association // Turkey

As PAYGENCDER (SHARE YOUTH ASSOCIATION), sharing is the most sincere act we have known. Share means paylaçmak in Turkish and the root of sharing is 'PAY' . Sharing does not exist without its pay (share). The main purpose of our association in this field is to provide young people with opportunities to improve themselves in many areas.

More info at: <https://paygenclikdernegi.org/>

Active Women Association // Poland

Active Women Association is a non-governmental non-profit organization which promotes social inclusion and empowerment of vulnerable groups such as youth, seniors, women and minorities. We actively promote tolerance, gender equality and civic society values.

More info at: <http://aktywnekobiety.org.pl/about/>

because without them we can't achieve anything!

Rakonto // France

The aim of this NGO is to promote the world's cultural diversity, ecological transition and social activism. Our main activity is the creation of public media content such as photos, video, articles and other innovative digital tools to raise awareness among youth on global and local environmental, social and cultural issues. Our main goal is to tell the stories of those who are fighting for a better future in order to inspire and raise awareness.

More info at: <https://en.rakontoassociation.org/>

Shelter International e.V. // Germany

is an NGO focusing mainly on youth participation, social inclusion, intercultural understanding, active citizenship both for adults and youth. Main aims of Shelter International are: to increase the chances of participation for young people; to promote intercultural skills and thus to promote inclusion in society and its subsystems; to support and promote the integration and inclusion of migrants, but also of other socially disadvantaged people; to promote the participation opportunities of people with fewer opportunities due to formal or informal access barriers; to bring young people closer to the concepts of diversity and inclusion in order to break down prejudices and to promote respect and tolerance for people who are different and of different origins, to change stereotypes and overall strengthen intercultural skills.

More info at: <https://www.shelterinternational.eu/>

FECE // Bulgaria

Foundation for Entrepreneurship, Culture and Education (FECE) is a non-profit organisation, based in Sofia. Our mission is to promote, assist and support the development of culture, education, innovation and the entrepreneurial qualities of young people and people with fewer opportunities. FECE promotes freedom of cultural expression, encourages and organises creative initiatives in different fields of art, culture, media and education in an independent and creative nature.

More info at: <https://foundationece.eu/>



ACTIVITIES

YOUTH EXCHANGE

24th-30th may 2023



We want to share our real timetable (we mean, after the implementation of the YE because, as we know, it's always different from "paper" to the real world) as a possible tool for other NGOs/professionals. Feel free to take the ideas. Some of the activities

were entirely created by us, others taken from other projects we have participated in, and others from other documents and institutions. Whenever we take the idea from another institution, we mention the source we used.

DAY 1

_ My Name is and I like to...

Form groups of 5. Everyone in each group stands in a circle. The first person says, "My name is and I like to _____ (insert hobby and act out a motion from that hobby.)"

The rest of group then says, "(Person's Name) likes to (hobby) and acts out motion."

The next person repeats the process. The rest of group then says that person's name, hobby, and motion and the moves onto the first person's info. This continues until the last person goes, at which the entire group calls out the last person's info and moves along through the whole group and repeats everyone's info. Change the participants at some point to make sure that they have the opportunity to repeat the process with other participants.

_ Speed dating

The participants draw a clock. Then, they write the numbers from 1-6, as in the hours of the clock. After it, the idea is to schedule "speed dates" with the other participants, by writing the name of each other right next to the same hour. Then the facilitator asks the participants to go to their date at 01:00 and gives them 2min to talk about a specific theme (like music, books, etc). To be even funnier, instead of choosing themes like favorite movies, the facilitator can give the groups funny and deep questions like "what is your favorite sleeping position and why?" and "who inspires you the most?"

_ Sit down if...

The game starts with everyone standing. The facilitator indicates that participants should sit down if the answers to the questions the facilitator asks are yes. After a few rounds, let participants ask questions themselves.

Discussion about the timetable and how the youth exchange is organized

_____ c o f f e e b r e a k _____

_ Youthpass islands

Activity adapted from the document Youthpass Unfolded: [Youthpass islands](#).

