

# **Guide for integrating vulnerable people in Scout activities –** Cercertassi Romaniei

# Guide for integrating vulnerable people in scout activities

Daniela Stroia

*Motto:*

*I'm a daring scout*

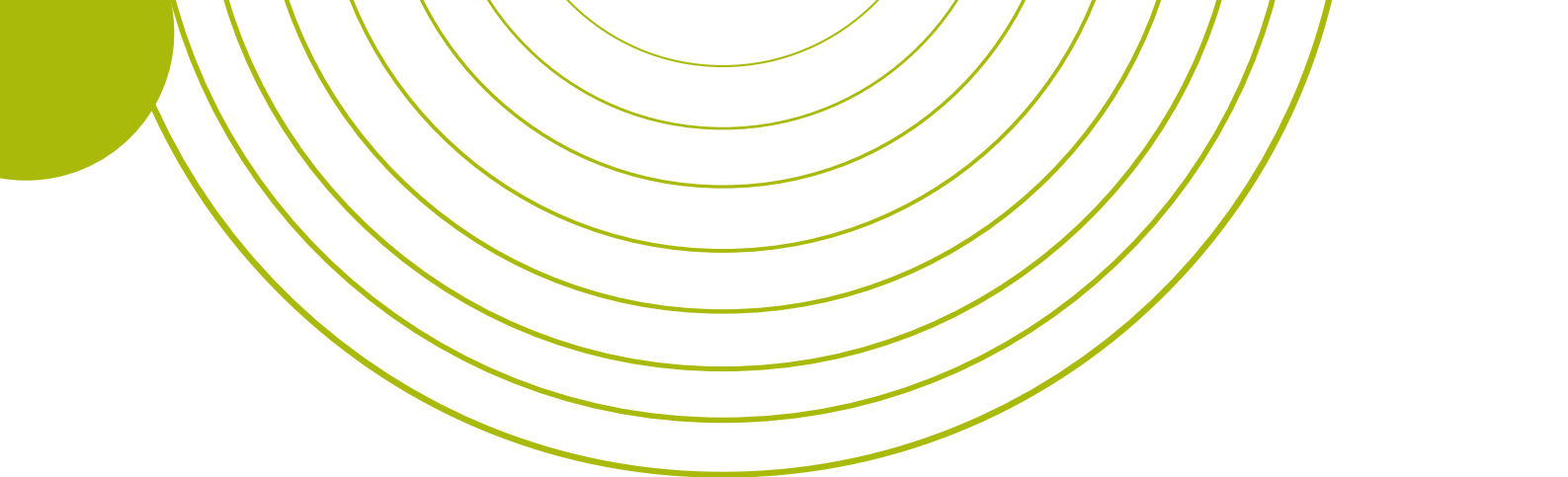
*I want to discover the mirage of life*

*Through the horizon the burning*

*longing carries me*

*The love of light I carry in my luggage.*

*(Floare Petrov)*



*ECARO/PCA20225620*  
*being funded by UNICEF*

**Author**

Daniela Stroia - Centrul Local bleuMarin, Constanța

**UAct Project Coordinator**


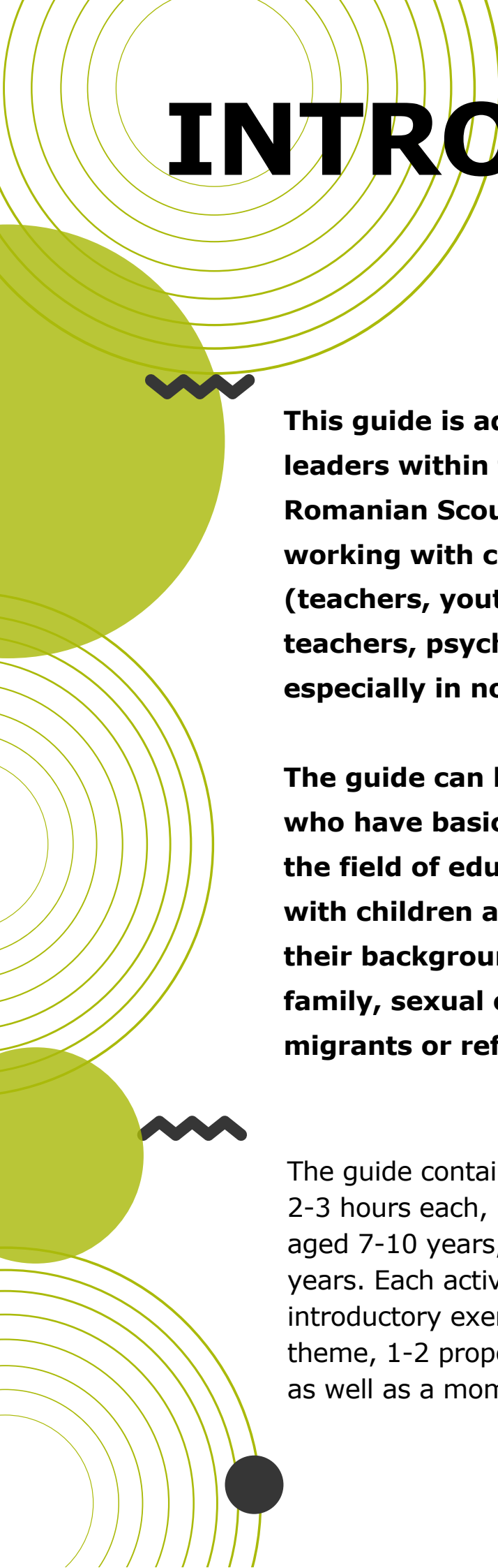
Oana Moroșanu

**Graphic Design**

Andreea Chirilă, Centrul Local Cluj-Napoca




# INTRODUCTION




**This guide is addressed to adult volunteers and leaders within the National Organization of Romanian Scouts, as well as to professionals working with children and young people (teachers, youth workers, social workers, teachers, psycho-pedagogues, animators) especially in non-formal activities.**

**The guide can be used in particular by people who have basic training and some experience in the field of education and who are keen to work with children and young people, regardless of their background, religion, ethnicity, type of family, sexual orientation, whether they are migrants or refugees.**



The guide contains 4 sets composed of 10 activities of 2-3 hours each, intended for children and young people aged 7-10 years, 11-14 years, 15-18 years, and 19-23 years. Each activity scenario in the guide contains 1-2 introductory exercises, an exercise to introduce the theme, 1-2 proposals to develop and apply the theme, as well as a moment to evaluate the activity.



## **The purpose of the guide is**

to provide those interested with useful scenarios for working with children and young people in order to facilitate their integration, involvement and participation in activities of a formative nature, contributing to their development and adaptation to the demands of today.

## **The objectives of the guide are:**

- providing up-to-date, clear, concise information;
- providing support in organizing successful activities with children and young people;
- structuring activities of varying degrees of complexity to suit as many beneficiary groups as possible;
- covering a variety of themes with a focus on both the physical and the cognitive emotional social spiritual development of the beneficiaries.

