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MUNICIPALITY OF PLOVDIV

“Local Development, Poverty  
Reduction and Enhanced  
Inclusion of Vulnerable  
Groups” Programme

# YOUTH IN ACTION programme



**NorSensus**  
MEDIAFORUM



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**THE APPENDICES TO  
EACH OF THE TOPICS  
CAN BE FOUND ON  
THE WEBSITE OF THE  
YOUTH CENTRE  
PLOVDIV:**

**<http://youthcentre.plovdiv.bg/bg>**

# Why did we create this handbook?

## **THE APPENDICES TO EACH OF THE TOPICS CAN BE FOUND ON THE WEBSITE OF THE PLOVDIV YOUTH CENTRE**

It has been said that the future is in the hands of the young. However, the truth is that what happens in the FUTURE starts TODAY with all of us. Our positive impact now determines the actions of young people tomorrow.

And what messages does the environment have for them? What exactly is our role and what do we do to support them in their personal development and being a constructive part of society? How to inspire them to become an engine of youth activity and a carrier of change?

The role of every young person in the age of new technologies and the information society is a decisive factor for the development of humanity. When in their environment, they find clear messages that they are significant and capable, as well as able to achieve their goals, they gain confidence to express themselves. The youth community is such a generator of ideas and activities, which step by step, with trial and error, achieves ever-greater success, by creating and inspiring with their enthusiasm and relentless spirit.

Thanks to our work as youth workers, we know how important it is to give young people space for expression, creativity, and sharing. It is how they are presented with the opportunity to feel the magic of action, by doing things in their own style and leaving a lasting mark. Such is the initial impetus they need to start building their personalities, realize their place and role in the world around them, and become active citizens. ACTION then grows into IMPACT – onto the environment, the society, and the individuals. There is nothing more invigorating and enlightening than seeing young people begin to realize their ideas, freely express their position, take an active part in school or student life, transform their community. This is what inspired us to produce educational materials with interactive activities with the purpose to motivate them to develop themselves and change their environment for the better.

The first steps towards carrying out this mission are the development of the “Youth in Action” Programme and the publication of this handbook. They are the result of the joint work of the National Network of Youth Centers, in partnership with the Applied Research and Communications Foundation and the Norwegian organization NorSensus Mediaforum.

### Interesting information

*The National Network of Youth Centers was established in 2016. Participants: Municipal Enterprise Youth Centre Plovdiv, International Youth Center Stara Zagora, Youth Center-Dobrich, and Youth Center-Vratsa. The main aim of the non-formal organization is to work for the establishment of a unified standard for the quality of youth work in Bulgaria.*

*The teams of the youth centers annually undergo specialized training by experts in the field of non-formal education at a national and international level. They apply their experience in activities aimed at young people and specifically – to the development of key skills and competencies. One of the main goals of the centers in the Network is to expand the scope of activities to small settlements in their areas and to attract partners and supporters.*

## Educational Objectives of the “Youth in Action” Programme

Going through the training modules, participants will be able to:

- identify and formulate real community problems in their settlements by analyzing and evaluating their causes and consequences;
- develop an attitude to seek solutions and opportunities when faced with different cases with the help of creative and critical thinking;
- assess the strengths and weaknesses, opportunities and challenges of the proposed solutions;
- look at the world around them through the prism of art, emotions, stereotypes, and prejudices in society, volunteering, ecology, and entrepreneurship;
- develop an attitude of teamwork, searching for supporters, and conflict resolution;
- build a vision and a plan for the implementation of their ideas and initiatives, which should be written in the form of project proposals;
- recognize current problems among their peers in the digital environment and use effective methods to respond to them and prevent them;
- engage and involve the community in a social problem by presenting it through interactive methods: Forum Theatre, mobile film production, and others.

# Philosophy and principles of the methodology

The educational objectives of the Youth in Action Programme cover a wide range of knowledge, skills, and attitudes. They are often summarized by international institutions in the field of economics and education as “key competencies for success”, “21<sup>st</sup>-century competencies”, “life competencies”, and others. The objectives set are interdependent, as the **key competences in question are interlinked and mutually complementary**.



Figure 1 presents the generalized digital media literacy framework of the National Safer Internet Center (led by the Applied Research and Communications Foundation), which combines the European DigComp and EAVI frameworks (Appendix 1 contains a more detailed description). According to the analysis of the Center, the competencies overlap to a large extent both with each other and with the basic life skills identified as vital by the World Health Organization. They can be summarized as **creativity, critical thinking, teamwork, problem solving, and safety**.

Figure 1. Digital media literacy framework of the National Safer Internet Center, based on the European DigComp and EAVI frameworks.

Here are some training situations that illustrate some of the many possible connections between them:

- teamwork in writing ideas to solve a problem;
- open discussion in which arguments are heard and critically evaluated;
- creating a common product (illustration, written report, website, video);
- showing empathy in formulating steps to resolve a conflict;
- distribution of roles in searching for information and appropriate models on the Internet;

- recognizing the emotions and motives of a person who is acting like a bully on social networks...

This list can be extended with many more examples, which in turn, could also be combined with activities aimed at simultaneously achieving more than one training goal. That is why the methodology of the “Youth in Action” Programme considers the competencies for creativity, critical thinking, teamwork, problem-solving, and safety elements of a comprehensive training approach. The following principles demonstrate how it is implemented in practice in the training modules of the program.

### Principle of leading youth participation

From the first training module, the participants in the program work on real community problems from their settlements, which they identify, analyze, and look for a solution. On the one hand, this approach reveals to young people that they are the main characters in their environment instead of passive observers and that their ideas, values, and dreams are the main factors of the change they want to see in the world. On the other hand, it has a purely practical dimension, as it allows realistic tools for solving community problems to be created for young people to try out immediately after completing their training.

### Principle of completeness

The training modules of the program are consistent, upgrading, and aim to form a complete experience. Each subsequent lesson is a new logical step in this process. The products that the participants create during the activities must be stored so that they can be used during the following meetings. This allows for a different perspective on the community issues they have chosen to work on.

### Principle of learning by experience

The program is not limited to theory but enables young people to learn in real conditions through personal experience. Learners make discoveries and apply their own knowledge in search of new ideas and solutions on the go. The approach through which the training modules are developed and written demonstrates in detail how this is done in practice.

#### *Useful information*

- **Create your favorable environment together with the participants:**

- respect their opinions and ideas;
- involve them in the formation of roles for the group, the arrangement of the premises, and in making decisions about the course of the program;
- displaying their products in the premises would also help;

- **Exchange experiences in the group** – ask them about their personal experience; whether their topic is familiar; can they think of any examples, etc. This will involve them more in the process, and will “translate” the theory into their language;

- **Use interactive methods** – game approaches, discussions, brainstorming, group tasks, etc.;

- **Conduct group reflections** – take time to discuss experiences during the lessons to enable young people to make sense of them, to learn lessons, and to receive and give feedback.

# Training Modules

## 1. Uniting the Group and Identification of Community Issues



*Municipal Enterprise “Youth Centre Plovdiv”, International Youth Center Stara Zagora, Youth Center-Dobrich, Youth Center-Vratsa, “Applied Research and Communications” Foundation*

*Duration: 140 min.*



**Purpose:** Participants get to know each other, formulate real community problems in their settlements, discuss possible reasons for their origin and their consequences.



**Competences:** critical thinking (environmental analysis), problem-solving (identification), communication (presentation), and teamwork.



**Materials:** flipchart, 15 flipchart sheets of paper, markers, pens, small pieces of paper, sticky notes – 3 colors.



**Preliminary preparation:** One copy of Appendix 2. *A Journalist’s Questionnaire* for each group; A brief story on Appendix 2, which is given as an example of Main Activity 1.

Introductory activity	
Facilitator	Participants
<p>Cipher – an introduction game – starts.</p> <p>Gives each participant a small piece of paper and a pen. Gives instructions for the activity, offering an example with himself/herself and his/her colleagues.</p> <p>Introduces the participants to the program</p>	<p>The participants describe several things about themselves and present themselves in the form of a combination of letters, numbers, and symbols.</p> <p><b>Example:</b> <i>TeodoraPZpld20</i> (My name is Teodora. I was born in Pazardzhik, I live in Plovdiv, and I am 20 years old.)</p>

and explains that in the upcoming classes they will develop knowledge and skills on how to change their environment for the better. They will go through a series of classes in which they will learn how to identify community problems in their settlements and how to solve them using the available opportunities. To do so, they will have to unleash their imagination, create common products, and, last but not least, have fun.

Explains that attendance is voluntary, but classes are interrelated and consistent, and that participants will make the most of them if they come regularly and take an active part.

Holds a short discussion on what a “community problem” is and draws a general definition from the group, as well as examples.

A flipchart will be required for the next activity.

Gives 3 sticky notes to each participant and gives instructions for the activity.

Holds a short discussion on the coincidences between the problems of the flipchart.

**Duration: 25 min.**

They participate in the discussion.  
Example definition: *These are problems that affect a significant proportion of people in a community (for example, school, village, city, state), that have been around for a long time, and that have no obvious solution.*

Examples of community problems: *access to clean water, domestic violence, drugs, environmental pollution, inter-ethnic conflicts, epidemics (COVID-19), unemployment, poverty, lack of transport.*

Each participant has 3 sticky notes on which to write 3 community problems in their settlement in keywords. They stick the notes on the flipchart.

They participate in the discussion.

Divides the participants into groups (4-6 people), depending on which problem on the flipchart they would like to work on until the end of the program. It is important to mention that these will be the groups that will work during the upcoming classes.

Explains that the participants are now going to play the "Citizens and Journalists" game in the small groups in which they have been divided. The Citizens tell real stories from their settlements, which describe the problem chosen by the group, and the Journalists ask them questions.

Distributes to each group the printed copies of Appendix 2. *A Journalist's Questionnaire*, which contains the questions for the interview. Gives an example by telling a short story from his/her settlement prepared in advance.

They are divided into groups according to their interests.

In each group, the participants are divided into 1 or 2 Citizens, 1 or 3 Journalists, and 1 News anchor. The Citizens think about and tell a story that describes the community problem chosen by the group. The Journalists use the questionnaire (Appendix 2. *A Journalist's Questionnaire*) to ask questions for clarification. The News anchor writes down the answers and then presents them to the other groups.

**Duration: 50 min.**

### Main Activity 2

The work in groups continues.

Distributes 1 flipchart sheet of paper, 3 colors sticky notes, and markers to each group. Gives instructions.



On the flipchart, they draw a tree and write the community problem they have identified on its stem.

They write down the causes of the problem on yellow notes and stick them on the roots of the tree. They use questions such as "Why?", "Why not?", "How?", and others.

They write down the consequences of the problem on pink notes and stick them on the branches of the tree. Based on the consequences, they write down possible solutions to the respective problem on green notes, which they stick to the top of the tree.