_____ l u n c h _____

_ Energizer

Everyone in a circle is sitting on chairs. The person who initiates gets up from his chair, points to another participant and says his own name. The participant who was pointed at must stand up, point to another and say their own name. Meanwhile, they take the place of the person they pointed to. This exercise must be done quickly because if the participant has not yet left his chair, whoever pointed the finger at him, sits on his lap.

_Preparing the mind for the day

How do I feel today? What do I expect from this YE? What do I want to improve in myself with this YE?

_What is emotional intelligence? What is my relation with emotional intelligence?

In groups, think and discuss what emotional intelligence is. Each group will be given a paper with the 5 key aspects from Goleman's perspective of emotional intelligence, with 5 empty spaces in each aspect so that the participants can fill them with key words they associate with each one. In the end, every group presents their ideas and puts them all together with a bigger paper on the flipchart.

_____ c o f f e e b r e a k _____

_Introduction to self-awareness: The inner self

Blindfolded, participants circulate through the space, whenever they find someone (through touch) they stop and say something about themselves (a preference, a quality, a goal), without ever saying their name (for about 10 min .). Afterwards, participants share with the group some of the things they heard. Together they reflect on what each one said about themselves and how this can be worked on, improved or maintained.

_Reflection

In groups, everyone must choose a color from the previously given colored papers that they associate with the feeling they have for the day. They should share their choice with the others.



DAY 2

_ Energizer: Head's up!

In a circle, people look at ground. When you say "heads up", they have to look into someone else's eyes. If two people are looking at each other, they scream and are both out.

_ Preparing the mind for the day

What do I expect from today? What can I do to be a better person than I was tomorrow? What makes me happy?

2 things I'm grateful for.

_ Secret Friend - Emotions version

Assign a person from the group to each participant, randomly. The goal of each participant is then to observe this person for 3 days, their behaviors, the way they seem to feel throughout the days, and on the day of the revelation, make a brief description of what they observed.

_ Self-awareness

The participants are given images of different themes (people, houses, utensils, toys, children, trees, etc, cutted from magazines, eg). Each person must choose an image that somehow refers to their childhood story. After everyone has made their choice, in groups, the participants should discuss their choice and exchange experiences with each other.

_____ c o f f e e b r e a k _____

_ Emotions Tribes

There are 5 groups, each with representing the 5 basic emotions. These are the emotions tribes, and each one has specific rules for their behavior. After having some time to read their rules and to enter into character, the tribes should interact with each other, like they were meeting for the first time.

_ Self-awareness the theory (flipchart)

_____ l u n c h _____

_ Energizer: pick a word and translate it

Each person takes a word from a common bag. Then each one walks around the room and talks to a person from each of the nationalities and finds out how to say that word in each of the languages.



_ How do emotions affect my behaviours?

1- Young people walk through space. The facilitator gives instructions so that they change the speed and type of movement: fast, slow, very fast, very slow and normal. In a second phase, emotions are added: happy walking; walk sad; walk mad. Finally, put the two together: walking very fast sad; happy normal walk, ...;

2- Relationship between different parts of the body and emotions: the group starts by choosing a part of the body, for example, the hands. Afterwards, the young people are asked to make a movement with their hands according to their emotions (how are my hands when I'm sad? And when I'm happy? Repeat with different parts of the body.

_____ c o f f e e b r e a k _____

_ Group mandala

Each group has an A4 with a part of a bigger mandala and has to paint it. In the end, the participants should solve the "puzzle" to see the final result.

_ Reflection

From this reflection, a photograph should come out that describes the learning of the day and/or what was felt, which should be presented to the whole group.

DAY 3

_ Energizer

Each is given a number and letter and then a person in the center calls out a letter and number at random. The two people who have either the number or the letter have to get up and get to the center as quickly as possible. The 1st person to arrive is responsible for calling another combination of number and letter

_ Preparing the mind for the day

What calms me down? How does my body feel when I'm stressed? When was the last time that I didn't feel worried with something?