In the activities proposed in this guide, children and young people from vulnerable groups can participate as follows:

- those from families living on the minimum income
- those living in overcrowded housing
- those coming from foster or group homes
- those who have left the child protection system
- with disabilities of any kind
- those who dropped out of school early
- belonging to different ethnic groups
- with drugs or alcohol addictions
- those previously detained
- the homeless, those suffering from diseases that affect their professional and social life (HIV/AIDS, cancer)
- immigrants
- victims of all forms of abuse or neglect
- those with parents working abroad
- refugees and those seeking asylum
- victims of human trafficking
- those living in isolated communities, etc.

Many of the proposed scenarios were implemented and received positive feedback from the target group.



# CUBS

**children between 7 and  
10 years old**

## Activity I

### **Areas of development**

Physical, social, intellectual, emotional, spiritual

### **Name of the activity**

The First Step

### **Location**

Indoors. The space should be as open as possible and chairs, cushions or mats should be arranged in a circle to allow easy communication between participants.

### **Duration**

2 hours

### **Participants**


A scout patrol (4-9 scouts) and a group of invited children (children with mild disabilities, refugee children or members of vulnerable groups)

### **Objectives of the activity**

- to efficiently coordinate their own moves
- to communicate and make themselves understood
- correctly apply the rules of the games
- approach situations that arise in an optimistic manner
- to consolidate self-confidence

### **Description of the activity**

Today we will be working indoors. However, we're glad we're all dressed as if we're doing outdoor activities in comfortable casual clothes.





## **I propose you the starting game: "Name and movement"**

Stage 1: In a circle, each person takes turns saying their name and showing their favorite dance move.

Example: I'm Maria and I like making waves with my hands.

Stage 2: Next, the adult coordinator says a name that was mentioned, and the group repeats the name and performs the associated movement.

The game ends when the group has performed all the participants' favorite moves.

Duration: approximately 10 minutes

## **We will continue with the energizer "The little bee"**

The game occurs in a circle, with a child in the middle. For the entirety of the game, the kids will wear the name of the person on their right. The Coordinator starts the game with the statement: "A little bee flies to...(name of someone in the circle)"

The person whose name was called has to quickly answer: "The little bee flew to...(another name from the circle) before the one in the middle reaches and touches them. If the little bee has been touched, the person will swap places with the one in the middle.

Attention: the names of the childer in the circle aren't their own but of the neighbor on the right.

Recommendation: it's good to do 2-3 practice laps at the beginning to make sure the children understand the game.

Approximate duration of the game: 10 minutes

**Now that we know each other better,**





**let's draw together.**

### **Our activity is called "Drawing - Relay"**

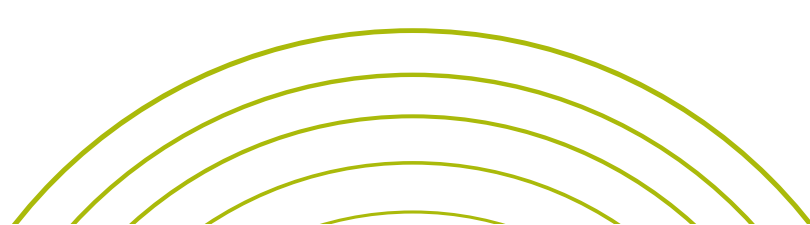
Materials needed: large drawing sheets, scotch tape, markers

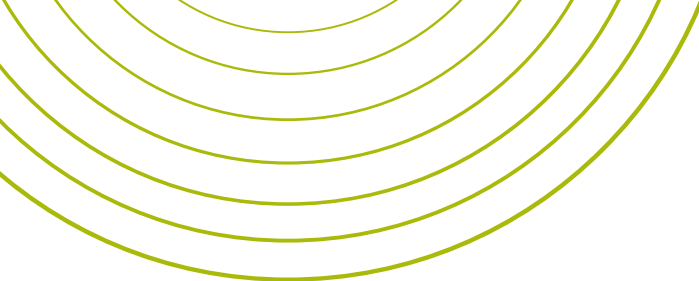
1. Participating children are divided into 4-5 teams by drawing lots or by counting.
2. After forming the teams, each one sits in an Indian line. 4-5 m in front of them, the drawing sheets are pinned to a wall. Each team has to draw a picture of something on the sheet.
3. You can do some warm-up exercises for your fingers and palms (flower bud, heavy rain, etc).
4. The marker passes from one participant to the next at a relay pace, and each team member draws just one mark on the sheet. During the game, the team is not allowed to discuss the content of the drawing.
5. When the drawings are completed, all participants are appreciated and invited to participate in discussions.
6. These will take place with the children sitting in front of the drawings and will focus on questions such as:
  - What did you enjoy about the exercise?
  - What didn't you enjoy?
  - What is the meaning of your drawing
  - How was it working together?

Approximate duration of the game: 30 minutes

**A short hydration/fruit break could follow (10 minutes).**

**After the free socializing during the break, they will each receive cards representing children doing different activities (sports, arts, hiking, hobbies, etc.) individually or together.**





**Participants will be invited to present the card and say if the activities can be done with children they don't know yet, with those who don't speak the same language, have a different religion, etc. The cards presented are displayed together with the drawings made together, on a separate sheet, a door, another support at our disposal.**

We continue our activity with a game in which we will make a giant baby from the bodies of the participating children.

1. The children lie on the floor to form a giant silhouette, with one of them as coordinator. Example: 2 or 4 children become the giant child's legs, depending on the size of the group.
2. Once the task is accomplished, the giant baby will have the following problems to solve:
  - you're sleepy: rub your eyes
  - a ball is next to your hand: pass it forward to the other hand, then to your feet, one at a time
  - your hat fell off: bend over and put it back on your head
  - a friend calls you: greet him by stomping your feet
  - you're hungry: eat a biscuit
3. Participants should act according to what each party usually does of the body. They are allowed to communicate with each other, but only in whispers.

Game duration: approximately 30 minutes

Materials needed: a ball, cap, biscuits

Proposed discussions:

- Which task was easier to do? Why?
- Which task was harder to do? Why?
- What would it have been like if you had communicated loudly, not in a whisper?
- What was your favourite moment?

We are nearing the end of our activity and we sit back in the circle.

**Because we've met and we know each other's names, we're going to do a name tour...**





**Each participant calls out their name without the last syllable and the rest of the participants call out the last syllable in chorus.**

One at a time, each child shows using their right hand how much they enjoyed the activity:

- right hand raised above his head - they really enjoyed the activity
- right hand outstretched in front - they quite enjoyed the activity
- right hand next to the body- they liked the activity only slightly

**At the end, children are served cookies or other treats and a group photo is taken.**





## Activity II

### **Areas of development**

Physical, emotional, social, intellectual, spiritual

### **Name of the activity**

Stepping through nature

### **Location**

Outside. The space should be accessible to everyone (a larger park, a green space/forest near the city that can be reached by public transport).

### **Duration**

2 hours at the chosen location, excluding transport time

### **Participants**

A patrol (4-9 Cub Scouts) and a group of invited children (mildly disabled children, refugee children or members of vulnerable groups), enough adult volunteers so that the children are safe



### **Objectives of the activity**

- coordinate their movements effectively
- apply correctly and respect the rules of the games
- relate to others in a non-discriminatory and non-violent way
- act responsibly and correctly

### **Description of the activity**

Today we will be working outside. We're glad we're together, that we're all dressed appropriately for outdoor activities, in light clothing, and that we have a backpack ready for hiking.



