

# Reflection Methodologies

-for groups of young people facing  
language barriers in Youth Exchanges-



Joint



Erasmus+



**FUNDED BY THE EUROPEAN UNION. VIEWS AND OPINIONS EXPRESSED  
ARE HOWEVER THOSE OF THE AUTHOR(S) ONLY AND DO NOT  
NECESSARILY REFLECT THOSE OF THE EUROPEAN UNION OR THE  
EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA).  
NEITHER THE EUROPEAN UNION NOR EACEA CAN BE HELD RESPONSIBLE  
FOR THEM.**



**Co-funded by  
the European Union**

## **Introduction**

About the context.....5

About the methods.....11

## **Methodologies**

Introspective Spices.....13

Reflection bottles.....17

Dixit Evaluation.....23

Blob tree.....26

The Abacus of Evaluation.....28

Seeds, Clouds & Rocks I.....30

Seeds, Clouds & Rocks II.....32

Your own Dixit Card.....35

The group's container of learning outcomes.....37

The Emotional Diary.....39

Where is your body?.....41

Event + Emotion + Learning table.....43

The Map of Emotions.....45

Emojis and Colours.....47

Partners.....49

# Contents





# Introduction

# About the context

## **ASSOCIAZIONE JOINT ERASMUS+ ACCREDITATION**

Associazione Joint got awarded with a 3-year Erasmus+ accreditation for a strategy focused on the inclusion and the empowerment of young people with severe social and economical fewer opportunities and highly vulnerable young people in European mobility projects (from shelters, youth centers, communities, supported by social services etc.).

Thus, our aim is to create an involvement structure by addressing 3 challenges:

- recruiting young people with severe fewer opportunities, also creating local networks of entities directly working with them;
- training youth workers active in the field of international mobilities to work with young people with fewer opportunities, and training educators to work in international mobility projects;
- creating preparation and follow up standard activities to address the needs of the target group.





# About the context

## **THE YOUTH EXCHANGES**

The methodologies collected in this toolkit, were created and/or adapted during 2 Youth Exchanges, implemented in July and in August 2023, in the framework of the Erasmus+ accreditation of Associazione Joint.

Both Youth Exchanges involved young people aged 14-17, out of which 50% were facing fewer opportunities. In both cases, the majority of the participants had a low or none competence in speaking English.

Therefore, both the youth exchanges were structured on practical activities.



# About the context

## **OUTDOOR ACTIVITIES AND SPORT FOR ALL**

The Youth Exchange “Outdoor activities and sport for all” took place from 26nd to 31st of July in Galbiate, Italy. A total of 39 participants (including 8 group leaders and 1 facilitator) from 6 countries - Italy, Denmark, Finland, Poland, Portugal and Spain - participated in the mobility activity, out of which 50% (around 15 youngsters aged 14-17 years-old) were identified facing fewer opportunities in their daily lives.

Together with the group leaders, the main objectives were clarified:

- Addressing the connection between physical and emotional wellbeing;
- Exploring outdoor activities and sport as useful tools for bringing people together and creating more fair and more inclusive societies;
- Exchanging experiences and practices related to outdoor activities and sport.



# About the context

## **UPCYCLING & SUSTAINABLE LIFESTYLES**

The Youth Exchange “Upcycling & Sustainable Lifestyles” took place from 22nd of August to 27th of August in Galbiate, Italy. A total of 39 participants (including 8 group leaders & 1 facilitator) from 6 countries - Italy, Romania, Portugal, Poland, Hungary & France - participated in the mobility activity, out of which 50% (around 15 youngsters aged 14-17 years-old) were identified facing fewer opportunities in their daily lives.

Consequently, together with the team leaders, we designed the objectives and the methodologies, according to the needs shared:

- Making young people more aware about the impact of human activities on environment, promoting individual & societal actions to reduce it;
- Creating awareness about waste and food waste, through practical workshop on upcycling;








# About the context

- Sharing good practices for the reuse, reduction and recycling of waste in different European countries;
- Giving young people the opportunity to live an experience of learning & self-management in a multicultural context.

As already told, both the mobilities involved participants facing language barriers. Therefore, we decided to take a practical approach, thus organizing mostly hands-on workshops, while involving each partner & empowering the participants to take a step forward, through skills sharing. Additionally, since the feedback was unanimously positive regarding the overall practical approach of the methodology, we decided, together with the team leaders, to offer the time of the reflection groups to be held within the national group.

In this way, the youngsters could express their emotional experience & learning process in their national language. However, since words are inert, we empowered the participants to express themselves, using creative, hands-on methods, described below.





# About the context

In this toolkit, you will find methodologies that can be used for managing the reflection moments with groups of young people aged 14-17, facing language barriers. Therefore, they have been originally thought to be held in national groups. However, it is possible - making adaptations - to use these methodologies also with a different target and in different contexts.