<p>Gives the groups time to look at the green notes with the solutions and to choose the one they think is the best, or to combine it.</p> <p>Divides the flipchart paper into four sections, recording in each section the strengths and weaknesses of the solution to the problem, as well as the opportunities and challenges facing its implementation, respectively. Enables the groups to present and give feedback.</p> <p>Explains that this is a tool that is often used by companies and other organizations and is called SWOT analysis in English (Strengths, Weaknesses, Opportunities, Threats).</p> <p><b>Duration: 60 min.</b></p>	<p>The groups discuss the strengths and weaknesses of the solution to the problem, as well as the opportunities and challenges facing its implementation.</p> <p>Each group presents the “tree” of the selected problem, the SWOT analysis, and gives feedback.</p>
<p><b>Final activity</b></p>	
<p>Explains that the products they have created (the questionnaire, the tree, and the SWOT analysis) will be used in the next lessons with the purpose to formulate in more detail solutions to the community problems identified by the groups.</p> <p>Creates anticipation for the next lesson, in which participants will learn how to deal with obstacles to creative thinking, which is necessary for both problem-solving and personal development.</p> <p>Conducts feedback activity from the participants (Appendix 3. <i>Activities for Participants’ Feedback</i>).</p> <p><b>Duration: 5 min.</b></p>	<p>The participants give feedback to the session.</p>

## 2. The World: A Canvas for Our Imagination



Municipal Enterprise "Youth Center Plovdiv"  
Vesela Stoyanova – [education@youthcentre.plovdiv.bg](mailto:education@youthcentre.plovdiv.bg)

Duration: 130 min.



**Purpose:** Participants define the eight barriers to creative thinking and use them to analyze the community problems they defined in the first lesson of the program.



**Competences:** creativity, teamwork, problem-solving.



**Materials:** flipchart/whiteboard, matchstick boxes, markers, 10-15 sheets of A4 paper, 10-15 flipchart sheets of paper.



**Preliminary preparation:** 7 or 8 printouts of *Appendix 4. TM Circles*.

Introductory activity	
Facilitator	Participants
This activity is the first in a series of activities that are part of long-term work in settlements in the region. The aim is for young people to go through trainings on various topics which will teach them new knowledge and help to develop their competencies and skills. After completing the program, participants will have the skills and ability to initiate actions to help improve the community in which they live (for example: applying for youth initiatives, creating youth organizations and NGOs, applying for projects, and others). The purpose of the specific topic is also presented.	The participants get acquainted with the basic concept of the program and the purpose of the respective activity. They ask the trainers questions if something is not clear to them.

<p>Conducts 2 short games to introduce the topic and to encourage creative thinking:</p> <ol style="list-style-type: none"> <li>1. Gives instructions for the first game and distributes matchsticks to the groups.</li> <li>2. Gives instructions for the second game and distributes a printout of <i>Appendix 4. TM Circles</i> to each group.</li> </ol> <p>After completing the task, discusses the results of the games with the participants and leads a discussion on the difficulties and challenges they have encountered during the implementation.</p> <p><b>Duration: 20 min.</b></p>	<p>The participants receive 6 sticks (matches or toothpicks), which they need to use to make 6 triangles.</p> <p>Each participant must make as many figures/images on the received paper with 20 circles. They have 3 minutes for this task.</p> <p>They present their results and participate in the discussion.</p>
<p><b>Main Activity 1</b></p>	
<p>Divides the participants of the groups from the previous lesson and gives instructions for the interactive game “Paper Planes”. The task of the participants is to make paper planes. Gives A4 paper to teams.</p> <p>Draws out the 8 obstacles to creative thinking by linking them to experiences during the game. Sample questions:</p> <ul style="list-style-type: none"> <li>• Were you able to complete the task on time? If yes, why? If no, why not?</li> </ul>	<p>The participants follow the instructions:</p> <p>Each team has 3 minutes to discuss their strategy for making the planes before they start, and 5 minutes to create and transfer the planes from the starting line to the finish.</p> <p>The team that transfers more planes behind the finish line wins.</p> <p>For this purpose, the teams receive 1 sheet of A4 paper, which they need to use to make the planes.</p> <p><i>Creative ideas: planes can be placed on an office chair and transferred all at once; instead of making planes with wings and a tail, they can crush them into a ball, tear them into more pieces, etc.</i></p> <p>They participate in the discussion and reach the 8 obstacles for creative thinking based on their experiences during the game:</p> <ul style="list-style-type: none"> <li>• We do not believe that we are</li> </ul>

<ul style="list-style-type: none"> <li>• Did you find unexpected ways for you to make your planes? What were they like?</li> <li>• Did you encounter difficulties during the game? What kind?</li> <li>• Were there moments when you made a mistake?</li> <li>• Were you afraid you might make a mistake?</li> <li>• And were there times when you thought you wouldn't make it?</li> <li>• Did you have fun during the game? Did that help you with the end result?</li> <li>• Did you quickly come up with a solution for making the planes? Why? What was the way you chose (we ask the other groups as well)? What does this mean?</li> </ul> <p>The facilitator asks the teams to think about and suggest ways to be more creative using the 8 obstacles. Proposals are written on a flipchart/whiteboard.</p> <p><b>Duration: 40 min.</b></p>	<p>creative.</p> <ul style="list-style-type: none"> <li>• We make hasty assumptions.</li> <li>• We follow the rules too strictly.</li> <li>• We are too serious.</li> <li>• We are afraid of mistakes and taking risks.</li> <li>• We always follow the routine.</li> <li>• We think there is only one solution.</li> <li>• We judge hastily.</li> <li>• By looking at the 8 obstacles to being creative, each team makes suggestions on ways they can change this.</li> </ul> <p>They give their suggestions.</p>
<p align="center"><b>Main Activity 2</b></p>	
<p>Gives the products from the previous session (questionnaire, idea tree, and SWOT analysis) to the respective groups and gives instructions for the next session. A brainstorming starts.</p> <p>Monitors the process, gives explanations if necessary, but without interfering in the process.</p> <p>Gives instructions for the creation of a mind map. Leads the presentation of the groups and encourages discussion.</p> <p><b>Duration: 60 min.</b></p>	<p>The following questions on the community issue are being brainstormed: "What can I do to make a difference?", "What steps should I take?", "Who can help me?", by explaining how to avoid the 8 obstacles to creative thinking. They write them on a flipchart paper.</p> <p>They create a mind map to visually present their results. Presentation of the results to the others. The other teams make sure that the 8 obstacles to creative thinking are avoided – all in groups give suggestions on how this can happen.</p>

### Final activity

Review of the past activity: what are the 8 obstacles to creative thinking, and how to avoid them. Asks participants how they can influence their environment using what they have learned during the session. Creates anticipation for the next session, in which participants will analyze the role of stereotypes in community problems. Conducts an activity for feedback from the participants (Appendix 3).

**Duration: 10 min.**

The participants recall what they have learned and experienced during the activity and share how they could use it.

The participants give feedback to the session.

### 3. Create and Play: How Stereotypes Affect Communities



Municipal Enterprise "Plovdiv Youth Centre"  
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Duration: 120 min.



**Purpose:** Participants analyze different stereotypes and prejudices and explore the relationship between them and the community issues they have chosen to work on.



**Competences:** critical thinking, emotional competence, teamwork.



**Materials:** flipchart, 15 flipchart sheets of paper, markers, 20-30 pieces of paper – enough to write one sentence.



**Preliminary preparation:** 7 or 8 printouts of *Appendix 5. Stereotypes and Prejudices*.

Introductory activity	
Facilitator	Participants
Ask the participants what they did in the previous lesson and links the topic of the current lesson with the 8 obstacles to creative thinking.	From the last topic they have understood that to reach possible proposals for problem-solving, it is necessary to have creative thinking that we can express freely.
Conducts a short game to further unite the group. Distributes the cut pieces of paper and gives instructions.	Each participant writes something unique to him/her on a piece of paper.  When they are ready, the pieces of paper are folded and placed in a bowl.  One by one, each participant draws a piece of paper and has to guess the person to whom the writing refers. If he or she fails, then the others have the right to try. This continues until every piece of paper is drawn.
<b>Duration: 20 min.</b>	

### Main Activity 1

**Step 1:** The facilitator divides the participants into three teams. Gives instructions and monitors the process of the work in groups. He/she still does not mention the words “stereotype” and “prejudice”.

Encourages them to imagine specific images. For example, a station employee, a construction worker, a model in a fashion agency, etc.

**Step 2:** Asks the teams to submit the finished sketches with the characteristics of the group on their left.

Gives instructions for their next task.

**Step 3:** Gives instructions for the next task.

Leads the presentation of the groups and the discussion. Sample questions:

- Are the characters in the play close to the original idea for them from Step 1? If not, where do they diverge and why did it happen?
- What specific images did they focus on in the first part of the exercise?
- On what principle did they determine the characteristics of the images?
- Do they think that their decisions about the nature of the characters hide stereotypes imposed in society? If so, what are they?
- Are there stereotypes that are true? Let them give examples – what and why. In fact, research in social psychology shows that most stereotypes are quite close

Each group has the task to create two characters, first visualizing them and discussing their images.

When they are ready with the discussion, they should sketch their characters and write down 5 distinctive features for them in one word.

When the time is up, the teams pass their sketches to the team on their left, and are not allowed to comment or discuss anything with them on the sketch. After each team has reviewed the new sketches, they are given the next task – to discuss their ideas and write a dialogue between the characters.

The finished dialogue is passed to the team on the left (without the sketches). Their task is to choose two people from a team to play the dialogue. They have 10 minutes to prepare, then present the scenes, and discuss the questions asked by the facilitator.

to reality (except for the absurd ones, of course, which are rather used as a joke, like the one for blondes). The problem occurs when we use stereotypes to label individuals, which is almost always a mistake and leads to negative consequences.

**Duration: 60 min.**

### Main Activity 2

Distributes printouts of Appendix 5 *"Stereotypes and prejudices"* and asks the three groups to complete them.

Sets the next task, in which each team must describe what they think stereotypes and prejudices are. After hearing the suggestions given by the groups, he/she brings out on a flipchart a group definition of the two concepts. Discusses what stereotypes and prejudices are and asks participants if they can think of examples.

Each participant receives a questionnaire with individuals for whom they must write down stereotypes. When they are ready, each point is read and volunteers share what they have written. Example: banker, rich man, taxi driver, retiree, smart man, stubborn man, young mother, etc.). Teams discuss, write on a flipchart, and present their definition of stereotype and prejudice.

They write their ideas and share them.  
Expected results:

Stereotypes are ideas and opinions that are widely shared by a population. They are formed on the basis of a summary, often too simplistic, of one or more characteristics of a group. They can be both positive and neutral, as well as negative. Stereotypes are harmful when applied to individuals and are a motive and prerequisite for a different attitude and behavior towards a given person.