## **I propose the starter game: "I am ...and I have ..."**

1. In a circle, each person takes turns saying their name and presenting a favourite item from their backpack - snack, hat, etc.
2. The favourite item remains in view.
3. Next, the coordinating adult calls out the name of a participant and the group says the name of the object brought. Example: I am Alex and I have a white hat.
4. The game ends when the group has named all the objects brought by the participants.

Duration: approximately 10 minutes

## **We will continue with the energizing game "Watan Chu: <https://youtu.be/nVM2wYf1Q88>"**

1. The game is played in a circle with a coordinator.
2. Throughout the game, children imitate the coordinator's movements and words.
3. It works at a slow pace, then fast, then quietly, loudly, etc.

Recommendation: it's a good idea to do a trial run at the beginning to make sure that the movements are well understood by the children.

Duration: approximately 10 minutes

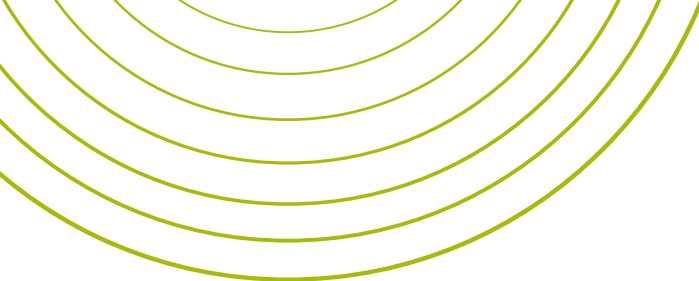
**Now that we've warmed up our voices and bodies, let's look around together.**

**Children will identify the natural elements present. All answers are appreciated. The game will then be announced.**

## **Our game is called "Me and the Tree"**

Materials needed: scarves

1. Participating children are blindfolded and taken to a tree each.
- 



2. They are told that this tree is a new friend and that they must get to know it as well as possible:

- give it a high five, carefully, for it has a strong trunk.
- hug it as hard as you can, even if it's taller.
- get to know him, even if he won't talk back.

3. After a maximum of 5 minutes, the children are brought back to their original position in the group and are asked to remove their blindfolds. They are then asked to look for and find their tree friend.

**Important: it is good to have observers to note which tree each child has been placed next to, to avoid confusion.**

4. After the recognition of the tree friends, participants are asked to say what they liked most about the activity.

Duration: approximately 20 minutes

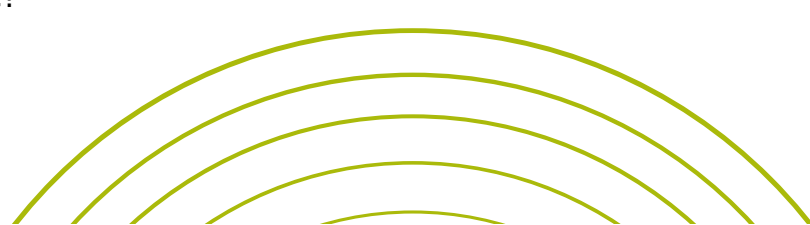
Short break for hydration and free socializing. Participating children are encouraged to share water with their friend tree if they feel it is appropriate.

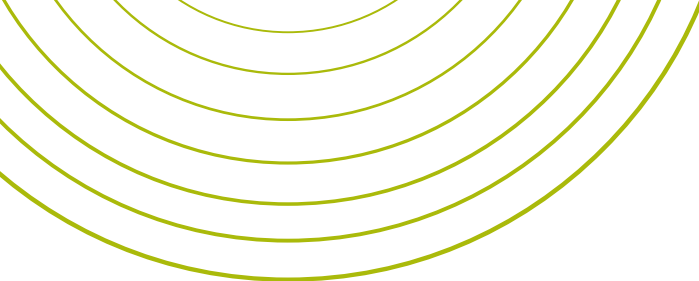
Duration: approximately 10 minutes

5. Build the shelter. After the break, the children will be divided into 4-5 teams by drawing lots. The tickets for the draw will contain pictures of animals commonly found in the area (e.g. rabbit, hedgehog, mouse, field mouse, sparrow, fox, etc.). The activity will consist of creating a shelter from natural elements, a shelter suitable for each team's species. The children will be encouraged to collect suitable materials without destroying the green space, but using all existing resources (twigs, pebbles, feathers, soil, grass, grass, small existing shrubs, etc.).

6. At the end of the work, all children will be encouraged, appreciated, and invited to present what they have worked on.

7. After all the teams have visited all the shelters, the children gather in a circle, on the grass, and answer the following questions: What was easiest to do? Which part was the hardest? Today you helped the animals, but how could you help people in need in the future?





Evaluation time: children are invited to run to one of the spaces indicated by the coordinating adults as follows:

Hot space: I really enjoyed the activity

Warm space: I quite liked the activity

Cold space: I did not like the activity very much

**At the end, the children are rewarded (sweets, stickers, or other items, depending on their possibilities). A group photo can be taken.**





## Activity III

### **Areas of development**

Emotional, social, intellectual, spiritual and of character

### **Name of the activity**

A book step by step

### **Location**

Inside. A bright, spacious, and comfortable space with chairs or cushions is preferable.

### **Duration**

2 hours

### **Participants**

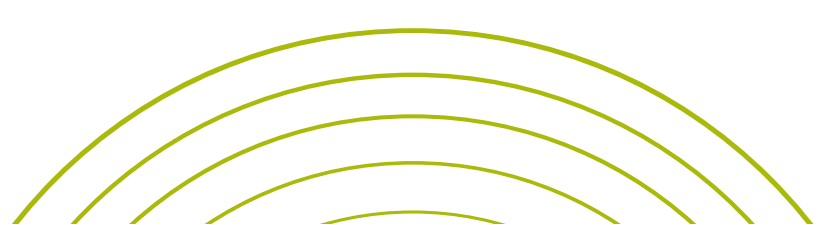
A patrol (4-9 cub scouts) and a group of invited children (mildly disabled children, refugee children, or members of vulnerable groups), enough adult volunteers so that the children are safe.

### **Objectives of the activity**

- interact politely with others
- interact in a non-discriminatory and non-violent way
- act responsibly, contributing to a climate of cooperation within the group
- apply correctly and respect the rules of the games
- appreciate the potential of each participant

### **Description of the activity**

Today we will be working indoors. It's great that we are together, in such large numbers, we can play, talk and discover.





**We'll start with the game: "My name is..., and my favorite letter is..."**

1. In a circle, each person takes turns saying their name and favorite letter. All the participants, including the one who introduces himself, make the shape of the letter in question with their arms (arms crossed in the shape of an X, one arm raised above the head, fist clenched, in the shape of an I, etc.).  
Example: I'm Joan and I like the letter A, because my friend's name was Ada.
2. The game ends after the presentation of all participants.