The methodologies that we collected here are very diverse, but almost all of them share the same features:

- They were designed, developed and successfully tested for the first time during the youth exchanges described above;
- They keep in mind language barriers, promoting a non-verbal reflection;
- They focus on emotional intelligence and ability to reflect on the emotional wellbeing of the YEs' participants;
- They are creative and aim at facilitating participants to express themselves through practical means, thus helping young people who struggle with abstraction.





# About the methods

We highly encourage you to create personalized materials, based on the needs of your participants and we hope that you will find inspiration or even test the ones listed in this toolkit. Additionally, we utterly support choosing a non-verbal and guided approach towards reflection, by creating a safe space for the youngsters to just be, do and feel, as their body tells them to express themselves, while offering them your full support, as a team leader or even facilitator.





# Methodologies



# Introspective Spices

**Objectives:** Self-evaluation, non-verbal creative expression, creation of one mix of spices per participant, as a metaphor for their learning process & personal development

**Group size:** 5 participants + 1 team leader

**Time:** 30 min

**Resources:**

- one small bowl for each chosen spice, multiplied by the number of the national groups presented in the mobility (*example: if you choose 6 spices and there are 5 countries in your project, you are going to need 30 small bowls*)
- one big tray per country to carry all the bowls
- spices
- spoons
- a piece of square paper per participant
- instructions to create a small envelope through origami - you can either print one page per National group or show the steps to each Team leader
- Markers, colours, pencils
- Seals or stickers (optional)

# Introspective Spices

## **Preparation:**

- Check if you have all the materials that you need
- Prepare the bowls with the chosen spices - each national team should receive one bowl of each spice
- Prepare the squared papers for the envelope - one for each participant
- Prepare the instructions for the origami - one per national group
- Explain the methodology to the team leaders

## **Description of the method step by step:**

1. Discussing the methodology with the team leaders of each National group & offering each one of them a tray with the chosen spices, as well as the instructions for the origami envelope (*not included in the foreseen 30 minutes*)
2. Division in national groups & the explanation of the methodology to the participants - done by the team leader of each national team.
3. Give each participant a squared paper and create the envelopes together.
4. Offer time & space for the participants to reflect on their own interpretation of the meaning of each spice.

# Introspective Spices

## Description of the method step by step:

5. Every participant chooses their mix of spices they feel they resonate to the most, taking into consideration their learning outcomes of the day & their feelings, by replying to the next questions (at least one spice per topic):

- Who am I these days? How do I feel?
- Who am I in the national group? How do I feel in the national group?
- Who am I in the international group? How do I feel in the international group?
- **Recommendation:** *take each topic one by one. Start by asking the first question & make a round of sharing. One by one, each participant will choose their spice, explaining their interpretation of it in accordance to the given question. Then, continue in the same way for the remaining topics.*

6. Each participant will offer a name to their mix.

7. Inside of the National group, reserve a moment for the participants to share their inputs, one by one, replying to the following questions:

- How did you name your mix and why?
  - What is inside of your mix and why?
- **Recommendation:** *the team leader is creating their own envelope & chooses at least one spice per question and offers a name to the mix, as well, while sharing their experience.*

# Introspective Spices

## **Description of the method step by step:**

8. Each participant is planting their mix, as a metaphor for how nurturing their emotional experience & learning process are as tools in their self-development journey.

## **Things to keep in mind:**

- Highly recommended for multicultural groups, as well, since it doesn't require a high level of English.
- Better in small groups, given the logistics;
- Highly recommended as both a method of Self-Evaluation and one of Introspection, as it offers freedom to interpretations.
- Could be too abstract;
- Could be difficult for the youngsters to discuss about their role in their national group in front of their colleagues;
- Could be difficult for the youngsters to share their role within the international group, as individuals;



# Reflection bottles

**Objectives:** self-evaluation, non-verbal creative expression, through personalized bottle cards for each participant, as a metaphor for their learning process & personal development;

**Group size:** 5 participants + 1 team leader

**Time:** 30 min

**Resources:**

- printed sets of bottle cards (one for each national group)
- markers, colours & pencils
  - *Keep in mind that you need to print the sets & to create the cards, by cutting each bottle before sharing it to the team leaders!*

**Description of the method step by step:**

1. Discussing the methodology with the team leaders of each National group & offering each one of them a set of the Reflection bottles, featuring different styles of bottles, on which it's written "a ... of ..." and a blank space to add the ingredients  
*(not included in the foreseen 30 minutes)*

# Reflection bottles

## Description of the method step by step:

2. Division in national groups & the explanation of the methodology to the participants - done by the team leader of each national team.
3. Offer time & space for the participants to reflect on the shapes of the bottle presented on each card
4. Every participant chooses the bottle they feel they resonate to the most, taking into consideration their learning outcomes of the day & their feelings:
  - a. Each participant needs to offer a name to their bottle, by filling in the blank spaces: A ..... of ..... (*example: a cocktail of emotions*)
  - b. Each participant will write at least 3 main ingredients (metamorphosed learning outcomes & emotions acquired during the day), that they can find inside of their bottle;
  - c. The participants can colour their bottles with colours of their choice - you can choose to ask them the significance of the chosen colours.