_ How to cope with stress and anxiety?

Discussion in groups and, after it, every group puts it in a flipchart. Don't repeat the ones that are already there.

_____ c o f f e e b r e a k _____

_ Laughter Yoga

(a session done by the one of the participants)

_____ l u n c h _____

_ Free Time

DAY 4

_ Energizer: find your pair

Each participant has a pair and they are separated into 2 big groups. Each group should make a circle and dance while the music is playing. When the music stops, each person has to find her/his/their pair and squat. The last pair to do it is then out of the game.

_ Preparing the mind for the day

What motivates me? Do I need others to feel motivated?
When was the last time that you asked about their day?
2 things I'm grateful for

_ Self-management: the theory (flipchart)

_ Motivation

Every participant creates their motivation board (in a A3 paper, using collages, drawing, etc, the participants are asked to put in their motivation board what are the things that motivates them). After creating them, the participants go into small groups and share their boards.

_____ c o f f e e b r e a k _____

_ Motivation: from intrinsic to extrinsic

Picking up on a fictitious character, the participants must write the same story having in mind the different types of motivation (from intrinsic to extrinsic)

_____ l u n c h _____

_ Energizer: Post-its

Put the name of a famous person on a post-it and stick it to the forehead of each participant. Then give 2 minutes to the group to ask only yes or no questions and find out who they are.

_ Goal Setting

Closely related to motivation is the design of objectives. Participants must then think of a life dream. Subsequently, you must "disassemble" this dream into 3 major objectives that will help you achieve it: one for 5 years, one for 1 year and another for 3 months.

_ Motivation: the theory (flipchart)

_ The power of the compliment

Half of the group should be blindfolded and those who are not blindfolded should praise someone blindfolded. Then there's an exchange of papers. In the end, a reflection is made of the exercise and what it meant to them. How they felt in the role of the praised and in the role of those who were praising.



c o f f e e b r e a k

_ Empathy - initial reflection

In groups, participants discuss and identify situations where being empathetic helped them and others where it hurt them.

_ Reflection

From this reflection, a poem should come out that describes the learnings of the day and/or what was felt.

DAY 5

_ Energizer: Howdy Howdy

Participants form a circle. One person walks around the outside of the circle and taps someone on the shoulder. That person walks in the opposite direction around the circle until the two people meet. When they meet, shake hands and continue to run in opposite directions around the circle to fill the empty spot. The loser walks around the outside of the circle again and the game continues.

_ Preparing the mind for the day

“Have I been trying to understand others?”; “Can I easily let go of preconceptions when I meet someone new?”; “What can I do to make people feel more included and integrated?”

_ Empathy - Shelter exercise:

Who would you take to the underground shelter? Participants are divided into groups and all have the same exercise to solve. The exercise is as follows: you are in a city that is starting to be bombed and you have an underground shelter where you can hide and protect yourself. However, it only fits 6 people and there are 12 who want to go. The group must, together, decide who is chosen. Afterwards, all groups present their resolutions and explain why. As usual, different suggestions will appear. Participants should say how it was to make the decision as a group, how they felt, whether it was unanimous or not. Then there is general discussion about the differences between the groups and the similarities.

The 12 people available for the shelter:

- 1- Violinist aged 40, narcotic and addicted;
- 2- 25-year-old lawyer with HIV;
- 3- Wife of the lawyer, who is 24 years old and has just left the asylum. Both prefer to be together in the shelter, or outside it;
- 4- 75-year-old priest;
- 5- 34-year-old prostitute;
- 6- 20-year-old atheist, author of several murders;
- 7- University student who took a vow of chastity;
- 8- 28-year-old physics professional, who only agrees to enter the shelter if he can take a gun with him;
- 9- 21-year-old fanatic speaker;
- 10- 12-year-old girl with low I.Q.;
- 11- 47-year-old gay;
- 12- 32-year-old exceptional, who suffers from epileptic seizures.