**We make words out of letters and sentences out of words. Beautiful sentences end up in books.**

Duration: approximately 15 minutes

We will continue with the energizing game "The Magic Book"

**\*adaptation after the dancing game: Magic Dice:**

**<https://youtu.be/jGiERN5YXY>**

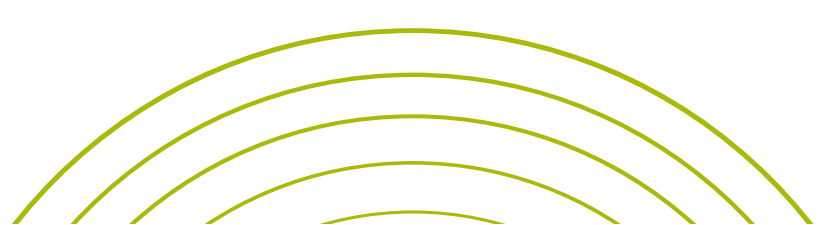
1. The game is played in a circle, with a coordinator sitting alongside the participants.
2. Throughout the game, children imitate the coordinator's movements.

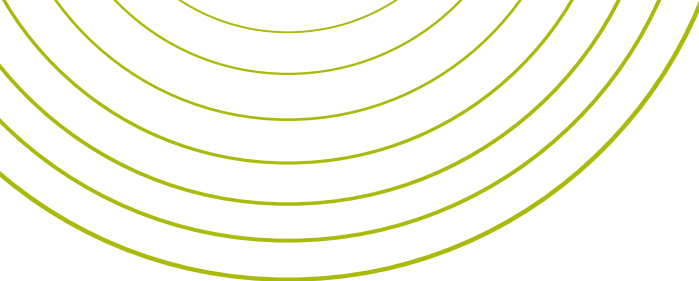
Recommendation: it's good to repeat the game to make sure that the movements have been understood by the children. If necessary, a child can become the game coordinator.

Duration: approximately 10 minutes

**Kids, do you like stories? Today we'll learn an interesting story about a child and a tree. The story is called The Leaning Hill.**

*Once upon a time, but not so long ago, but nowadays, there was a boy.  
One day he went weeping out of his street, which was on the edge of town.  
He was very sad and had no one to talk to, so he ran as far as he could.  
After a while, he felt tired and sat down on the grass.  
There were no houses or trees around him. They had been cut down long ago to  
be turned into furniture or paper.*





*He was on a hill, unlike any hill he had seen before. It rose straight up halfway, then sloped so far to the right you'd have thought it would soon collapse. The boy didn't notice the hill, he just sat down on the grass that covered him and cried.*

*The hill was already very worried to see a boy so alone and so sad.*

*- How can I help you? the hill asked*

*- Hello, hill. Can you talk? the boy replied with a question.*

*- Of course, I mostly talk to children. But they don't come here so much anymore. I understand they're busy with other games, playing in the house. What's bothering you?*

*- I'm sorry to have bothered you. My classmates tease me, and the boy sighed. They make fun of my clothes and my school bag. They always say I'm not doing well at school.*

*- Interesting! exclaimed the hill. I saw you running up here from a distance and noticed you were polite. Your classmates are lucky to have you in their class.*

*- I'm sorry to tell you: I don't have any friends among them. They're always mean to me.*

*- I understand, I understand. Can I tell you about myself now? I'm sure it will help you.*

*- Thank you. I'm listening.*

*- There used to be other hills and trees around here. I was always laughed at by the trees and the hills around me, about my thin base and the slanting top, about the fact that no trees grow on me. I was always sad and crying, but without them seeing me. Then the wood factory bought this land and cut down all the trees. Since then, the rains and the snow and the wind kept washing away the surrounding hills, their land slipped away until it became the plain you see now. I never heard their voices and their malicious words again. I remained here almost unchanged, for the rain and snow slid off me without harm. People who came this way said I had an interesting shape and could be a monument to nature.*

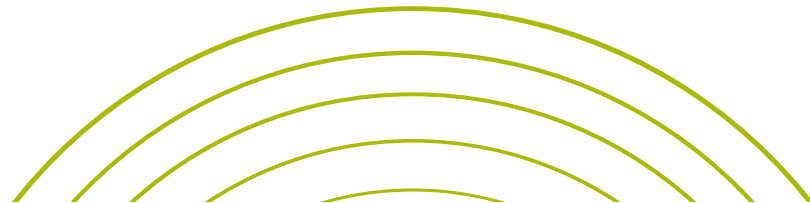
*- Did you sometimes feel lonely without the other hills? And without the trees? the boy asked.*

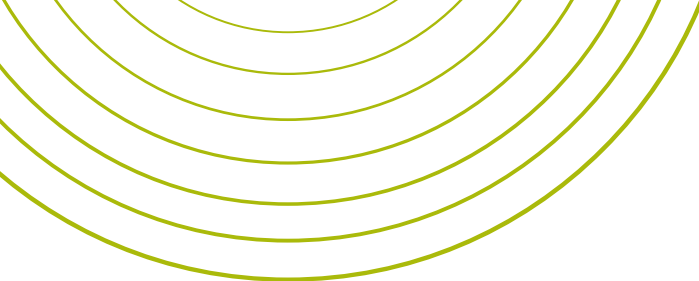
*- At first, yes. Only I looked carefully around me and smiled.*

*- How so?*

*- Climb to my highest point and you'll see, the hill encouraged him.*

*The boy gathered his strength and kept climbing. He was tired, but he felt he was about to see something amazing. Beyond the hill, he stood on, to the distance, were several other sloping hills. And the most wonderful thing was that on each hill a child, boy or girl, was standing and waving friendly signs to our hero.*



- 
1. The story is read by an adult. Children sit comfortably on chairs or cushions.
  2. As an option, if there are 3 adults at the activity, one of them will be the storyteller, another the tree, and the 3rd the child. The participating children will play the role of the children in the story, and at the end, they will smile and wave.
  3. After reading the story, participants are asked to say what they liked best about the story and answer questions:

- when did you feel like the child in the story?
- who helped you then?
- who could you help if they needed it?

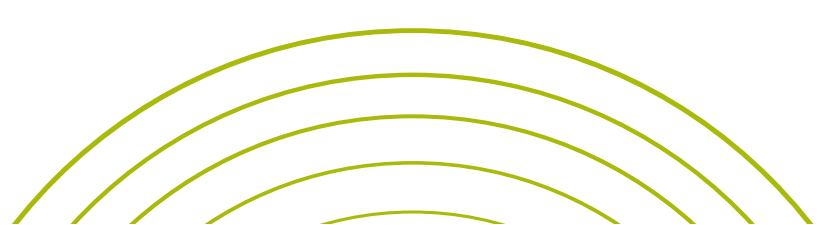
Duration: approximately 25 minutes

**Break for hydration, refreshments and free socialising. Participating children are encouraged to share snacks among themselves.**

Duration: approximately 15 minutes

My book. After the break, the children will be divided into 6 teams by drawing lots. The tickets for the draw will contain pictures cut out from magazines with:

- plants,
- animals,
- kids,
- adults,
- nature landscapes,
- outer space.

1. The activity will consist of building a book from the elements provided: cut-outs from books, old magazines, flyers, advertisements, scissors, glue, sticky tape, etc.
  2. Children will be given plenty of time to work and adults will be on hand if they have questions or need help.
  3. When the books are completed, all participants will be invited to the Book Fair. One by one, the teams will launch their book: they will introduce their team, the name of the book, the story behind the book (how they worked) and the story in the book.
  4. Every launch will be encouraged and applauded. The books produced will be displayed alongside the book read in a visible place.
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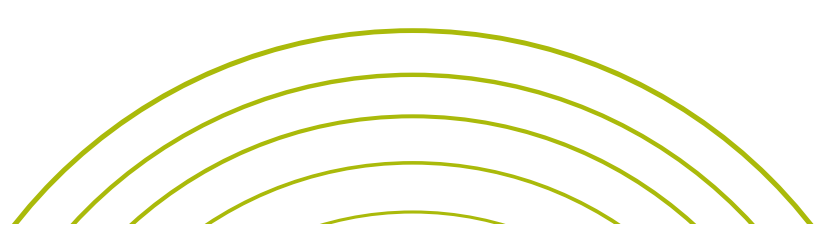


Questions and discussions:

- Do you know a person who could become the hero of a book?
- If you were a character in a book, what kind of character would you be?