# Reflection bottles

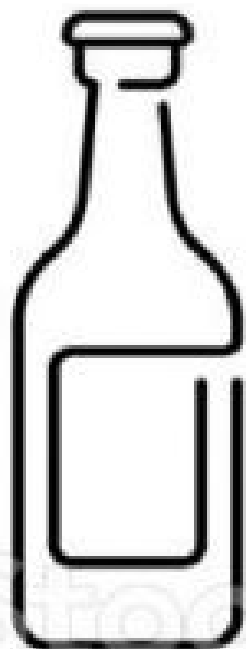
## Description of the method step by step:

5. Inside of the National group, reserve a moment for the participants to share their inputs, one by one, replying to the following questions:

- a. How did you name your bottle and why?
- b. What is inside of your bottle and why?
- c. Why did you choose to colour it with these colours?
  - **Recommendation:** *the team leader chooses a bottle, offers a name to it, writes their ingredients and colours it with colours of their choice, as well, and shares their experience.*

## Things to keep in mind:

- Highly recommended for multicultural groups, as well, since it doesn't require a high level of English.
- Better in small groups;
- Highly recommended as both a method of Self-Evaluation and one of Introspection, as it offers freedom to interpretations.
- Could be too abstract;



A ..... of  
.....

Ingredients (learning outcomes, emotions  
etc.):

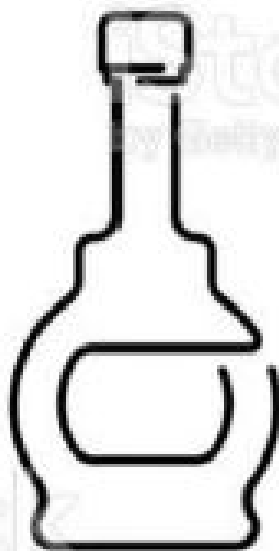
- 
- 
- 



A ..... of  
.....

Ingredients (learning outcomes, emotions  
etc.):

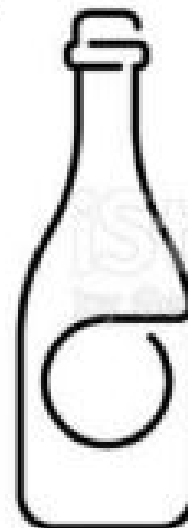
- 
- 
- 



A ..... of  
.....

Ingredients (learning outcomes, emotions  
etc.):

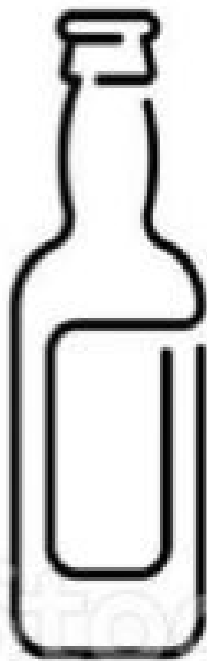
- 
- 
- 



A ..... of  
.....

Ingredients (learning outcomes, emotions  
etc.):

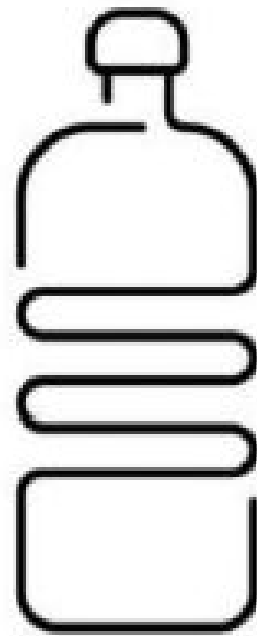
- 
- 
-



A ..... of  
.....

Ingredients (learning outcomes, emotions  
etc.):

- 
- 
- 



A ..... of  
.....

Ingredients (learning outcomes, emotions  
etc.):

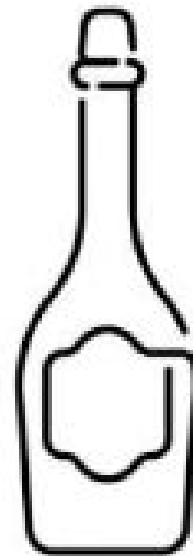
- 
- 
- 



A ..... of  
.....