Examples of stereotypes: men are stronger than women; blondes are dumb; all rich people are mobsters.

Prejudice is a stereotype that contains evaluation. For prejudice: without education life has no meaning; women are not good at computer games, etc.

<p>Holds a new discussion about the relationship between stereotypes and prejudices and the community issues that participants have worked on in previous sessions:</p> <ul style="list-style-type: none"> <li>• How would stereotypes prevent you from solving the social problems you identified during the first lesson? Which stereotypes in particular?</li> <li>• Does society limit us to stereotypes and prejudices? And do we put ourselves in such a framework?</li> <li>• Do you think of stereotypes about other groups/individuals that are important for solving the community problems you worked on in previous classes?</li> <li>• Do you remember any of the 8 barriers to creative thinking that can occur due to stereotype or prejudice? What are they?</li> </ul> <p><b>Duration: 30 min.</b></p>	
<p><b>Final activity</b></p>	
<p>Writes three questions on the flipchart:</p> <ul style="list-style-type: none"> <li>• How will today's session help you solve the problems that stood out during the first meeting?</li> <li>• Are stereotypes and prejudices a prerequisite for the appearance of the 8 obstacles to creative thinking?</li> <li>• How do you think you could avoid them?</li> </ul> <p>Conducts feedback activity from the participants (Appendix 3).</p> <p><b>Duration: 10 min.</b></p>	<p>The groups discuss the issues and then one representative gives a summary.</p> <p>Each participant shares their impressions of today.</p> <p>The participants give feedback to the session.</p>

## 4. Emotions: the path to oneself



Municipal Enterprise "Plovdiv Youth Centre"  
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Duration: 90 min.



**Purpose:** Participants formulate and analyze their emotions, seek solutions to emotional problems and their impact on communication and decision-making in the community.



**Competences:** emotional competence (identification, analysis, and expression), problem-solving (environmental analysis).



**Materials:** Flipchart, pens, markers, 10-15 flipchart sheets of paper.

Introductory activity	
Facilitator	Participants
<p>The facilitator recalls the topic of stereotypes and prejudices and connects it with the topic of today's lesson: emotions.</p> <p>Asks participants about the difference between emotions and feelings and tries to derive their definitions:</p> <p>1. Emotions are a basic response; they are illogical and irrational and cause a biochemical reaction in the body that affects the physical condition. Emotions can be different, the main 6 of which are fear, anger, happiness, sadness, disgust, and delight. Emotions can be measured objectively by blood pressure, brain activity, facial expression, and body position. Emotions determine the initial mood, and the response to the outside world comes from feelings.</p>	<p>The participants discuss the difference between emotions and feelings. They draw conclusions about what emotions are, what feelings are, how they are connected. They draw out definitions.</p>

2. Feelings, on the other hand, are a product of our thinking. Feelings are not caused by situations and people, but by how we think about them. While emotions are instinctive and universal to all, their meaning and the feelings that come from them are individually determined by our temperament and experience. Knowing the emotional world and being able to be emotionally intelligent and aware of our role in the world around us helps us:

- to get to know each other, to be useful to ourselves and others in our communication, to make our dreams come true, to create and be socially successful, and to find solutions to our problems. Examples can be given here and required by the participants.

**Duration: 10 min.**

### Main Activity 1

*The following are two activities through which participants learn to recognize their emotions in a tense social situation. This helps for better communication, the opportunity to achieve their goals, and to have better relationships with other people. There may be other reasons for them to understand that aggressive behavior is not always directed at them.*

The facilitator asks the participants to stand in a circle. He/she chooses two volunteers and then gives clear instructions to the whole group.

Finally, the facilitator asks the participants to share how they felt during the exercise and what their observations were about how people reacted during the accusation.

The participants stand in a circle. One of them says loudly, "Hey, you!" and another one says, "Who, me?" Then the whole group answers, "Yes, you!". The first participant says, "It is not me". The group asks, "Then, who?". The first participant points to someone else in the circle and says "Hey, you!" again. The participants share their emotions during the exercise and why they think they felt that way.

The facilitator emphasizes the importance of being able to distinguish our emotions. Basic skills that make us emotionally intelligent are explained – empathy, self-knowledge, responsibility, balance, assertiveness.

Divides the participants into pairs and gives instructions to guess what the emotion is. The goal is to understand that emotions are not always recognizable and everyone has their own way of expressing them and should not be rushed.

**Duration: 30 min.**

The participants are divided into pairs and each presents emotions with facial expressions and posture-sculpture. They should recognize what the emotion is. Everything is being discussed.

### Main Activity 2

The facilitator divides the group participants from the first sessions according to the community problems they have defined and distributes the products created so far (questionnaire, idea tree, SWOT analysis, flipchart with solutions to the problems by overcoming the 8 obstacles to creative thinking). Gives instructions.

(Here, an example of the technique “5 why” can be given. When a problem arises, you should get to the root cause by asking “Why?” five times. The first question is “Why? Why did this problem happen? What is the reason? What are the facts?” The answers are written down. Each subsequent question should clarify in more depth the situation and the real reasons for the discussed problem and the emotional state. The answers are written under each subsequent “Why?” You should not hurry with the conclusions or solutions until you get a very good idea of the overall situation.)

The participants are divided into groups from the first lessons and follow the instructions:

They discuss which emotional states would influence the solution of their community problems and which qualities would improve communication, teamwork, and community motivation. Is it possible to influence the whole group from the emotional state of an individual? What can be done in conflict situations, aggression, and disagreement in the community? Write the solutions on the flipchart and share them.

Sample steps that would help the process of resolving conflict in the community:

- Impartial analysis of the situation;
- Step into conversation;
- Argumentation;
- Possible consequences;
- Willingness to negotiate;

<b>Duration: 40 min.</b>	
<b>Final activity</b>	
<p>Conducts a discussion: “What do you think will be useful in your life from today’s perspective? How do you think emotional self-knowledge will help you change yourself and your environment? To what extent are you what you feel and how do your emotions reflect on you and the world around you? What are the main steps in resolving conflict situations?”</p> <p>Creates anticipation for the next session, in which participants will create a comic book to describe the solutions to the community problems they have formulated so far.</p> <p>Conducts feedback activity from the participants (Appendix 3).</p> <p><b>Duration: 10 min.</b></p>	<p>They participate in the discussion.</p> <p>The participants give feedback to the session.</p>

## 5. How We Express Ourselves and Communicate through Art



Youth Center-Dobrich  
Kristina Koycheva – [info@ycd.bg](mailto:info@ycd.bg)

Duration: 90 min.



**Purpose:** Participants portray the solutions to the community problems they have identified through a comic book.



**Competences:** creativity (creation, non-standard thinking), teamwork, problem-solving (decision analysis).



**Materials:** flipchart, 15 flipchart sheets of paper, markers, sticky notes – 3 colors, 20-30 A4 paper



**Preliminary preparation:** participants secretly stick the numbers under the chairs for each group (for example, 1 to 5, depending on how many people there are in each of the groups that were formed in the first lesson of the program)

Introductory activity	
Facilitator	Participants
<p>Recalls the topic of emotions and asks participants how they express themselves; whether there are people among them who are engaged in art, what it is and how it affects their emotions and personal development. Asks them for other examples of art and writes down the answers on a flipchart.</p> <p>This is followed by two games to introduce the topic and encourage creative and systematic thinking:</p> <p>1. Gives instructions:</p> <ul style="list-style-type: none"> <li>The participants to get on the chairs;</li> <li>To be arranged in alphabetical order, without the right to speak and get off the chairs;</li> </ul>	<p>They participate in the discussion and share personal experiences.</p> <p>They follow the instructions.</p>

<p>After the participants are arranged in alphabetical order, the facilitator checks by instructing them to say their names aloud.</p> <p>2. Distributes 1 A4 paper to each participant, prepares 1 sheet in A3 format, and gives instructions:</p> <ul style="list-style-type: none"> <li>• On the A3 paper, the first participant must start drawing a picture with initial details and must pass the paper to the next participant to complete the sketch.</li> <li>• On a piece of A4 paper, each participant writes in 1 word the emotion experienced.</li> </ul> <p>Participants may need to go through the paper several times until they see the picture as complete.</p> <p><b>Duration: 20 min.</b></p>	<p>They signal that they are ready. Then everyone in turn says their name out loud. They get off the chairs and sit comfortably in their seats.</p> <p>The participants receive the materials. They follow the instructions strictly.</p> <p>Once all participants line up and complete the picture, they share what they see.</p>
<p align="center"><b>Main Activity 1</b></p>	
<p>Main trainer – gives instructions for the interactive game “Comic Book” and then divides the participants into groups from previous classes according to the community problems they have identified earlier. Distributes to them the products they have created so far (questionnaire, tree, SWOT analysis, flipchart with solutions to problems by overcoming the 8 obstacles to community problems, steps to resolve conflicts) and one flipchart paper, having previously pasted the numbers from 1 to 5 under the seats of the chairs*. Monitors the work process in the groups.</p> <p>* The numbers under the chairs are used to determine the sequence of images/scenes in the comic book.</p> <p>Instructs the teams to narrate the comic book according to the resulting sequence.</p>	<p>Each group has the task of creating a comic book to describe the community problem and the solutions they have come up with so far. They can use their already created products for inspiration.</p> <p>The participants, without commenting or discussing their ideas with each other, through their drawings, tell a common story on the topic. They follow the instructions strictly:</p> <ul style="list-style-type: none"> <li>• Each group receives 1 flipchart, divided into the number of participants. The topic of the comic book is indicated on the paper.</li> <li>• Each participant draws their part of the story.</li> <li>• Then sit back in their seats.</li> <li>• Each participant looks under their chair and in relation to</li> </ul>

<p>Instructs the teams to swap places by looking at the dialogues of another comic book and to complement their peers' ideas if necessary.</p> <p><b>Duration: 40 min.</b></p>	<p>the number, together with the rest of the group, numbers the images and shows the sequence in the comic book. That is how they finish the comic book.</p> <ul style="list-style-type: none"> <li>Finally, they write a short dialogue between the characters, using bubbles.</li> </ul> <p>They narrate or act out their comic books.</p> <p>The teams exchange their seats, look at the comic book and dialogues of the other team and in case they have something to add – they add it without scratching on the already prepared dialogues (option: on sticky notes).</p>
<p align="center"><b>Main Activity 2</b></p>	
<p>Conducts a discussion on the experience and connects it with previous classes. Sample questions:</p> <ol style="list-style-type: none"> <li>1. Were you able to handle both games?</li> <li>2. Did you find unexpected ways to cope during the games? In which of the two games? How did you cope?</li> <li>3. Have you encountered any of the eight obstacles to creative thinking? Which of them?</li> <li>4. Were you distracted during the games?</li> <li>5. Did you encounter any difficulties during the game? In which game? What kind? Why?</li> <li>6. Did you have fun? Did this help you with the end result?</li> <li>7. Did you quickly come to a decision to complete the picture? Why?</li> <li>8. Looking at the picture, what mood does it bring? Why?</li> <li>9. Did you quickly come up with a drawing solution for your part of the comic book? Why?</li> <li>10. How do you feel?</li> <li>11. And how does it feel to create something together with other people?</li> </ol>	<p>By answering the questions, the participants become aware of the qualities that art develops in them.</p>