Duration: approximately 40 minutes

**At the end, children will be rewarded according to the possibilities and a group photo will be taken.**





## Activity IV

### **Areas of development**

Physical, social, intellectual, character

### **Name of the activity**

With a cheerful step to walk

### **Location**

Outside (green space, larger park)

### **Duration**

2 hours at the chosen location, excluding transport time

### **Participants**

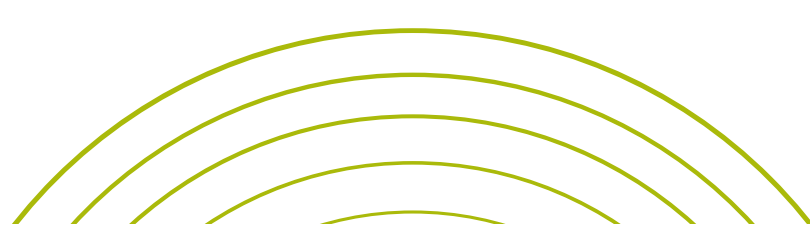
A patrol (4-9 cub scouts) and a group of invited children (mildly disabled children, refugee children or members of vulnerable groups), enough adult volunteers so that the children are safe.

### **Objectives of the activity**

- coordinate their movements effectively
- apply correctly and respect the rules of the games
- interact with others in a non-discriminatory and non-violent way
- act responsibly and with control

### **Description of the activity**

Today we will be carrying out our activities outside. We're glad we're together, that we're all dressed appropriately for outdoor activities in casual clothes, that we have a backpack packed with water and snacks.





## **I propose the starter game: "Clap your hands, say your name"**

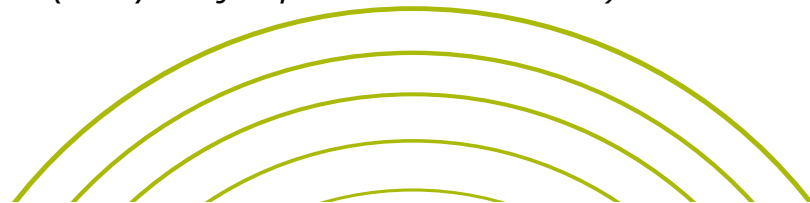
1. Participants sit in pairs, facing each other.
2. Start with the classic clapping:
  - clap your hands together
  - clap your right palms together
  - clap both palms together
  - clap left palms together
  - clap both palms together.
  - say your names, one at a time.
3. Repeat the exercise, this time faster.
4. Repeat the exercise, this time more slowly.
5. Now that you've met, shake hands playfully like this:
  - snap your fingers together 3 times
  - hop on your left foot and touch the paw of your right foot
  - grab your arm and rotate
  - gently fist your clenched fists
  - finally, clap your hands in a friendly upward motion.
6. The game can be repeated until all participants have learned the sequence.  
A gallery tour is made with the names of all participants.

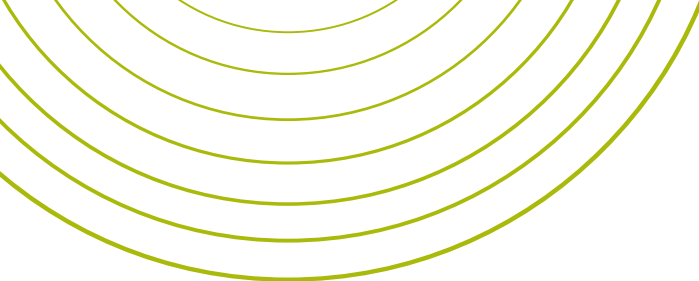
Duration: approximately 15 minutes

## **We will continue with the energizing game "Popcorn"**

1. A circle is formed with all participants. The coordinator sings and executes the appropriate movements, the participants repeat the song and the movements as follows:

*A popcorn was sitting in a pot  
And it starts, it starts to pop  
and jumping and jumping he goes like this,  
music started playing.  
and then: poki (all participants jump forward once)  
and poki poki poki (everyone jumps back three times)  
and poki poki poki poki (all jump 3 times to the right)  
and poki poki poki poki (everyone jumps 3 times to the left)*





2. After singing once with the separate participants, they group in pairs repeating the song and movements together. Then groups of 4 are made, and then of 8 and then the whole group. Each time they sing.

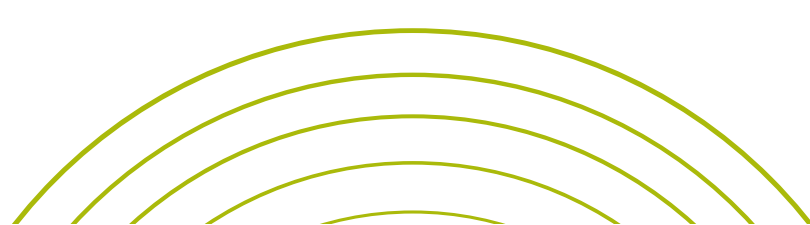
Duration: approximately 10 minutes

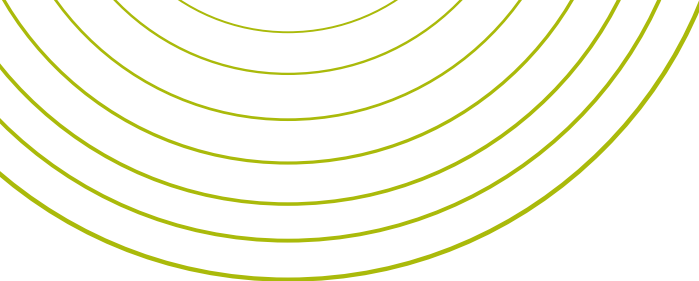
**Now that we've warmed up our voices and bodies, let's look around together. The children will identify the nature elements present, then the game will be announced.**

**The game is called "My Portrait".**

Materials needed: natural elements, paper envelopes, pebbles, leaves, twigs, cones, acorns, etc.

1. Children receive a paper envelope and are invited to look around them for small natural elements.
2. It is explained to them that they will use these to make a portrait of themselves on the ground.
3. They are encouraged to widen their search area while staying safe.
4. The search can be done individually or in small groups, where children can consult and help each other to find the most beautiful and interesting items.
5. Once the envelopes are full enough, the children identify a flat, clear space on which they can work their portrait. They will have plenty of time to add any details they want.
6. After the children have worked on the portraits, they will be invited to take turns visiting the places where the other children have worked, so that at the end they will have seen all the natural portraits.