Ingredients (learning outcomes, emotions  
etc.):

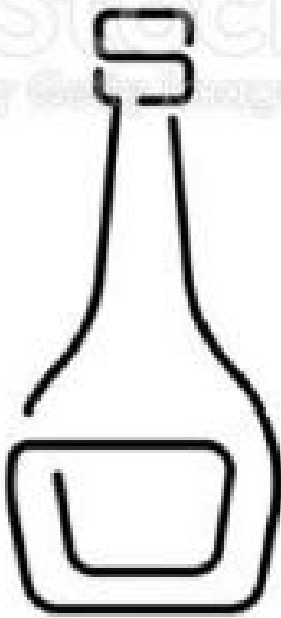
- 
- 
- 



A ..... of  
.....

Ingredients (learning outcomes, emotions  
etc.):

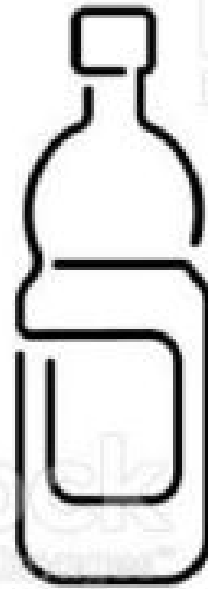
- 
- 
-



A ..... of  
.....

Ingredients (learning outcomes, emotions  
etc.):

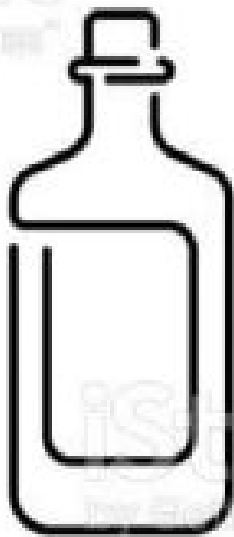
- 
- 
- 



A ..... of  
.....

Ingredients (learning outcomes, emotions  
etc.):

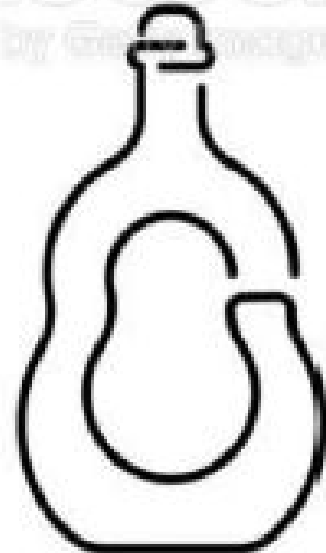
- 
- 
- 



A ..... of  
.....

Ingredients (learning outcomes, emotions  
etc.):

- 
- 
- 



A ..... of  
.....

Ingredients (learning outcomes, emotions  
etc.):

- 
- 
-

# Dixit Evaluation

**Objectives:** self-evaluation, non-verbal creative expression, choosing one Dixit card per participant, as a metaphor for their learning process & personal development

**Group size:** 5 participants + 1 team leader

**Time:** 30 min

**Resources:**

- Dixit cards
- available spots for the different nationalities
- 1 facilitator (the team leader) per each national group

**Description of the method step by step:**

1. Discussing the methodology with the team leaders of each National group & offering them a selection of Dixit cards (*not included in the foreseen 30 minutes*).

2. Division in national groups & the explanation of the methodology to the participants - done by the team leader of each national team.

- **Recommendation:** *create a circle inside of the national group & put all the Dixit cards on the table / floor.*

# Dixit Evaluation

## Description of the method step by step:

3. Offer time & space for the participants to reflect on the images shown on the cards.

4. Every participant chooses the card they feel they resonate to the most, taking into consideration their learning outcomes of the day & their feelings.

5. Inside of the National group, reserve a moment for the participants to share their inputs, one by one.

- **Recommendation:** *the team leader chooses a card, as well, and shares their experience.*
- **Recommendation:** *you can use a string to visually create the connection between the participants once sharing.*

## Things to keep in mind:

- Highly recommended for multicultural groups, as well, since it doesn't require a high level of English;
- Highly recommended as both a method of Self-Evaluation and one of Introspection, as it offers freedom to interpretations;
- Can be used multiple times, since each set of cards is different & the same image is least likely to represent the same thing for 2 different participants;
- Could be too abstract for some participants;
- Can be used in both small groups & plenary;





# Blob Tree Evaluation

**Objectives:** self-evaluation, non-verbal creative expression, coloured characters from the Blob Tree per participant, as a metaphor for their learning process & personal development

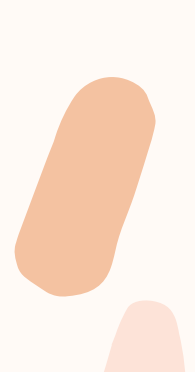
**Group size:** 5 participants + 1 team leader

**Time:** 30 min

**Resources:**

- printed blob tree (one for each national group)
- markers, colours & pencils

**Description of the method step by step:**

1. Discussing the methodology with the team leaders of each National group & offering each one of them a printed page of the Blob Tree (*not included in the foreseen 30 minutes*).
  2. Division in national groups & the explanation of the methodology to the participants - done by the team leader of each national team.
  3. Offer time & space for the participants to reflect on the characters displayed on the page.
- 

# Blob Tree Evaluation

## Description of the method step by step:

4. Every participant chooses the character they feel they resonate to the most, taking into consideration their learning outcomes of the day & their feelings, and colours it with a colour of their choice.