_ Empathy: the theory (flipchart)

_____ c o f f e e b r e a k _____

_ Sharks

Count the number of participants (1 animator included: it will be the captain) and place the same number of chairs in a large room space (not aligned, but close to each other). Then tell the following story: "A group of people decide to take a trip. They choose to go by ship to a paradise island. However, one of the days the ship begins to sink and the captain asks all crew members to quickly go to the lifeboats. Turns out that the sea is infested with sharks and no one can put a foot or arm in the water."

The participants have to put the chairs (that are the lifeboats) together, in line, without touching the floor. No one can get out of the boats, and needs to quickly solve this problem. In the end, only one crew member can be left per boat)

_____ l u n c h _____

_ Energizer: Hi Ho Ha

_ Disabilities race(taken from the document T8 - Social Inclusion)

_ My problem, your solution

My difficulties/fears in interpersonal relationships: Each person is given a piece of paper and asked to anonymously write on it what they have difficulties in relating and communicating with each other. Then everyone puts their paper in a box. Later, a participant takes a paper, reads it aloud and, without ever identifying the person who wrote it, the person who took the paper tries to solve the problem in question or give tips to the person.

_____ c o f f e e b r e a k _____

_ Social competences: the theory (flipchart)

_ Reflection in groups, about the learnings of the day

DAY 6

_ Energizer: I pet my rabbit

The facilitator starts by showing that he has an invisible rabbit in his hands and that he will pass it to the left after doing something with it, like a "pet". Each participant chooses one thing to do with the rabbit and passes it to the person on their left, until they return to the facilitator. Once everyone has chosen what to do, they must perform the same action on the person to their right, in order, until they return to the facilitator again.

_ Preparing the mind for the day

“Am I concerned with how to convey an idea to the other?”;
“Do I feel that I am a good sender and a good receiver?”;
“What communication style do I use the most?”.

_ Non-violent communication

Activity proposed and developed by one of the participants. There are small groups, and each group has one sentence like “You are always late, I’m sick of you” and the groups should change it, using positive psychology, into a more assertive and non-offensive manner.

————— c o f f e e b r e a k —————

_ Communication: the tone

Give participants lyrics to popular songs. Each group should then read these lyrics and declaim or sing in certain tones: sarcastically, sadly, etc. Use songs that have positive lyrics, for example, and ask them to sing it in a sad tone.

————— l u n c h —————

_ Energizer: Rock paper scissors tournament

Good old-fashioned rock paper scissor competition. Whenever one wins the other person, the person who loses has to go behind the one who wins and support him.

_ Non-verbal communication

Initially, participants are asked to walk freely through the space, without interacting directly with others and in silence. Subsequently, the indication is given that, at any moment, someone can stop walking, becoming immobile and, as soon as the others realize this, they must also stop, until the whole group stops. Anyone can resume movement and stop it at any time.

After becoming familiar with the space, the group, and the silence, participants are paired off (they are asked to choose a person they haven’t interacted with much during the previous days). Initially, they should remain quiet, just looking each other in the eye. After a while, you can hold hands if they feel comfortable with that. Finally, the indication is given that, without speaking, the participants can initiate any movement, calmly, and that the other must follow it, and continue this movement as desired, without there being a leader and a follower.

Change pairs at least once.

_ Self-portrait and values

Participants select 3 values from a pre-created list, with which they identify, and write 3 characteristics that they

think they have. Afterwards, they are given the challenge of drawing or painting a self-portrait, without rules, while reflecting on everything they have learned so far in the exchange and that show the values and characteristics that they have chosen.

_ Social competences: the theory (flipchart)

_____ c o f f e e b r e a k _____

_ Revelation of the secret friend: emotions version

Revelation of the secret friend. When someone is revealed, he/she/they should describe what they observed in this person, as instructed in the beginning of the YE.

_ Reflection

in groups, about the learnings of the day.