- what was easier to achieve?
  - what is your favorite part of the portrait?
  - what interesting things did you notice in the other portraits?
  - how many portraits are the same? Why is that?
  - if portraits could talk, what do you think they would tell you?
  - how should we treat them? What about the people who built them?
- 



**Important note: children are not allowed to break flowers, branches or leaves from trees, shrubs or grass. They can only use what nature already provides.**

7. All children's responses are encouraged and appreciated.
8. If they wish and consider it, children can collect their portrait back in an envelope to take it home and re-draw it on a drawing board with glue.

Duration: approximately 50 minutes

Short break for hydration, snacks and free socialising. Participating children are encouraged to share snacks, as long as it is hygienically safe to do so and all involved agree.

Duration: approximately 15 minutes

### **Relay in bags.**

Materials needed: large enough bags, cones or other signs, a grassy area.

1. The children are divided into 4 teams by counting.
2. Teams, with the first participant with both feet in the bag, line up at the starting line and are shown the signs at the end of the track. The first child must jump into the bag to the checkpoint, go around it and jump back to hand over the baton to the next teammate.
3. The first team to complete the relay wins.

Note: children must hold the bag with at least one hand near the waist or the bag will slip.

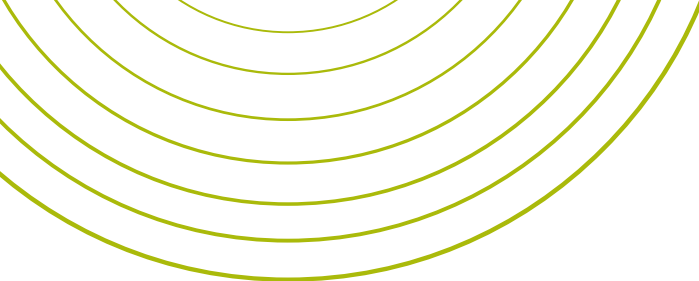
4. After the relay is over, the children gather in a circle on the grass and answer the following questions:

- what was more fun?
- what could you have done better?
- what was it like working as a team?

5. All responses are appreciated. Children are rewarded with applause

Duration: approximately 20 minutes





Evaluation time: children are invited to put or show how the meeting was for them:

- children jump on one foot = I really liked the activity
- children lean to one side and the other = I quite liked the activity
- children hold their palms on their hips = I didn't like the activity very much

**At the end, all participants are rewarded (sweets, stickers, and other items as possible) and a group photo is taken.**





## Activity V

### **Areas of development**

Physical, social, emotional, intellectual, character

### **Name of the activity**

Musical steps

### **Location**

Inside. A bright, spacious and comfortable space with chairs or cushions is preferable.

### **Duration**

2 hours

### **Participants**

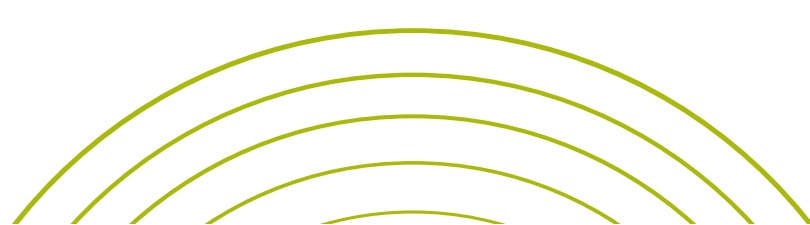
A patrol (4 - 9 cub scouts) and an equal number of invited children (children with mild disabilities, refugee children or members of vulnerable groups), enough adult volunteers so that the children are safe

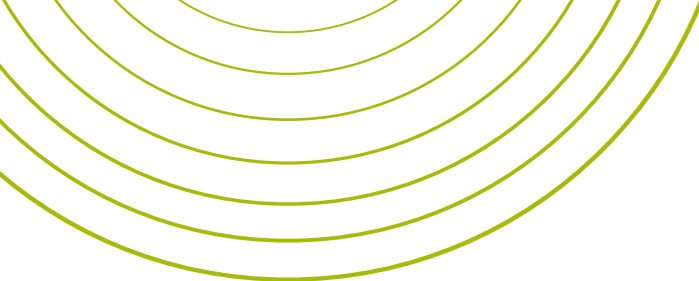
### **Objectives of the activity**

- coordinate their movements efficiently
- apply correctly and respect the rules of the games
- interact with others in a non-discriminatory and non-violent way
- act responsibly and fairly

### **Description of the activity**

Today we will be conducting our activities indoors. We're enjoying being together to play and learn while having fun.





## **I propose the starter game: "I am ...and I like the song ..."**

1. In a circle, each person takes turns saying their name and humming their favourite tune.
2. Next, the adult coordinator calls out a participant's name and the group hums that participant's favorite song together. Example: I'm Vali and I sing "Don't worry, be happy!"
3. The game ends when the group has hummed all the songs together.

Duration: approximately 15 minutes

## **We'll continue with the energizing game "Grrrrrr tuuuc boom!"**

Materials needed: a surface on which words can be written, enough space for all participants to feel comfortable.

1. The coordinator writes the following words so that all participants can see:
  - ana
  - na
  - grrrrr
  - tuuuc
  - boom
2. The coordinator reads the words slowly and invites the children to repeat.
3. Then the coordinator increases the pitch in intensity, reaching a melodic rhythm loud, soft, fast, slow. You can even do a dance to the melodic rhythm, after a few repetitions.
4. The Energizer will end with a big joint BOOM.

**We all learned words in a new language and new songs.**

Duration: approximately 10 minutes





**Now that we've warmed up our voices and bodies, let's play Musical Chairs vertically.**

1. Participating children are divided into 2 teams. Each team has 4 sturdy chairs. The game is played to music. You can use music from the radio, or from your phone or someone can sing instrumentally or vocally.
2. Instead of a player leaving the game when the music stops, everyone has to somehow sit in the available seats. Children must work together to ensure that everyone has access to the chairs and no one loses their balance and falls over. It's a great game because all participants win.

Note: if the team has improved and all participants have found a way to sit on the chairs, a chair or 2 can be removed progressively to make the challenge even greater. Throughout the game, children are not allowed to push or shout at each other, but to help each other and communicate in whispers.

3. After completing the game, participants are asked to say what they liked most about the activity.

Suggested questions from the coordinator:

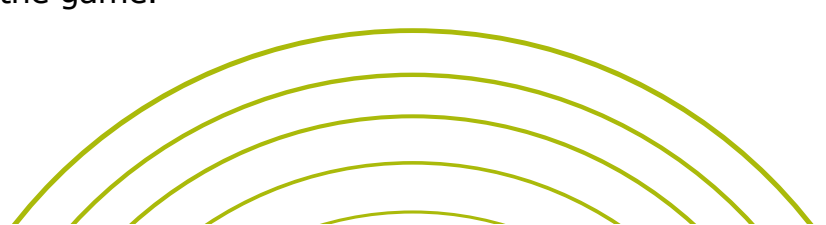
- which part was the funniest?
- what was the hardest thing to do?
- how many people do you think would actually fit in your house?:)