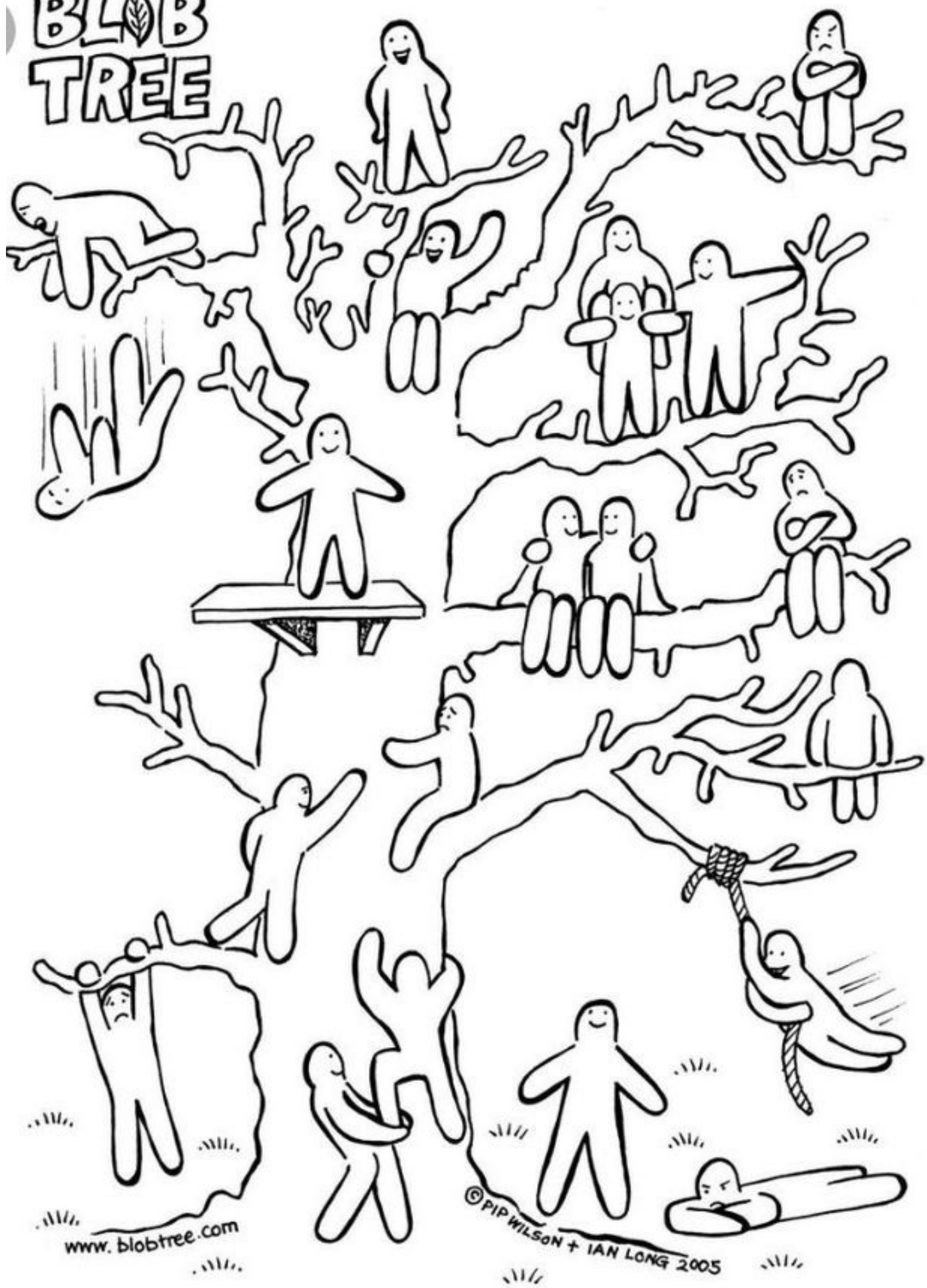
5. Inside of the National group, reserve a moment for the participants to share their inputs, one by one, replying to the following questions:

- Why did you choose this character?
- Why did you choose to colour it with this colour?
  - **Recommendation:** *the team leader chooses a character and colours it with a colour of their choice, as well, and shares their experience.*

## Things to keep in mind:

- Highly recommended for multicultural groups, as well, since it doesn't require a high level of English.
- Better in small groups;
- Highly recommended as both a method of Self-Evaluation and one of Introspection, as it offers freedom to interpretations.
- Asking them to colour it with a colour of their choice and asking them why did they choose that specific colour could be too abstract;