<p>12. Did you manage to find a solution to the discussed social problem through the second game?</p> <p>13. Would you use art as a way of expression again?</p> <p><b>Duration: 15 min.</b></p>	
<b>Final activity</b>	
<p>Lesson revision: How young people can influence their environment by using art.</p> <p>Asks questions:</p> <ol style="list-style-type: none"> <li>1. Were you able to express yourself through art during today's training and to find a solution to an important social problem?</li> <li>2. Was this activity useful for you?</li> <li>3. Would you recommend this training to your friends?</li> <li>4. Would you participate in this event with us again?</li> </ol> <p>Creates an expectation for the next lesson – <i>Ecology</i>, and asks the participants if they think that by expressing themselves through art, one could consider and solve a problem related to ecology – for example, Recycling? How?</p> <p>Conducts feedback activity from the participants (Appendix 3).</p> <p><b>Duration: 10 min.</b></p>	<p>They share opinions and impressions.</p>          <p>The participants give feedback to the session.</p>

# 6. My Eco World



Municipal Enterprise “Youth Centre Plovdiv”  
Kalina Damyanova – [youthworkers@youthcentre.plovdiv.bg](mailto:youthworkers@youthcentre.plovdiv.bg)

Duration: 90 min.



**Purpose:** Participants identify and analyze the consequences of various environmental problems and evaluate potential solutions.



**Competences:** problem-solving (problem identification and analysis and solution evaluation), teamwork, safety (ecological).



**Materials:** flipchart, multimedia, laptop, paper, pens.



**Preliminary preparation:** 7 or 8 printouts of Appendix 5. *Environmental Footprint: Questionnaire* and Appendix 6. *Environmental Footprint: Answers Form*, Appendix 7. *Stickers with Elements*; 15 eco problems from Appendix 8 listed on a flipchart.

Introductory activity	
Facilitator	Участници
<p>In the previous lesson, several ways of communicating with the help of art were discussed. We realized that it gives us different opportunities to express ourselves and explore the world around us. For it to exist for a long time, however, we must understand how to protect it – sometimes from the mistakes of humanity itself. Ecology has been a huge problem in recent years, and each of us – whether we realize it or not – is part of it. Therefore, today we will look at our role in the causes of some environmental problems, but also in solving them. We will also use some art techniques.</p> <p>Holds a discussion on “Do you know what an environmental footprint is?” and draws a definition from the group.</p> <p>Distributes several printed copies of Appendix 5. <i>Environmental Footprint: Questionnaire</i> and gives each participant a printed copy of Appendix 6. <i>Environmental</i></p>	<p>They give their ideas and suggestions.</p> <p>They listen to the questions that the facilitator reads and put their answers on the form. Then, based on the obtained points, they calculate their environmental footprint.</p>

<p><i>Footprint: Answers Form.</i> The facilitator can also read the questions (it is more eco;)</p> <p><b>Duration: 15 min.</b></p>	<p>They discuss the results.</p>
<p><b>Main Activity 1</b></p>	
<p>Divides the participants into 6 teams with the names of 6 elements: “Earth”, “Air”, “Water”, “Flora”, “Fauna”, and “Person”. Distributes 15 stickers to each team with a picture depicting the element of the respective team (Appendix 7).</p> <p>There are 15 eco problems on the flipchart. If in the community problems brought out by the group there are also such that affect the environment, let them be added to this list. (Appendix 8).</p> <p>The facilitator gives instructions for the task: Each team must decide which of the eco problems on the flipchart harm the element of their team. Then they have to mark it with a sticker on the flipchart.</p> <p>Concludes with a brief discussion on the decisions made.</p> <p><b>Duration: 30 min.</b></p>	<p>The members of each team discuss which of the eco problems on the flipchart harm the element of their team. They choose a team representative. He/she has to stick stickers on the flipchart next to each of the eco problems chosen by the team.</p> <p>Example: Oil spills in the seas and oceans. Both the Flora and the Fauna team should put a sticker there.</p>
<p><b>Main Activity 2</b></p>	
<p>Places on a table/desk:</p> <ul style="list-style-type: none"> <li>- photos/maps – with images of devices, buildings, etc., which are solutions to environmental problems;</li> <li>- paper in different formats;</li> <li>- glue and other necessary materials.</li> </ul> <p>The facilitator divides the participants into 6 teams again and gives instructions for the task: 6 articles (one from each team)</p>	<p>The participants participate in the discussion, naming environmental problems in their region and the reasons why they have arisen.</p> <p>They write a story, for which an article that is part of a website, newspaper, blog, or social media post should b</p>

<p>should be compiled, which should be part of a website, newspaper, blog, or post on social networks (each team chooses the form for its publication). The purpose of the article is to inform about a recently solved environmental problem in the settlement or about a positive start on the topic. The decision does not have to be 100% feasible at the moment. If no photo matches the team's decision, they can make the image for their article themselves.</p> <p>The facilitator presents sample articles in various formats.</p> <p>The finished articles are discussed.</p> <p><b>Duration: 40 min.</b></p>	<p>written (each team chooses the format for their publication). They choose a photo(s) from the images arranged on the table, and if they do not find a suitable one, they draw them themselves. They shape the article graphically.</p> <p>Finally, they present it to the other teams and the facilitator.</p>
<p><b>Final activity</b></p>	
<p>Asks the group to summarize the meaning of the "Environmental footprint" and the various elements that are harmed by environmental problems. The facilitator creates an anticipation for the next session, in which participants will learn about the incredible power of volunteering.</p> <p>Conducts feedback activity from the participants (Appendix 3).</p> <p><b>Duration: 5 min.</b></p>	<p>The participants give feedback to the session.</p>

# 7. Volunteering: A Journey into the World of Initiative and Solidarity



Municipal Enterprise "Youth Centre Plovdiv"  
Kalina Damyanova – [youthworkers@youthcentre.plovdiv.bg](mailto:youthworkers@youthcentre.plovdiv.bg)

Duration: 90 min.



**Purpose:** Define the meaning and principles of volunteering, as well as the characteristics of the volunteer, and plan volunteer activities to solve real community problems in their settlements.



**Competences:** problem-solving (formulation and evaluation of solutions), teamwork, creativity.



**Materials:** flipchart, markers, pens.



**Preliminary preparation:** one printout of Appendix 6. *Bingo Volunteer* for each participant.

Introductory activity	
Facilitator	Participants
<p>Discussion for introduction to the topic:</p> <p>In the previous classes, we identified various community problems and discussed possible solutions. In the following classes, we will move on to the many existing ways to implement these decisions in practice in Bulgaria. The first is <i>Volunteering</i>. We will talk about its main characteristics and what it represents, who participates, what problems are solved, how, why? Case studies and decision-making are key skills needed in the 21<sup>st</sup> century, and volunteering is key to developing them.</p> <p>Holds a short discussion to derive a definition and basic principles of volunteering from the group. Sample questions:</p> <ul style="list-style-type: none"> <li>• What is volunteering?</li> <li>• Does anyone pay for the activity?</li> <li>• Who estimates how much work</li> </ul>	<p>Definition:</p> <p>Volunteering is an <u>unpaid activity of solidarity</u>. The person who performs it is called a <u>volunteer</u> and participates in events and actions in which <u>he or she considers</u> that he/she can invest his/her work, ideas, and support.</p>

<p>volunteers put in?</p> <ul style="list-style-type: none"> <li>• What do volunteers get in return for their work and ideas?</li> </ul> <p>Writes the definition and principles of a flipchart/whiteboard.</p> <p>Tells his/her experience, if any. If the facilitator has no experience, he or she can share an interesting story he/she has prepared. Asks if any of the participants want to share their experiences if they have volunteered. To those who tell the story, the facilitator asks the important question “Why were you volunteers?” It is important here to emphasize the topic – to give without expecting anything in return.</p> <p>Based on his/her experience and that of the participants, the facilitator draws answers to the following questions from the group:</p> <ul style="list-style-type: none"> <li>• Where does volunteering occur?</li> <li>• Who can volunteer? Is there any age or other restrictions?</li> </ul> <p>Finally, examples of volunteering in various fields are discussed:</p> <ul style="list-style-type: none"> <li>• Participate in online meetings with a group of young people with mental disabilities;</li> <li>• Become a guardian of a bat colony;</li> <li>• Walk the dogs from the new shelter;</li> <li>• Make martenitsas;</li> <li>• Get involved in the transport and distribution of food for disadvantaged people;</li> </ul>	<p>Volunteering is also a kind of learning in view of the fact that the participants <u>acquire qualities and skills</u> related not only directly to the activity they perform, but also to the field to which it is oriented.</p> <p>According to the Volunteering Act: The voluntary activity is carried out based on the following principles: 1. legality; 2. free choice; 3. equality; 4. personal responsibility; 5. gratuitousness.</p> <p>The participants share their experiences if some of them have been volunteers. They support their story by answering the question “Why were they volunteers?”</p> <p>They participate in the discussion and give ideas based on their personal experience. Expected results:</p> <ul style="list-style-type: none"> <li>• Volunteering can be carried out in a wide range of areas such as Social Assistance, Event Management, Environmental Protection, Tourism, and others. In each of them, there are several cases and problems.</li> <li>• According to the Volunteering Act: A volunteer can be any person who carries out volunteering. (2) A minor may carry out voluntary activity only with the written informed consent of his or her legal representative. A minor – volunteer, performs voluntary activities only</li> </ul>
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- Become a volunteer at a hospital;
- Participate in rescue operations during disasters, catastrophes, and crises;
- Help behind the scenes of a theater formation;
- Be a city gardener in support of children's kitchen;
- Test a mobile application to help animals in need;
- Be a volunteer at the Contemporary Circus Festival.

under the guidance of a qualified adult leader. (3)  
Every person may acquire the status of a volunteer regardless of his/her labor and official legal relationship.

**Duration: 25 min.**

### Main Activity 1

The facilitator gives instructions for the next task: all together through a discussion must bring out and write on a flipchart a total of 10 characteristics that a volunteer must possess. The condition is that each word should have one of the letters of the word "volunteer" and for each letter of the word "volunteer" there must be one word. Each word must be written horizontally (like in a crossword puzzle).

The facilitator writes the word "volunteer" on the flipchart vertically.

\* The facilitator reminds participants of the principles of volunteering. This will prompt them to bring out the qualities of the volunteer.