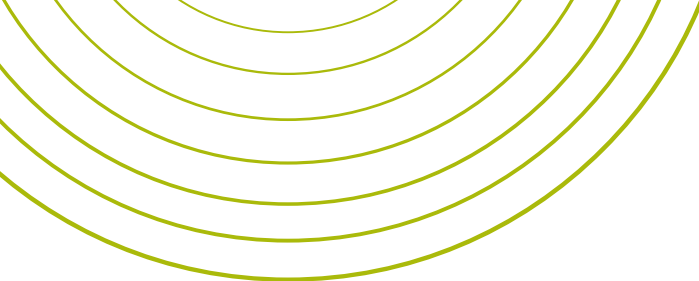
Duration: approximately 30 minutes

**Short break for hydration, snacks and free socialising.**

Duration: approximately 10 minutes

**Musical statues. After the break, children will be asked to position themselves in the room so that there is enough space between them.**

1. When the music plays, you all dance as best you can. When the music stops, you must stand still like statues.
  2. Anyone who moves is out of the game.
- 

- 
3. Do a sample at the beginning: dance, stop, dance, stop.
  4. The proposed songs will be happy, rhythmic, funny, from the category of known to children in general.
  5. After several turns, the coordinator introduces the following requirements to Statue time:
    - statues with arms wide open
    - weeping statues
    - statues with full mouths
    - silly statues
    - statues with closed eyes
    - upside-down statues
    - etc.
  6. At the end, there is a pause for respite and the children say:
    - what statue did they find most fun to make?
    - what they understood about movement and rest - we all need both.

Approximate duration: 25 minutes

**Improvised orchestra. We listened to a lot of songs today, but it was our turn to make music.**

1. Children are asked to look in their backpacks or in the room for an object that could become a musical instrument: a pencil, stuffed toy, piece of paper, book, etc. Any object that cannot hurt children is accepted.
2. A rhythm is established and the children take turns to join in with their improvised instruments.
3. Possible question: what was it like playing together?
4. At the end, the children are appreciated and encouraged for their work.

Evaluation time: Children are invited to:

- clap your hands as loud as you can = I really enjoyed the activity
- tap your foot = I liked the activity quite a lot
- nod left and right = I didn't like the activity very much

**At the end, the children are rewarded (sweets, stickers, other items, depending on the possibilities) and a group photo is taken.**





# Activity VI

## **Areas of development**

Physical, emotional, social, intellectual, spiritual

## **Name of the activity**

Game steps

## **Location**

Outside. The space should be accessible to everyone (a larger park, a green space/forest near the city that can be reached by public transport).

## **Duration**

2 hours, at the chosen location, excluding transport time

## **Participants**

A patrol (4 - 9 cub scouts) and an equal number of invited children (children with mild disabilities, refugee children or members of vulnerable groups), enough adult volunteers so that the children are safe



## **Objectives of the activity**

- communicate appropriately
- coordinate their movements effectively
- apply correctly and respect the rules of the games
- interact with others in a non-discriminatory and non-violent way
- act responsibly and fairly

## **Description of the activity**

Today we will be working outside. We're glad we're together, that we're all dressed appropriately for outdoor activities, in light clothing, that we have a backpack packed with what we need.



## **We'll start with the game: "I am ... at breakfast I ate ..."**

1. In a circle, one at a time, each person says their name and tells what they had for breakfast. Example: I'm Alina and I had milk with cereal.
2. Next, the adult coordinator says a participant's name and the group says the food eaten.
3. The game ends when the tour is complete.

Duration: approximately 10 minutes

## **We will continue with the energizing game "This is my hand"**

The game is played in a circle with a coordinator. Throughout the game, the children repeat the coordinator's movements and words as follows:

- This is my hand.
- With my hand I can point (pointing in several directions).
- With my hand I can sing (they sing with their palm over their mouth, like Indians)
- With my hand I can clap my hands (clap hands with neighbouring children)
- With my hand I can wave (waving to several children)
- Hand can pat (neighbouring children touch each other on the shoulder or arm, as comfortable for each)
- With the hand I can clap.

Back-up options if the children already know each other:

- With the hand I can lift (lift or mime lifting a neighbouring child off the ground)
- With the hand I can massage (massage the back of neighbouring children)
- With my hand I can bow, etc.

Duration: approximately 10 minutes

**Now that we've warmed up our voices and bodies,**





## let's look around us together.

Children will identify the elements of nature present. All answers are appreciated. The game will then be announced.

### **Our game is called "Houses"**

Materials needed: surfaces with gravel, sand or damp earth, sticks to draw with.

1. Participants are divided into teams of 3 by counting.
2. In the beginning, they draw lines to mark the walls of the house, running horizontally. They decide as a team whether they want a big, modern house or a small, cozy house. They may also choose to draw a castle.
3. Then they mark the doors so they can get in and out.
4. Inside the house, they will draw the rooms. They may also choose to draw a hallway from the front door with doors leading to the kitchen, bedroom, playroom, or bathroom.
5. Next, they will furnish the house. They can draw an indoor waterslide, a fireplace, a ping-pong table, an aquarium, or even a hammock. If the drawings are big enough, children can sit on the sofa in their own homes, sleep on the bed or have a snack.
6. Cushions, rugs, and light bulbs add extra comfort and safety.
7. Children get enough time to complete the houses as a team.
8. Once the work is finished, there is a tour of the houses designed by the children. Each team has the opportunity to present their project.
9. All the houses are appreciated and the children are applauded.
10. Possible questions at the end:
  - what do you like most about your home?
  - Who would you like to invite to visit?
  - how can you help those who don't have a home yet?

Duration: approximately 40 minutes

### **Break for hydration, snacks and free socialising.**

Duration: approximately 10 minutes





## Sticks and elastic bands.

1. After the break, the children will be divided into 4-5 teams by counting.
2. Each team will be given a rubber band and each member will receive a thin, clean stick of about 30 cm. The children stand with the stick in their mouths and form a line. Start from the left side. The elastic band is placed on the first participant's stick, and they must pass the band to the second member without using their hands.
3. The first team to pass the rubber band from the first to the last member wins.

Note: Team members are not allowed to talk during the elastic laps.

**As variations, the game can start from the right side, the rubber band can be passed twice from each member of the team, the teams can mix up: in this way the participants will have the opportunity to team up with many other children.**

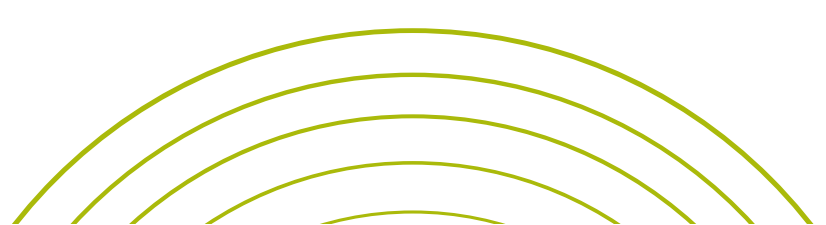
4. After the game, the children gather in a circle on the grass and answer the following questions:

- Which strategy has been more successful?
- How is it better to work as a team: fast or slow?
- How have you helped the team succeed?

Evaluation moment: children are invited to run to one of the spaces indicated by the coordinating adults in the vicinity of the discussion circle:

- red space: I really liked the activity
- white space: I liked the activity quite a lot
- black space: I did not like the activity very much

**At the end, the children are rewarded (sweets, stickers, other items, depending on the possibilities). A group photo can be taken.**





## Activity VII

### **Areas of development**

Physical, emotional, social, intellectual, spiritual

### **Name of the activity**

Steps in first-aid

### **Location**

Outside. The space should be accessible to everyone (a larger park, a green space/forest near the city that can be reached by public transport).