# BLOB TREE



www.blobtree.com

© PIP WILSON + IAN LONG 2005

# The Abacus of Evaluation

**Objectives:** actively involving all the participants in expressing their level of satisfaction in an anonymous and non-verbal way, while creating a colourful image that truly reflects the group evaluation of the logistics, the venue, the food, the accommodation, the activities, the workshops, the amount of free time and the support offered by the facilitators / team leaders

**Group size:** 30 participants

**Time:** 30 min

**Resources:**

- flipchart with the Abacus
- tubes of finger colours / acrylics
- napkins

**Preparation:**

1. Draw the structure of an abacus in a large coloured sheet of paper: an horizontal line where to write, one by one, all the topics to be evaluated (es. logistics, venue, food, accommodation, activities, workshops, free time, support offered by the facilitators / team leaders); from each one of them a vertical line starts.

# The Abacus of Evaluation

## Preparation:

2. Create a legend with four colours, each of them corresponding to a different level of satisfaction (es. red = excellent, 4; green = good, 3; blue = average, 2; yellow = below average, 1)
3. Prepare the finger colours or acrylics and napkins.

## Description of the method step by step:

1. Introduce the idea of the Abacus to the participants, explaining to them that each colour represents a level of satisfaction (1-4) and that each one of them has to create the balls of the abacus by leaving their finger print for each topic on the column corresponding to the topics chosen.
2. **Optional:** *in plenary, discuss the general results.*

## Things to keep in mind:

- It can get very messy!
- Recommended for both big groups & small groups
- Highly recommended for multicultural groups, as well, since it's based on non-verbal communication
- Highly recommended as a method of Evaluation for youngsters, as it's an anonymous way of offering feedback;
- It offers a general perspective of participants' satisfaction - not recommended if you prefer a more personal & individualized approach;



# Seeds, Clouds & Rocks I

**Objectives:** exploring the fears, expectations & contributions, using metaphors of rain (contributions), seeds (expectations) & rocks (fears)


**Group size:** 30 participants

**Time:** 30 min

**Resources:**

- one flipchart with a drawing related to seeds
- one flipchart with a drawing related to clouds
- one flipchart with a drawing related to rocks
- post its / sticky notes
- markers

**Preparation:**

1. Draw the flipcharts.
  2. Prepare the sticky notes / post its & markers.
  3. Create a story about the metaphorical connection between the fears and the rocks, the clouds and the contributions, the seeds and the expectations, to be shared with the participants.
- 

# Seeds, Clouds & Rocks I

## Description of the method step by step:

1. Share the created story with the participants, introducing them to the methodology and giving them the post its and the markers.

2. Give them time to reflect, as an individual, in couples or in small groups (national or mixed)

**Optional:** *offer the possibility of writing their post its in their native language*

3. **Optional:** *after everyone is sticking their post it to each flipchart, you can have an open discussion in the plenary or read them loud and provide reassurance to the fears, opportunities to the contributions and answers to the expectations*

## Things to keep in mind:

- This method provides an individualized idea of the feelings felt by the group;
- According to the group, personalize the structure of the activity, as well as the debriefing process;
- Recommended for both big groups & small groups;




# Seeds, Clouds & Rocks II

**Objectives:** follow-up of the initial activity of fears, expectations and contributions, with the aim of making the participants reflect on which expectations blossom, which clouds of contribution started to offer rain, which rocks of fear disappeared

**Group size:** 30 participants

**Time:** 30 min

**Resources:**

- the flipchart with a drawing related to seeds and the sticky notes attached to it
  - the flipchart with a drawing related to clouds and the sticky notes attached to it
  - the flipchart with a drawing related to rocks and the sticky notes attached to it
  - markers
- 






# Seeds, Clouds & Rocks II

## **Preparation:**

1. Find the flipcharts from part I.
2. Prepare the markers.
3. Create a story about the metaphorical connection between the rocks of fears that disappeared, the clouds that started to offer rain for followed contributions, the seeds of the expectations that did blossom, to be shared with the participants.

## **Description of the method step by step:**

1. Share the created story with the participants, introducing them to the methodology and telling them to try to find their post its.
  2. Give them time to reflect, as an individual, in couples or in small groups (national or mixed) on the experience lived and on the answers to the following questions:
    - Which expectations did blossom?
    - Which clouds of contribution started to offer rain?
    - Which rocks of fear disappeared?
- 

# Seeds, Clouds & Rocks II

## Description of the method step by step:

3. After moments of reflection on their own evolution, propose them to mark their seeds that had begun to bloom (as a metaphor for fulfilled expectations during the week), add raindrops to the clouds that allowed them to grow (as a metaphor for contributions offered during mobility) and remove the rocks of fears that had disappeared throughout the project.