DAY 7



_ Energizer: Clap and point

Clap and point- Participants form a circle. The facilitator sends a clap all the way around the circle, first in one direction, then in the other direction. The facilitator then shows participants how they can change the direction of the clap, by pointing the clapping hands in the opposite direction. Repeat this until the clap is running smoothly around the group and changing direction without missing a beat. Finally, show how you can 'throw' the clap by pointing the clapping hands at someone across the circle.

_ Dissemination

In groups, by country, participants think about dissemination activities to carry out in their countries.

_ Debriefing

Revisiting all the flipcharts and documents used and produced during the YE, day by day

_ Final reflection

How did I feel during the YE? 2 things I'm grateful for in this YE
One worry that I will solve with the methods that I take from this YE
One characteristic that I improved during this YE

_____ c o f f e e b r e a k _____

_ Continuation of the final reflection, youthpass filling and evaluation

Filling of the Youthpass
Letter to myself to be opened in one year
Filling of the evaluation questionnaires

_ What have you taught me?

Divide the participants in 2 groups. For 2 lines. Give the instructions that, in one of the lines, the participants should turn their back to the others. Then, the participants that are facing them, should approach the others and give them a compliment (the ones with their back turned should keep like that) so that anonymity can be maintained.

_____ l u n c h _____

_ Free Time and say goodbye

RESULTS

72 %

of the participants believe that they recognise their emotions better.

79 %

of the participants feel that they can communicate more easily with others now.

70 %

of the participants feel that they have different and new strategies on how to deal with their emotions.

85 %

of the participants believe that they can recognise better the importance of the EU in promoting social inclusion.

For

35 %

It was their first time participating in a Youth Exchange program

94 %

of the participants want to participate in more Erasmus+ projects.



Looking back, can you tell us the learnings that marked you the most?

"The thing that Maria told me especially stuck in my mind since then: "Don't forget that there are no bad emotions", which made me realize that I was the one who interpreted some emotions that way. So I am trying to appreciate both the ups and downs in my life. The people I met made me embrace myself and be more confident about my characteristic features and the way I behave in general. I loooooooved the non-verbal communication activity. It was the most challenging one for me but it made me realize that you don't always need to speak to express yourself."

"At the end of the project evaluation, when I and many other participants mentioned that the project provided us an escape from the stress and chaos of everyday life, and that it was very beneficial for us, Maria advised us to make our everyday lives as enjoyable as the week we spent in Portugal. Now, whenever I feel overwhelmed or bored, I think about how I can make my life more enjoyable and find different activities for myself."

"Definitely after this exchange I learned to take into account the importance of other people's feelings. It wasn't easy for me, because often I'm thinking about myself as better than other people. Right now I'm trying to work on it, but I'm not pretty sure if I'd have started if I hadn't gone for that exchange."

"I learned to be more understanding of people's situations and minds. Everyone works differently, and reacts differently to things. It was great to learn more techniques from different people, especially when it comes to dealing with emotions."

Have you already put into practice some of the knowledge that you acquired in this project? If yes, what have you done? If not, what are you planning to do?

"At the end of the project evaluation, when I and many other participants mentioned that the project provided us an escape from the stress and chaos of everyday life, and that it was very beneficial for us, Maria advised us to make our everyday lives as enjoyable as the week we spent in Portugal. Now, whenever I feel overwhelmed or bored, I think about how I can make my life more enjoyable and find different activities for myself."

"I'm trying to follow the emotional intelligence board. I am definitely more empathetic because of it, my motivation for action and life is also stronger. I'm also trying to be more understanding with myself."

"I feel like I am much more aware of myself and my plans for the future. I have stopped forcing myself to achieve everything at once. Instead, I am now more aware that I should continue my life step by step, without rushing anything."

"I found myself more vulnerable and open to deeper conversations."



LINKS:

Website | <https://dctr.pt/your-emotions-prartctice>

Links to (some) of the social media posts from this project:

<https://www.instagram.com/p/CsjcBaBgJsl/>

https://www.instagram.com/p/CstrrCiorMY/?img_index=1

https://www.instagram.com/p/Cs9JIROs7rI/?img_index=1