Through discussion, participants bring out a total of 10 characteristics that a volunteer must possess, and each of them must contain at least one letter of the word "volunteer". A volunteer from the group writes them on a flipchart – horizontally, to each letter of the word "volunteer". A crossword puzzle should be obtained.

Example:

- Devotion
- Responsibility
- Goodwill
- Diligence
- Ingenuity
- Will
- Persistence
- Love
- Empathy
- Purposefulness

The facilitator distributes Appendix 6 (*Bingo volunteer*) and gives instructions.

Each participant receives a piece of paper with a table in the form of the

<p>Example:</p> <table border="1"> <tr> <td>Has a driving license</td><td>Draws very well</td></tr> <tr> <td>Is a computer genius</td><td>Sports actively</td></tr> </table>	Has a driving license	Draws very well	Is a computer genius	Sports actively	<p>game “Bingo” (Appendix 6), and in each box, a characteristic, a quality of a person, is randomly written.</p> <p>The participant must find one representative from the group who has this quality or characteristic. He/she has the right to talk to each of the other participants. When he/she finds such a person, he/she should write the name in a blank field in the box of the characteristic on the paper. As many squares as possible should be filled in 5 minutes.</p>
Has a driving license	Draws very well				
Is a computer genius	Sports actively				
<p><b>Duration: 20 min.</b></p>					
<p><b>Main Activity 2</b></p>					
<p>Divides the participants of the groups according to the community problems they have worked on in the previous classes and distributes to them the products they have created so far (a questionnaire, an idea tree, a SWOT analysis, a flipchart with solutions to the problems by overcoming the 8 obstacles to community problems, conflict resolution steps, comic books with dialogues); gives instructions for the next task.</p> <p>Example: volunteer initiative: to walk the dogs from the new shelter; - name: Nikolay - characteristic: has a dog.</p> <p>The participants discuss the decisions taken.</p> <p><b>Duration: 35 min.</b></p>	<p>The groups use their existing products to reach proposals for volunteer actions or events that would be suitable for solving their community problems and can take place on the territory of their settlement within 10 minutes. Then, one representative from each group writes the proposals on a flipchart, compiling a list of all activities and actions. Then one by one each of the participants goes to the flipchart and marks with a + (plus) sign 3 of the volunteer activities and actions in which they would participate.</p> <p>Then, on the back behind each name of the “Volunteer Bingo” piece of paper from the previous activity, each participant must write one of the selected suggestions from the list, in which the respective person on the paper will be useful (and the assessment for this should be based on of the characteristic that is written to the name).</p>				

### Final activity

Reminds participants that each volunteer is a traveler in a world of initiative and solidarity. And for their adventures, they will have to travel a lot in this world. That is why they need a bag to carry everything in.

“What do you think the volunteers wear and collect during their journey? What do you want to carry in your bag?”

The facilitator gives instructions – participants must answer the questions individually.

Draws on a flipchart the “Volunteer Bag” and writes the answers of the participants. The purpose here is to summarize and enter the participants in the role of the volunteer and to make them think whether they carry material things in the bag or not, whether after each new activity in which they participate, they take for themselves new values, and whether they leave a part of themselves there. The acquisition and use of skills should also be mentioned.

Creates anticipation for the next session, in which participants will learn the second way to implement their ideas for solving community problems: *Social entrepreneurship*.

Conducts a feedback activity with the participants (Appendix 3).

**Duration: 10 min.**

They answer questions.

The participants give feedback to the session.

## 8. Social Entrepreneurship



Youth Center-Vratsa

Tihomir Mashov – [youthcenter\\_vr@abv.bg](mailto:youthcenter_vr@abv.bg)

Duration: 110 min.



**Purpose:** Participants create a vision, strategy, and plan for solving a specific community problem in their locality place.



**Competences:** problem-solving (formulation and evaluation of solutions), teamwork, creativity, critical thinking.



**Materials:** Color cards; pens; markers; felt-tip pens; sticky notes.



**Preliminary preparation:** The facilitator writes the names of different animals on as many sticky notes as the number of participants, prints 7 or 8 copies of Appendix 9. *Example of Social Entrepreneurship* and Appendix 10. *Entrepreneurial Plan*.

Introductory activity	
Facilitator	Participants
<p>Distributes colored pieces of paper with pre-written several species of animals, and gives instructions.</p> <p>Finally, the facilitator asks the participants how they felt and whether it is nice to be alone and isolated.</p> <p>He/she recalls the topic of volunteering and says that they will now work on another approach to implement the ideas of the participants to solve the community problems they have identified.</p> <p>Divides the flipchart into two halves, entitled “social entrepreneur” and “ordinary entrepreneur”, respectively, and discusses the similarities and differences by writing the results in the appropriate columns.</p> <p><b>Duration: 15 min.</b></p>	<p>The participants receive instructions and colored pieces of paper on which a certain species of animal is written. Each of them sticks a piece of paper with the written animal on his/her forehead, and no one has the right to say in words what kind of animal it is. Through the sounds made by the given animals, the participants must find themselves and must be organized in groups.</p> <p>The participants share comments on how they felt during the game and what conclusions they drew.</p> <p>They give their suggestions in order to bring out the main common things (own business, innovation, self-initiative, etc.) and differences (focus on the social cause of a social entrepreneur).</p>

Main Activity 1	
<p>Divides the participants of the groups according to the community problems they have worked on in the previous classes and distributes to them the products they have created so far (questionnaire, idea tree, SWOT analysis, flipchart with solutions to the problems by overcoming the 8 obstacles to community problems, conflict resolution steps, comic books with dialogues, flipchart with volunteer activities).</p> <p>Distributes Appendix 9. <i>Example of a Social Entrepreneurship</i> and tells the example, emphasizing the vision, strategy, and plan of a specific Bulgarian social entrepreneur.</p> <p>Distributes Appendix 10. <i>Entrepreneurial Plan</i> and gives instructions.</p> <p><b>Duration: 75 min.</b></p>	<p>The participants complete Appendix 10, by creating their own vision, strategy, and plan for solving the community problem they have identified. They can use the products they have created so far in detail. Finally, the groups present their entrepreneurial plans and give each other feedback.</p>
Main Activity 2	
<p>Distributes color cards to participants and gives instructions.</p> <p>The facilitator asks why they associate the given color with this emotion.</p> <p>Invites participants to think about how they feel now that they are ready and if they want to share with the group.</p> <p><b>Duration: 10 min.</b></p>	<p>The participants must associate a specific emotion with a given color. They discuss and conclude that colors can have different manifestations.</p> <p>Each participant writes on a piece of paper their current emotional state and then (optionally) shares it with the group.</p>
Final activity	
<p>Recalls the characteristics of a social entrepreneur and asks the group how they think what they have learned today would help them solve the community problems they have identified. Creates anticipation for the next session, in which groups will learn how to use projects and programs to achieve their goals.</p> <p>Conducts feedback activity from the participants (Appendix 3).</p> <p><b>Duration: 10 min.</b></p>	<p>They participate in the discussion and share their ideas.</p> <p>The participants give feedback to the session.</p>

# 9. Project Management



International Youth Center Stara Zagora  
Monika Todorova – [mmcrdmr@abv.bg](mailto:mmcrdmr@abv.bg)

Duration: 130 min.



**Purpose:** Participants develop a project proposal for solving community problems in their settlement, containing a description of a selected problem and a plan for implementation of the solution.



**Competences:** problem-solving (formulation and evaluation of solutions), teamwork, creativity, critical thinking.



**Materials:** multimedia, laptop, Internet flipchart access, markers, sticky notes.



**Preliminary preparation:** 7 or 8 printouts of Appendix 11. *Project Application Form* and “Exceptional” non-formal Group video (<https://youtu.be/gzayin7oeK0>).

Introductory activity	
Facilitator	Participants
<p><b>Gives instructions for the game – “Nodes”</b></p> <p>Recalls the themes of volunteering and social entrepreneurship and explains that the third method for implementing the ideas of the participants is solving community problems in their settlements: Participation in projects.</p> <p>Asks participants if they have heard of this method and extract its main manifestations.</p>	<p>The participants are arranged in a circle. They cross their arms. They grab the hand of a random person from the group. The group aims to unravel the resulting tangle without letting go of their hands.</p> <p><i>Note!</i> For the lesson to be successful, it is a necessary condition that each participant does not grab the hand of the neighbor next to him/her.</p> <p>They participate in the discussion and share their opinions. Expected results: applying for youth initiatives, creating youth organizations and NGOs, applying for projects.</p>

<p>Explains the idea of a short brainstorming session and asks a few questions: “What do you think is important to learn about project management today? Do you have any concerns that are related to the topic of today’s lesson?”</p> <p><b>Duration: 10 min.</b></p>	<p>The participants describe their expectations in small, sticky notes. They get up and stick them on a flipchart.</p>
<p style="text-align: center;"><b>Main Activity 1</b></p>	
<p>Divides the participants into groups according to the community problems they have worked on in the previous classes and gives them the task to find the definition of “Project” on the Internet, then extracts a general definition from the group and writes it on a flipchart/whiteboard.</p> <p>Explains that he/she will now show a clear example of a Bulgarian project and plays the video of the “Exceptional” non-formal Group (<a href="https://youtu.be/gzayin7oeK0">https://youtu.be/gzayin7oeK0</a>)</p> <p>Holds a short discussion, through which it aims to extract the main questions that a project proposal must answer. Sample questions for the discussion:</p> <ul style="list-style-type: none"> <li>• What did you like? What impressed you? What surprised you?</li> <li>• What is the problem solved by the “Exceptional” non-formal Group?</li> <li>• What is the solution that the project offers?</li> <li>• How exactly does it resolve it? In what format(s)? What activities? With what time range? How often are the activities repeated?</li> <li>• How is it understood that the project is successful? What is the commitment of the non-formal Group?</li> </ul>	<p>They search the internet and share what they find. Create a common definition: <i>a project is a set of interconnected and complementary activities with a predetermined goal(s), necessary resources, and time frame for implementation, leading to the achievement of measurable results.</i></p> <p>They participate in the discussion and share their ideas on the main questions that a project proposal should answer, using examples from the video.</p> <p>Main questions:</p> <ol style="list-style-type: none"> <li><b>1. Describes the chosen problem</b> – social isolation of three groups of young people: young people from minority groups; foreigners living and studying in Stara Zagora; young people with disabilities.</li> <li><b>2. Describes a possible solution to the problem</b> – uses culture and art as a means of inclusion in the public life of the city.</li> <li><b>3. Presents an action plan</b> – activities through which he/she will achieve a solution to the problem with the</li> </ol>

specified funds, in what time frame they will be carried out, with what recurrence:

- Language cafes – a format that addresses the problems of these target groups in a non-formal setting.
- Cooking workshops – presentation of cultures and typical dishes.
- Theatrical performance “Labels”, affecting stereotypes about people from different groups.
- A ball entitled “Without Labels”, where young people from the city and the three groups have fun together.
- “Cool-Tour Evening” Culture Festival – presentation of different cultures in an interactive way through art and food.