**4. Optional:** *at the end, you can have an open discussion in the plenary.*

## Things to keep in mind:

- This method provides a personalized idea of the emotional experience felt by the group;
- According to the group, personalize the structure of the activity, as well as the debriefing process
- Recommended for both big groups & small groups;



# Your Own Dixit Card

**Objectives:** creation of a poster, representing the experience lived in the project at an individual level; self-reflection on personal learning outcomes & emotions experienced during the mobility

**Group size:** 30 participants

**Time:** 1 hour

**Resources:**

- paper
  - markers
  - colours
  - scissors
  - ribbons
  - glue
  - corks
  - any available materials!
- 




# Your Own Dixit Card

## **Description of the method step by step:**

1. Introduce the workshop as an evaluation of their own emotional experience and learning process;
2. Give them time and space to be & to feel!
3. Sharing moment in plenary;

## **Things to keep in mind:**

- It can get very messy!
  - This method provides a personalized idea of the emotional experience felt by each participant;
  - According to the group, personalize the structure of the activity, as well as the debriefing process;
  - Recommended for both big groups and small groups;
- 



# The group's container of learning outcomes

**Objectives:** creation of a container in small groups, representing the experience lived in the project at a group level; self-reflection on personal learning outcomes & emotions experienced during the mobility

**Group size:** 6 participants per group

**Time:** 1 hour

**Resources:**

- paper
- markers
- colours
- scissors
- ribbons
- glue
- corks
- any available materials!






# The group's container of learning outcomes

## **Description of the method step by step:**

1. Introduce the workshop as an evaluation of their own emotional experience and learning process, as a group;
2. Give them time and space to be & to feel!
3. Sharing moment in plenary;

## **Things to keep in mind:**

- It can get very messy!
  - This method provides a personalized idea of the emotional experience felt by the youngsters;
  - According to the group, personalize the structure of the activity, as well as the debriefing process;
  - Recommended for both big groups & small groups;
- 



# Emotional Diary

**Objectives:** to learn to recognize and reflect on emotions during a longer period of non formal education activities and have a constant tool for recording them

**Group size:** individual work, discussions in smaller groups < 6 people

**Time:**

- Creating the diary: 30min
- Reflections: explained in next methods

**Resources:**

- A4 white paper
- A4 colorful paper
- Stapler and staples
- Markers
- Extra: Stickers, magazines, other decoration elements

**Description of the method step by step:**

1. Invite the participants to create their own personalized emotional diary:

- take 3-6 (depending how many reflections are planned to be recorded in the diary) A4 white papers,





# Emotional Diary


## **Description of the method step by step:**

- add 1 colorful A4 paper (it will be the cover of the diary),
- fold all the pages in half making a book in A5 size, leaving the colorful page on the outside,
- staple the book together on the folded side,
- decorate and personalize with stickers, drawings, quotes etc. Can also use cut-outs from magazines.

2. Use the diary for recording thoughts and feelings regularly during the period of non formal education activities, for example in reflection groups or individual reflection time.

## **Things to keep in mind:**

Keep in mind that young people might not have had the previous experience to reflect on their emotions and it might be a new concept for them. An explanation or introduction to types and names of emotions might be useful before introducing this reflection method.





# Where in your body?

**Objectives:** to learn to recognize and name the emotions felt during the day, recognizing where did this emotion appear in the body

**Group size:** individual work, discussions in smaller groups < 6 people

**Time:** 40 min

## **Resources:**

- The emotional diary / paper
- pens/pencils.markers
- Facilitator for the discussion - a group leader or a participant priorly prepared to ask additional questions

## **Description of the method step by step:**

1. In the emotional diary/ notebook/ paper invite all participants to draw a human - themselves.
2. Invite participants to choose 2 colors - one for main negative, other for main positive emotion they felt during the day and color the body part where they felt it.

# Where in your body?

## **Description of the method step by step:**

3. Discuss in the small group:

- a.- Has there been any negative emotion today? If yes, when was it? Where did you feel it in your body?
- b.- Has there been any positive emotion today? If yes, when was it? Where did you feel it in your body?
- c.- What has been the main learning outcome so far in the project (in or out of the activities)?

## **Things to keep in mind:**

It might be difficult for young people to define where the emotions were felt in their body if they have never thought about it before, therefore it might be useful to repeat this methodology several times or have a conversation about emotions as sensations in the human body before.



# Event + Emotion + Learning tabella

**Objectives:** to learn to recognize and name the emotions felt during different events and parts of the day, recognizing where did this emotion appear in the body, reflecting on learnings of the day.

**Group size:** individual work, discussions in small groups < 6 people

**Time:** 40 min

## **Resources:**

- The emotional diary / paper
- pens / pencils / markers
- Facilitator for the discussion - a group leader or a participant priorly prepared to ask additional questions.