**4. It is a promise and a commitment:**

- Number of cafes – 3 within the project.
- Conducted number of cooking workshops – 3 within the project.
- Number of theatrical performances within the project – 3.
- Ball “Without Labels” – 1 within the project.
- “Cool-Tour Evening” Culture Festival – 1 within the project.
- Increase of the “Exceptional” non-formal Group from 7 to 10 people.
- Involvement of volunteers for the project – 15 people.

**Duration: 30 min.**

<b>Main Activity 2</b>	
<p>Explains to the groups that they will now create their own project proposal to solve the community problems they have identified and distributes to them the products they have created so far (questionnaire, idea tree, SWOT analysis, flipchart with solutions to the problems by overcoming 8 obstacles to community problems, conflict resolution steps, comic books with dialogues, flipchart with volunteering activities, entrepreneurial plan).</p> <p>Distributes to the groups printouts of Appendix 11. <i>Project Application Form</i> and gives instructions.</p> <p><b>Duration: 60 min.</b></p>	<p>They use the products they have created during the program to complete Appendix 11. Once they are ready, the groups present their project proposals and give each other feedback.</p>
<b>Main Activity 3</b>	
<p>Explains the main channels for raising funds for project proposals and lists sources at local (if any), national, and international level.</p> <p>The facilitator writes keywords on a whiteboard/flipchart and gives participants the task of finding them in the menus of:</p> <ul style="list-style-type: none"> <li>• European Solidarity Corps: <a href="https://europeansolidaritycorps.bg/">https://europeansolidaritycorps.bg/</a></li> <li>• Information portal for NGOs <a href="https://www.ngobg.info/">https://www.ngobg.info/</a></li> </ul> <p>...and presents some of the funding opportunities according to the interests and needs of the participants in the training.</p> <p>Answers questions and helps with</p>	<p>The participants are given the task of looking for the following submenus:</p> <ul style="list-style-type: none"> <li>• European Solidarity Corps program and information portal for NGOs. <a href="https://europeansolidaritycorps.bg/">https://europeansolidaritycorps.bg/</a>, with keywords: <i>first steps for young people, first steps for organizations; voluntary projects, voluntary partnerships, traineeships, jobs, solidarity projects, quality label;</i></li> <li>• The information portal for NGOs <a href="https://www.ngobg.info/">https://www.ngobg.info/</a>, with keywords: <i>work and volunteering; financing; campaigns; donors; legislation.</i></li> </ul>

difficulties.	
<b>Duration: 30 min.</b>	
<b>Final activity</b>	
<p>Asks the following negotiation questions:            “What are the main questions that a project proposal must answer? How they can affect their environment using what they have learned during the session?”</p> <p>Creates expectations for the next two sessions, in which participants will learn how to use professional principles and methods of mobile film production to create media products through which to present their ideas attractively.</p> <p>Conducts feedback activity from the participants (Appendix 3).</p> <p><b>Duration: 10 min.</b></p>	<p>They respond and share how they would use what they have learned to solve the community problems they have worked on so far.</p> <p>The participants give feedback to the session.</p>

# 10. The Golden Circle of Ideas



NorSensus MEDIAFORUM  
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*Duration: 110 min.*



**Purpose:** Participants use Simon Sinek's Golden Circle (a 3-question engagement technique: why, how, and what) to present an idea for solving a community problem.



**Competences:** creativity, effective communication, teamwork, critical thinking.



**Materials:** multimedia, laptop, internet access, flipcharts/whiteboard, markers.



**Preliminary preparation:** Watch Simon Sinek's presentation "The Golden Circle":  
[https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action?language=bg#t-1065388](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=bg#t-1065388).

Introductory activity	
Facilitator	Participants
Reminds the participants that they have already created several products to solve community problems and tells them that they will now learn how to present them effectively to an audience.	They share presentations that have impressed them and explain why. They suggest why they think it is important to present their ideas effectively to an audience (for example, to reach a certain audience, to inspire, to convince community members that they are suffering from a certain problem, to achieve the desired goal, to win supporters, customers, etc.)
Asks participants why they think it is important to present their ideas to an audience and whether they think of presentations of ideas/speeches that impressed them. If they can think of any, explains why they think these presentations were effective. Asks them why it is important to effectively present an idea for solving a community problem.	Participants are divided into groups, choose one of the products they have created during the previous classes (comic books, social entrepreneurship plan, project proposal, etc.) and within 15 minutes write a script for a 2-minute presentation, which clearly and attractively presents an idea for solving a community problem.
Divides the participants into the groups from previous sessions and gives them instructions.	
Goes around the groups and facilitates/gives ideas/answers questions.	The groups present their ideas to each other and then participate in the discussion.

Once the groups are ready with the presentations, they combine two so that each presents their idea to at least one more.

The facilitator then leads a discussion in which each group gives 4-5 examples of what they have learned: "Why is the idea important for the presenter and the community? How do they propose to solve the problem? Is the idea realistic?"

### Main Activity 1

Shows the participants the speech of Simon Sinek about the "Golden Circle" (with Bulgarian subtitles)  
[https://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action?language=bg#t-1065388](https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=bg#t-1065388)

Holds a short discussion with the participants about the video, extracting their impressions, as well as the basic principles of the "Golden Circle" method of presentation of ideas. Sample questions:

- Was the video interesting to you? Why? Did anything surprise you? Did it impress you? Are you confused?
- What is the Golden Circle? How is it different from the usual ways people present their ideas?
- Why is the Golden Circle effective? What does this have to do with the way people make decisions?
- Can you think of other people/organizations who use the Golden Circle to present their ideas besides Apple, Martin Luther King, and the Wright brothers? Do you remember such in Bulgaria? And from your region?

They watch the video and participate in the discussion. Key points to be derived:

- Basic principles of the Golden Circle: why/how/what -> communication begins with the cause/beliefs of the presenter, not with the practical details.
- Biology of decision-making: how the human brain shapes human beliefs and language.
- The importance of attracting people with similar understandings as ours.
- The innovation market.

<p>During the discussion, writes on a whiteboard/flipchart the most important things learned from the participants.</p> <p><b>Duration: 30 min.</b></p>	
<b>Main Activity 2</b>	
<p>Asks participants to rewrite the scenarios from the beginning of the lesson, using the principles of the Golden Circle (why/how/what).</p> <p>Goes around the groups and facilitates/gives ideas/answers questions.</p> <p>Gives instructions to the groups for presentation.</p> <p>Finally, asks the participants to individually nominate the most inspiring story in their opinion and to justify their choice.</p> <p>Then discusses the challenges the groups had in rewriting the scripts and presenting them, and what has changed in them.</p> <p><b>Duration: 35 min.</b></p>	<p>The groups rewrite the scenarios according to the principles of the Golden Circle within 15-20 minutes. They can first draw the three circles and answer the questions why/how/what, focusing first on the causes they want to realize through their ideas, and then on the practical details of the solutions.</p> <p>Once the groups are ready, each presents their idea to the others using the updated scenario.</p> <p>Each participant nominates the most inspiring story and argues.</p> <p>They participate in the discussion.</p>
<b>Final activity</b>	
<p>Creates anticipation for the next session, in which groups will turn scripts into high-quality media content and share it publicly through social media.</p> <p>Conducts feedback activity from the participants (Appendix 3).</p> <p><b>Duration: 5 min.</b></p>	<p>The participants give feedback to the session.</p>

# 11. Purposeful Creation and Mobile Film Production



NorSensus MEDIAFORUM  
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Duration: 180 min.



**Purpose:** Using professional principles and equipment to create high-quality, targeted media products that present an idea for solving a community problem.



**Competences:** creativity, effective communication, teamwork, critical thinking.



**Materials:** multimedia, laptop, flipchart/whiteboard, bookmarks, mobile devices with internet access for each group.



**Preliminary preparation:** 7 or 8 printouts of Appendix 12. *Compositions of the Frame* and Appendix 13. *Critical Analysis of Media Content*.

Introductory activity	
Facilitator	Participants
Asks the participants to recall the main points from the previous lesson.	Key points: Golden Circle (why/how/what), preparation of presentations to present solutions to community problems.
Tells participants that in this lesson they will learn how to use the process and equipment of professionals to create high-quality media products using past scenarios.	
Uses guiding questions to extract from the group the principles of Purposeful Creation and make additions, if they do not think of everything. Sample questions: <ul style="list-style-type: none"> <li>• What do you think it means to create with a purpose?</li> <li>• How does media content with a purpose differ from media content without a purpose?</li> <li>• Can you give examples of videos/ media products that have inspired you? How?</li> <li>• Who would you like to reach with your content? Why? How</li> </ul>	They participate in the discussion and give ideas. Principles of Purposeful Creation: <ul style="list-style-type: none"> <li>• <b>Relevant:</b> Is the content relevant/important to you and your audience?</li> <li>• <b>Targeted:</b> Is it done to have a specific effect on your audience?</li> <li>• <b>Personal:</b> Does your content express a clear point of view?</li> <li>• <b>Teamwork:</b> Did you work together to create it?</li> <li>• <b>Original:</b> Is the content/style</li> </ul>

<p>would you achieve it? What do people need to know about your idea?</p> <p>During the discussion, writes down the principles on a flipchart or a whiteboard so that they are clearly visible in the room.</p> <p><b>Duration: 15 min.</b></p>	<p>original?</p> <ul style="list-style-type: none"> <li>• <b>Authentic:</b> Are the topic and the community problem defined by young people from the region?</li> <li>• <b>High quality:</b> Does the content demonstrate effective and modern use of professional technologies and methods?</li> </ul>
<p><b>Main Activity 1</b></p>	
<p>Introduces the topic of mobile journalism (MoJo in English) and tells participants that they will now return to their usual groups and create high-quality videos, working on the process used by professionals. The videos will take the form of interviews, in which one participant asks questions and one or more answer them.</p> <p>Briefly presents the following steps in the video creation process and then facilitates the groups to go through each of them.</p> <p><b>Step 1 – Planning</b> Distributes printouts of Appendix 12. <i>Compositions of the Frame</i> to each group.</p> <p>Explains the roles in film production so that the groups can share them:</p> <ul style="list-style-type: none"> <li>• Cameraman – captures the video;</li> <li>• Lighting Technician – plans and adjusts the lights to create a specific mood;</li> <li>• Sound Technician – plans and records audio;</li> <li>• Technical Assistant – backs up the video and takes care of the equipment;</li> <li>• Reporter – asks the questions from the interview.</li> </ul>	<p>Participants are divided into groups from the previous lesson and prepare the scripts they have created, as well as mobile phones or more specialized equipment, if available. They then go through each of the steps of the production process:</p> <p><b>Step 1 – Planning</b></p> <ul style="list-style-type: none"> <li>• Review Appendix 12. <i>Compositions of the Frame</i>;</li> <li>• Create a storyboard according to the script;</li> <li>• Allocation of roles – a participant can perform more than one role;</li> <li>• Write questions for the interview.</li> </ul> <p><b>Step 2 – Production</b></p>

### **Step 2 – Production**

For this step, it would be good for each group to find a quiet place, if possible in separate halls.

Goes around the groups and facilitates/gives ideas/answers questions.

### **Step 3 – Post-production**

Asks the participants to return to the hall for the third step.

Asks participants to download Kinemaster on mobile devices (free on iOS and Google Play) and watches the training video to use the application, then invites them to use it to make adjustments and add effects to their media products.

### **Step 4 – Criticism and final revision**

Distributes printouts of Appendix 13. *Critical Analysis of Media Content* and explains that this step is very important for achieving high-quality videos. Then gives instructions.

### **Step 5 – Presentation and sharing**

Asks the group to upload the finished video on their chosen online platforms.

Invites the participants to look at the media products of others and to give constructive criticism.

- Placement of equipment, lighting, microphones, filming site;
- Equipment testing and audio verification;
- Recording of the interview with a mobile phone or more specialized equipment, if necessary;
- Adding graphic design, if desired.

### **Step 3 – Post-production**

- Use Kinemaster to edit their videos;
- Add music and effects, if desired;
- Add texts and subtitles, if desired.

### **Step 4 – Criticism and final revision**

- Export the video;
- Groups watch the video on the mobile device;
- Discuss what happened and what didn't, using Appendix 13. *Critical Analysis of Media Content*;
- Prepare a list of final corrections
- Edit and export the final version of the video via Kinemaster.

### **Step 5 – Presentation and sharing**

- Upload the video to YouTube, Facebook, TikTok, Vbox, etc. – according to the preferences of each group;
- Discuss ways to share the video so that it reaches a

<p><b>Duration: 160 min.</b></p>	<p>larger audience;</p> <ul style="list-style-type: none"> <li>Participants give constructive criticism of the videos using Appendix 13. <i>Critical Analysis of Media Content</i>.</li> </ul>
<p><b>Final activity</b></p>	
<p>Binds the work done so far with the principles of Purposeful Creation and the Golden Circle, and explains that the five steps participants have taken are used by film professionals and are an effective way to authentically present ideas, as well as to develop critical and creative thinking, teamwork, and problem-solving.</p> <p>Congratulates the participants for their creativity and work and tells them that they have already created several ideas for solving problems, as well as a high-quality media product for their presentation. Explains that in the next session they will learn how to deal with hateful comments directed at them and the content they upload online, as well as how to protect their digital identities.</p> <p>Conducts feedback activity from the participants (Appendix 3).</p> <p><b>Duration: 5 min.</b></p>	<p>The participants give feedback to the session.</p>

## 12. Prevention and Response in Events of Online Problems



"Applied Research and Communications" Foundation

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Duration: 120 min.



**Purpose:** Using basic ways to prevent and respond to online problems and distinguish between hateful comments and constructive feedback.



**Competences:** safety (online), problem-solving, critical thinking, teamwork, emotional competence.



**Materials:** multimedia, laptop, flipchart/whiteboard, markers, sticky notes.



**Preliminary preparation:** 7 or 8 printouts of Appendix 14. *Settings in Social Networks* and Appendix 16. *Response to Online Problems*.

Introductory activity	
Facilitator	Participants
Reminds the participants that in the last session they created their own media products and distributed them through social media.	
Starts a discussion on the role of the Internet and social networks in the lives of young people and extracts the good aspects and problems for them and their future. Questions for deepening: <ul style="list-style-type: none"> <li>Ideas on how the internet helps our lives?</li> <li>And our relationships?</li> <li>Why do we love social networks? The chats?</li> <li>And do you remember the opposite – ways in which technology can damage our relationships?</li> </ul>	Participate in the discussion and make suggestions: <ul style="list-style-type: none"> <li><b>Positives:</b> connecting with people, accessing information, expressing personality, creating content.</li> <li><b>Problems:</b> online bullying, hate speech, strangers, extortion, fraud, misinformation, etc.</li> </ul>

<p>Based on the discussion, extracts the commonalities between online problems:</p> <p>Explains that in this lesson, participants will learn how to use basic ways to prevent and respond when uploading content, or simply when interacting with people online. To this end, they will resolve several cases related to the videos they have created.</p> <p>Asks participants what the difference is between prevention and response and whether they think of such ways in general (if they don't, there is no problem, as they are yet to be discussed).</p> <p><b>Duration: 15 min.</b></p>	<p>What online problems have in common is that <b>they are related to people</b>: social networks, likes, images, friendships, relationships, enmities.</p> <p><b>Prevention:</b> actions <i>before</i> the problem; ways: strong password, account settings.</p> <p><b>Response:</b> reporting/blocking, sharing with a trusted adult, reporting on <a href="http://www.safenet.bg">www.safenet.bg</a>, etc.</p>
<p style="text-align: center;"><b>Main Activity 1</b></p>	
<p>It starts with the main ways of prevention - &gt; many of the problems online would not even come if people took the following basic measures:</p> <p>The first is to create a strong password. Opens the site <a href="http://howsecureismypassword.net">howsecureismypassword.net</a>, which analyzes for how long would a password be cracked by hackers and demonstrates it with a few easy passwords (for example, 123456, 00000, etc.).</p> <p>Divides the participants of the groups from the previous classes and distributes sticky notes on which they should write the most difficult password possible to break within no more than 10 characters.</p> <p>Once they are ready, checks which of the passwords is the most difficult one to crack on the site, and then displays signs of a strong password from the participants.</p>	<p>They create strong passwords in groups within 5-6 minutes.</p> <p>Elements of a strong password:</p> <ul style="list-style-type: none"> <li>• Lowercase and uppercase letters;</li> <li>• Numbers;</li> <li>• Special signs;</li> <li>• Length.</li> </ul> <p>They remember their passwords, if they can, and give ideas on how they can remember them more easily.</p>

Writes the signs on a whiteboard/flipchart.

Asks the participants if they can remember the passwords they just came up with and shows them a clever way to do this without having to write it down on a piece of paper, which is risky -> using a chorus from a favorite song/verse/phrase and replacement of some of the letters with special characters and numbers (for example, a = @, o = 0, h = 3, ch = 4, w = 6, etc.)...

Explains that a strong password is only the first step in good prevention, but you also need to carefully edit the settings on social networks.

Tells the groups to imagine that their videos have gone viral on the Internet and that they have decided to use one of their Facebook and Instagram accounts to promote them even faster. However, they face a series of strange problems due to the many new fans...

Distributes printouts of Appendix 14. *Settings in Social Networks* and tells participants to follow the instructions to help their friend.

Once the groups have finished, the facilitator gives them the floor so that they can answer the cases one by one (group 1 – case 1, group 2 – case 2, etc.). Appendix 15 contains the correct answers.

Holds a short discussion about whether they have had similar cases, whether they had used these settings, whether something has surprised them, etc.

**Duration: 50 min.**

They solve the cases from the application in groups within 10 minutes.

They answer the questions and participate in the discussion.

<b>Main Activity 2</b>	
<p>Explains that no matter how good prevention measures we take, there will always be something on the Internet, or someone we let them and so we need to learn how to react in specific situations. Says this is even more true when we create quality content that reaches a large audience.</p> <p>Asks them if they have already received unpleasant comments under their videos and how they reacted.</p> <p>Explains that they are now going to simulate a reaction situation to such comments and distributes Appendix 16. <i>Response to Online Problems</i> and tells participants to follow the instructions for reacting to comments.</p> <p>Allows different groups to give their reactions to different comments. There may be different points of view here. It is important to pay attention to the following things to get them out of the group:</p> <ul style="list-style-type: none"> <li>• Some comments that we find unpleasant are in fact constructive criticisms from which we can learn (comments 2 and 4). Others are just expressing an opinion (comment 6).</li> <li>• Forms of harassment that target specific groups of people based on gender, ethnicity, race, sexuality, and religion are called <b>hate speech</b> (comment 5).</li> </ul>	<p>They respond and give feedback to other participants on how they reacted to the unpleasant comments.</p> <p>They solve the cases from the application in groups within 10 minutes.</p> <p>They give their answers and participate in the discussion, respectfully expressing their opinions if there are disagreements.</p> <p>Upon online bullying/hate speech, we can do the following:</p> <ul style="list-style-type: none"> <li>• report the users and block them on the site;</li> <li>• share with a trusted adult (parent, teacher, coach, etc.)</li> <li>• contact the Safer Internet Center (chat line at <a href="http://www.safenet.bg">www.safenet.bg</a> or Tel. 124 123)</li> </ul>

<p><b>Duration: 45 min.</b></p>	
<p><b>Final activity</b></p>	
<p>Congratulates the participants for the great work and explains that they are now ready to implement their projects if they want. The facilitators will be very happy if this happens and stay available for advice and support! All materials they have created remain available for the participants. If they want, they can form a joint Facebook group to discuss how their projects are going.</p> <p>Asks participants to close their eyes and reminds them of key moments (fun, strong emotions, etc.) from the program in the form of a story. It is good to cover all the meetings and go into details to arouse the emotions of the participants. Then allows everyone to freely share whatever they want.</p> <p>The facilitator thanks them for participating in the program and shares his/her impressions and feelings.</p> <p><b>Duration: 10 min.</b></p>	<p>The participants give feedback to the session.</p> <p>They share impressions and feelings.</p>

# Bonus Topic: Forum Theatre



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## STRATEGY FOR CREATING A FORUM THEATRE PERFORMANCE IN ONE OR TWO DAYS

*Duration: 120 min.*



**Purpose:** Participants offer solutions to community problems in which there are manifestations of violence, through a Forum Theatre performance.



**Competences:** creativity, teamwork, problem-solving (problem formulation and solution analysis).



**Materials:** flipchart, flipchart paper, markers, A4 paper, performance hall (a hall, a gym, etc.)



**Preparation: Important** – The facilitator must have experience with the Forum Theatre method to be able to effectively manage the process and group dynamics during the performances.

**What is Forum Theatre?** Forum Theatre (*Theatre of the Oppressed*), was introduced and developed by the Brazilian theater specialist Augusto Boal in 1960, during a severe authoritarian military regime in Brazil. Boal developed the method to give a voice to the repressed and to give them strength and confidence to fight violence and injustice in their lives.

What distinguishes FT from the classical theater is that it blurs the distinction between actors and spectators. In FT, the audience is the “spect-actor”, co-participant; the experience and knowledge of the participants are those that guide the protagonist and rewrite the script of the performance. In the FT performance, everyone can go on stage and influence the plot, moreover, the decision on the outcome of the dramatic situation is left entirely in the hands of the audience.