## **Description of the method step by step:**

1. Draw or give to the participants printed / electronically the following table:

<b>EVENT</b>	<b>EMOTIONS</b>	<b>WHERE IN YOUR BODY?</b>	<b>LEARNINGS</b>



# Event + Emotion + Learning tabella

## **Description of the method step by step:**

2. Participants individually mark for them the most important/ memorable events, moments that happened in a specific period for which the reflection is happening - a day/ a session. - 10min

\*can put calm music in the background/ do this activity outdoors in nature.


3. Participants one by one share their experiences - 30min (5min per person)

a. How was it to try to define the emotions, where they were felt in the body?

b. What did you learn/improve during the day/session?

## **Things to keep in mind:**

It might be difficult for young people to define where the emotions were felt in their body if they have never thought about it before, therefore it might be useful to repeat this methodology several times or have a conversation about emotions as sensations in the human body before.





# The Maps of Emotions

**Objectives:** to recognize which emotions the participants felt at which parts of the day/session/event

**Group size:** individual work, discussions in smaller groups < 6 people

**Time:** 40 min

**Resources:**

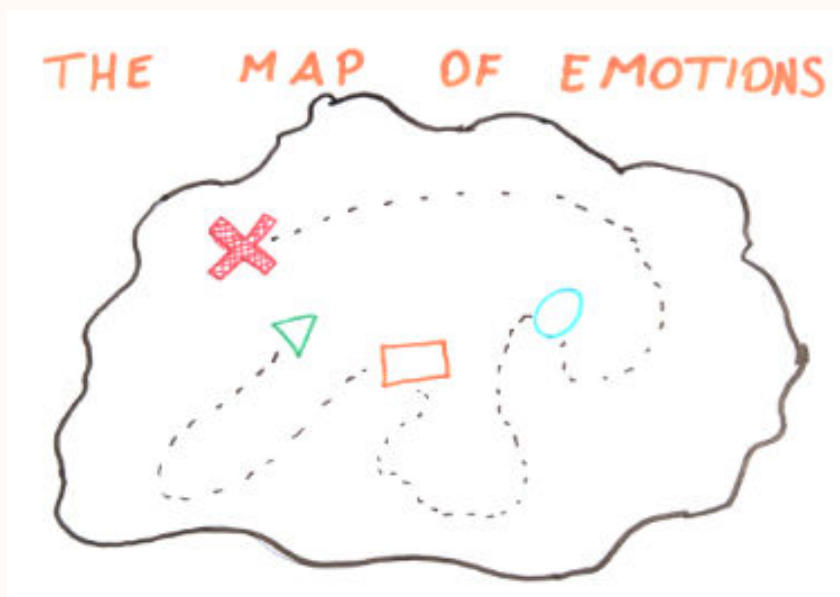
- The emotional diary / paper
- pens / pencils / markers
- Facilitator for the discussion - a group leader or a participant priorly prepared to ask additional questions



# The Map of Emotions

## Description of the method step by step:

1. Invite participants to draw a map in their diary.



2. Invite them to think about 3 events of today that were particularly relevant to them.
3. For each event, ask them to draw (using symbols) the main emotion they felt and the main learning outcome.
4. Discuss the results with the group.

## Things to keep in mind:

The drawing itself can be a bit abstract, so a discussion about the felt emotions and learning outcomes is very important.




# Emojis and Colours

**Objectives:** to learn to recognize and name the emotions felt during different events and parts of the day, reflecting on learnings of the day.

**Group size:** individual work, discussions in smaller groups < 6 people

**Time:** 40 min

**Resources:**

- The emotional diary / paper
  - pens / pencils / markers
  - Facilitator for the discussion - a group leader or a participant priorly prepared to ask additional questions
- 

# Emojis and Colours

## Description of the method step by step:

- Invite the participants to choose 3-5 emojis that best describe their day,
- Give a color to each of the emojis to represent the emotion
- Discuss:
  - Why did you choose these emojis - what do they represent?
  - Why did you choose these colors - what do they represent?

## Things to keep in mind:

- Highly recommended for multicultural groups, as well, since it doesn't require a high level of English.
- Better in small groups;
- Highly recommended as both a method of Self-Evaluation and one of Introspection, as it offers freedom to interpretations.
- Could be too abstract;





# Partners

*Special thanks to our beloved partners:*

Passion Udflugt (Denmark)

Oivanki Outdoor Education Centre (Finland)

Hors Pistes (France)

Travelnest (Hungary)

DOTS (Portugal)

OHP (Poland)

Juventude de Vila Fonche (Portugal)

Hair Redivivus (Romania)

Ye too ponese (Spain)

[www.scambiinternazionali.it](http://www.scambiinternazionali.it)

[www.youthforeurope.eu](http://www.youthforeurope.eu)

[www.volontariatointernazionale.org](http://www.volontariatointernazionale.org)

<https://youthnetworks.net/>



Co-funded by  
the European Union



Joint



Erasmus+