In FT, the problem is displayed in an unauthorized form and the public is invited to suggest solutions. Boal believes that everyone has a personal creative potential that they can activate and that together the community can harness its resources to deal with injustice and violence. FT works with situations of oppression and violence from real life and strives to achieve a positive change in the specific situation, using the resource of collective intelligence. The solution to the specific problem is directly dependent on the cooperation of the group members, and on their ability to combine different knowledge, tactics, and experience.

## Why Forum Theatre?

FT gives precisely this opportunity for transformation and transfer of experience from the stage in real-life situations. If empowerment and the daring to raise one's voice have been problematic experiences so far, FT shows us what we could be if we dared to deal with oppression. In FT, the reality is shown not only as it is, but also as it could be. FT provides an opportunity not only for reflection on reality, but also a chance to solve problems in real-life situations, and helps people to become the lead actors in their own lives.

FT is a method of dealing with toxic phenomena in society, such as lack of understanding and patience towards those that are different from us, apathy in society, and lack of action in the presence of violence and injustice. FT uses the theater as a language in which we regain communication with those with limited voting rights – young people who have experienced violence or harassment, people with disabilities, people living in poverty, members of minority ethnic groups, etc.

FT gives us skills to understand ourselves and the other. The healing process begins when we identify with one of the characters and act on stage on their behalf. Empathizing with the stories in the Forum Theatre can be a great way to realize the experiences of those whose problems and different paradigms we do not even suspect. Thus, through empathy, we can integrate into ourselves the point of view of another person, which until recently we did not even suspect.

### Application of FT around the world and in our country

Today, FT is practiced in over 100 countries around the world. The method is also applied in Bulgaria, and more and more specialists are being trained to work with it.

FT is an extremely appropriate method for preventing violence and bullying at school and for addressing social injustices and forms of violence, where conventional means of dialogue have been exhausted due to intolerance, "wear and tear" of meaning or compromise of words.

In addition to the Forum Theatre, Augusto Boal introduced other related techniques, such as Legislative Theatre, Image Theatre, Invisible Theatre, Rainbow of Desires.

*Genika is a certified trainer in psychodrama and Forum Theatre. She owns qualifications in the field of training and facilitation of groups in an international context, art therapy for children with behavioral problems, work with children and families at risk, as well as work with minority communities.*

Forum Theatre performance can and is best created as a long-term work process with a separate group, within about 10 sessions, with 3-hour sessions.

Introductory activity	
Facilitator	Participants
<p>Explains the origin of the Forum Theatre method, its application in life, and the motto: “rehearsal for reality”.</p> <p>Warms up the participants for dramatic performance.</p> <p>Depending on the time he/she has, he/she can choose several exercises aimed at different aspects of the dramatic work: focus/concentration, voice, emotions, body, connections, and trust in the group, etc.</p>	<p><b>Sample exercises::</b></p> <p><u>Show your feeling:</u> The participants form a circle and line up in it. One by one, they say their name and express how they feel with a gesture. All other participants repeat both the name and the gesture like a mirror. The exercise aims to develop their non-verbal artistic expression of emotions in the group. (Duration: 5 minutes)</p> <p><u>Do nothing:</u> Each participant is focused on the 4th person to the right. If the 4th participant does something, he/she repeats it like a mirror, but only slightly intensifies the gesture (for example 15%). The task for the whole group is for everyone to stand still and do nothing for as long as they can. The exercise aims to develop the connections between the participants, while they work on their non-verbal expression skills. (Duration: 5 minutes)</p> <p><u>Professions:</u> Participants turn their backs in the circle. The facilitator reads aloud a profession (for example, a bus driver, a student, a teacher, a superhero, a superstar, a president, etc.). After calling out a profession, the facilitator counts from 5 to 1, and at 1 all participants must turn around and present this profession with their bodies. The exercise warms up the participants to enter into the image. (Duration: 5 minutes)</p> <p><u>Vowels:</u> The participants are arranged in two rows, facing each other. Each participant pronounces a vowel (a, e, i, o, u, y). The task of the participants is to pronounce their vowel very quietly as they approach the other row and to start pronouncing it louder while</p>

	<p>moving further away. The exercise warms up the diction and voice of the group. (Duration: 5 minutes)</p> <p><u>Group images:</u> Participants are divided into small groups, still standing in a circle. While one group is given a task, the other participants turn their backs on that group so that they could not see it. The task is given on a piece of paper, e.g. school, excursion, exam, conflict, power, social inclusion. The group has 5 seconds to build a group image of the given task. The facilitator counts from 5 to 1, and at 1 all the other participants turn around and have to guess what is presented in the image given by the first group. The exercise enables the group to interact in a dramatic setting and to develop a connection and trust between them. (Duration: 10 minutes)</p>
<p><b>Duration: 40 min.</b></p> <p><b>Main Activity 1</b></p>	
<p>The facilitator gives instructions:</p> <p>Tries to think of a real situation that is related to social exclusion, aggression, violence (or other topics relevant to the group, such as discrimination, conflict, oppression, school violence, etc.) and prepares a short scenario.</p> <ul style="list-style-type: none"> <li>- The script should not be too long (especially if you are limited by the time available).</li> <li>- The play must present a clear situation that will be understandable to the audience, without further explanation.</li> <li>- The FT play needs to be rehearsed and a plotline and dialogue fixed, as the actors will have to repeat their play several times.</li> <li>- Important: When creating their scenes, the group members play out the story until the culmination of aggression/exclusion (or similar) and at this point, the game stops. They do not indicate a possible happy ending or rescue of the victim.</li> </ul>	<p>The groups discuss situations of aggression, violence, and/or social exclusion, which they have witnessed or in which they have participated. Together they focus on a story that impresses them the most and is relevant to most people in the community; they develop a script for the FT play.</p> <p>After the group has settled on a plot, they start building and rehearsing FT scenes.</p>

<p><b>Duration: 40 min.</b></p>	
<p><b>Main Activity 2</b></p>	
<p>Before the performance begins, the facilitator must warm up the audience so that the participants are ready to go on stage and make interventions.</p> <p>The setting resembles that of a theater, including an impromptu stage and audience venues (helpful tip: make sure it is easy for people in the audience to get close to the stage).</p> <p>The audience receives instructions on how to perform the FT performance: First, they will see the original play as it is, and then there will be an additional explanation for the next steps.</p> <p>Once played out, the facilitator explains to the audience the rules by which they can join the show and change its course:</p> <ul style="list-style-type: none"> <li>- Only one change of scene</li> <li>- No aggression on stage</li> <li>- No magic solution</li> <li>- Realistic changes</li> <li>- We cannot change the aggressor.</li> </ul> <p>Important: The facilitator/Joker must have some experience in conducting an FT show and must monitor and facilitate both the reactions of the audience and those of the actors.</p>	<p>Warm-up tasks:</p> <p><u>Mirrors</u>: Participants are divided into two groups and face each other in two rows. Their task is to copy the movements and the emotions that their partner shows against them.</p> <p>The facilitator needs to specify that it is better to show slower movements, by emphasizing gestures, facial expressions, demeanor. The first row begins and the other row reflects, then they take turns. The partner must copy the movement in real-time as accurately as possible.</p> <p><b>Duration: 5 min.</b></p> <p><u>1, 2, 3 – 4, 5, 6</u>: The participants are divided into groups in a circle by counting 1, 2, 1, 2... Then, they stand in two rows facing each other, and each must have a partner to communicate with. The facilitator explains the rules – they will have a short conversation with the person in front of them, but the only words they will be able to use in this conversation will be only the words 123 (from the first row) and 456 (from the second row). The facilitator asks about different feelings and situations in which the participants meet (you meet a person you like; you meet a person you are angry with; you meet a person you think is boring, you meet someone, etc.)</p> <p><b>Duration: 10 min.</b></p> <p><u>Conducted clapping</u>: The audience creates a cadence by clapping under the direction of the facilitator – from very quiet – like light spring rain, to very strong – like a storm. This exercise also prepares applause for the actors to enter the stage.</p> <p><b>Duration: 5 min.</b></p>

	<p>The actors act out the scenes once, then play the show again, but this time the audience can intervene and suggest a change in the behavior of some of the characters (without the aggressor).</p> <p>The participants from the audience discuss what they saw on stage, discuss the main problem, and identify the victim, the aggressor, and their supporters.</p> <p>After the performance for the second time, the audience actively participates with suggestions on how changing the characters' behavior can reduce aggression/social exclusion and can support the person that is most affected by the situation.</p>
<b>Duration: 55 min.</b>	
<b>Final activity</b>	
<p>The facilitator summarizes all the interventions (no matter how big or small they were) that made a change in the story and writes them on a flipchart. The way in which they affected the course of events and the main characters is discussed. A real-life transfer is made and participants are invited to discuss how this performance has helped them be better prepared in a situation of injustice/aggression.</p> <p>Conducts feedback activity from the participants (Appendix 3).</p> <p><b>Duration: 25 min.</b></p>	<p>Each of the participants (audience and actors) shares their experience during the performance and what they would get from this experience in real life.</p> <p>The participants give feedback on the session.</p>

## The long-term process of developing an FT performance

### Content of the activities:

1. **Creation of a team:** introduction, acquaintance, and rapprochement of the participants, team building.  
Suitable activities: Introduction to the Forum Theatre, exercises for breaking the ice, introduction, and team-building of the participants.
2. **Introduction of the Forum Theatre method and preparatory theatrical exercises**  
Suitable activities: Presentation of an FT performance (FT video or live performance), preparatory theatrical techniques, and exercise.
3. **Preparatory theatrical techniques and exercises, part 2**  
Suitable activities: Acting techniques aimed at various aspects of dramatic work: focus, concentration, bodywork, voice, expression of emotions, etc.
4. **Concepts of power and oppression**  
Suitable activities: Theatrical exercises and discussions focused on the dimensions of power and oppression and the forms they can take in our environment.
5. **Oppression and violence in our community**  
Suitable activities: Image Theatre – images of violence. Theatrical techniques recreating various forms of violence and oppression in our society with the language of the theater.
6. **Transfer of a social problem into a Forum Theatre performance**  
Suitable activities: Discussion of situations of aggression, violence, and/or social exclusion in our society which we have witnessed or participated in. Choose a story relevant to most people in the community and create the first version of an FT performance script.
7. **Exercises for embodying an image and preparation of an FT performance**  
Suitable activities: Techniques for embodying an image, rehearsal of FT performance following the prepared script.
8. **Preparation of the team for an FT performance**  
Suitable activities: Explaining the structure of an FT performance (explaining the context and how an FT session takes place), preparing the actors for audience interventions, and focusing on possible risk situations during the performance.
9. **Dress rehearsal**  
Suitable activities: Playing out the whole FT performance, including simulating audience interventions that the facilitator sets to prepare the actors.
10. **Forum Theatre performance**  
Suitable activities: Putting on the show in front of a large audience.



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