### **Duration**

2 hours, at the chosen location, excluding transport time

### **Participants**

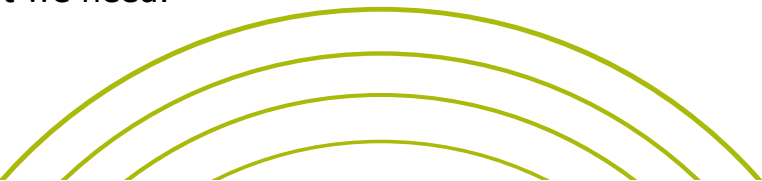
A patrol (4 - 9 cub scouts) and an equal number of invited children (children with mild disabilities, refugee children or members of vulnerable groups), enough adult volunteers so that the children are safe

### **Objectives of the activity**

- communicate appropriately
- coordinate their movements effectively
- apply correctly and respect the rules of the games
- interact with others in a non-discriminatory and non-violent way
- act responsibly and fairly

### **Description of the activity**

Today we will be working outside. We're glad we're together, that we're all dressed appropriately for outdoor activities, in comfortable clothes, and that we have a backpack packed with what we need.





## **We'll start with the game: "I am..I have strong..."**

Stage 1. In a circle, one at a time, each person says their name and a part of their body that they think is the strongest (arms, legs, brain, ears, eyes, back, etc). Example: I am Alina and I have strong arms.

Stage 2. The coordinating adult says a participant's name and the group responds with the body part they have named.

The game ends when the rotation is complete.

Duration: approximately 10 minutes

## **We will continue with the energizing game "Banana's Dance"**

The game is played in a semicircle with a coordinator seated in front of the participants. Throughout the game, the children repeat the coordinator's movements and words as follows:

Form the banana, form the banana (raise your outstretched arms, one by one, above your head).

Peel the banana, peel the banana (draws small circles with the palms of the hands on either side of the body, from above the head to the knees).

Slice the banana, slice the banana (touch the arms one by one, 5-6 times, at small distances, with the palms placed perpendicular on the arms)

Eat the banana, eat the banana (hands go to mouth, one by one)

Dance like the banana (jump quickly from one foot to the other, with hands raised at the side of the head)

**The game can be repeated in different rhythms: slow or fast or in different tones with a loud or whispered voice.**

Duration: approximately 10 minutes

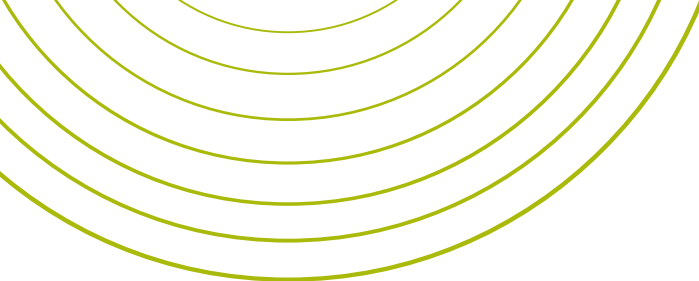
## **"First aid kit"**

Now, let's think about our bodies.

What can we do to have a healthy body?

Children's answers are encouraged and appreciated.



- 
1. The coordinator says: sometimes we have health problems and it's good to consult a doctor.
  2. What happens when we are at an activity and we have an accident? What is good to have available then?
  3. The first aid kit should contain certain items. To find them, please look around you, in the grass, in the trees, and you will find cards with these items drawn on them. Good hunting!
  4. The children split up and look for the next cards:
    - Scissors
    - Tweezers
    - Saline solution
    - Insect repellents
    - Leukoplast
    - Sterile gloves
    - Bandages
    - Sterile gauze strips
    - Muscle pain gel
    - Disinfectant
    - Thermometer
    - Sunscreen cream
    - Lip balm

Participants' search efforts are appreciated, regardless of the outcome.

Possible questions at the end:

- What are the objects you found used for?
- Which ones should you have in your first aid kit?
- When did you need these items, at home or when travelling?

Duration: approximately 40 minutes

**Break for hydration, snacks, and free socializing.**

Duration: approximately 10 minutes





## **First aid for all to understand.**

The coordinator presents a first aid kit to the participants.

1. Children will be divided into 5 teams by count (approximately 4 participants per team) and will receive a first aid kit.
2. Each team will be given a situation requiring intervention as follows:
  - Light cuts and bruises
  - Bee sting
  - Sunstroke
  - Slight twisting
  - Slight burn
3. The team will choose a child to play the role of the person who needs first aid help. Using the materials available and their knowledge, the team will develop a plan to help the person in this situation as best they can.
4. After about 15 minutes of work, the children gather in a circle on the grass. Each team takes a turn to present the situation they have received and how they provided first aid. If necessary, additions are made, and explanations are given. In this way, everyone present benefits from first aid demonstrations and learns different situations that may arise.
5. Children answer the following questions:
  - What was it like working as a team?
  - What did you find interesting?
  - What other things would you like to know?

Time of evaluation: Children are invited to adopt a particular position depending on how well they felt about the activity, so:

- standing, with hands placed in the shape of binoculars: the activity interested me/ I liked it very much
- standing with hands on hips: I quite liked the activity
- standing, with the back turned: I did not like the activity very much

**At the end, children are rewarded according to the possibilities. A group photo can be taken.**





## Activity VIII

### **Areas of development**

Physical, social, intellectual, emotional, spiritual

### **Name of the activity**

Steps to help others. This activity takes place after the children have donated sweets, school supplies, clothes, shoes, etc.

### **Location**

Inside

### **Duration**

2 hours

### **Participants**

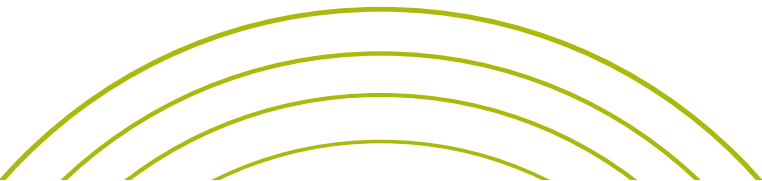
A patrol (4-9 cub scouts) and a group of invited children (children with mild disabilities, refugee children or members of vulnerable groups)

### **Objectives of the activity**

- coordinate their movements efficiently
- communicate so that they are well understood
- apply the rules of the games correctly
- approach situations in an optimistic manner
- build self-confidence

### **Description of the activity**

Today we will be working indoors. We're looking forward to being together and discovering new things





## **I propose the starter game: "The potato"**

The game is played in a semicircle with a coordinator seated in front of the participants. Throughout the game, the children repeat the coordinator's movements and words as follows:

Form the potato, form the potato (raise the outstretched, rounded arms, one at a time, then together, above the head).

Peel the potato, peel the potato (draws short, broken lines on either side of the body from above the head to the knees).

Slice the potato, slice the potato (mimic cutting movements with both arms on an imaginary table)

Smash the potato, smash the potato (punch the air fast, forward and downward)

Eat the potato, eat the potato (hands go to the mouth, one by one)

**The game can be repeated in different rhythms: slow or fast or in different tones with a loud or whispered voice.**

Duration: approximately 10 minutes

## **We will continue with the energizing game "Name Ball"**

1. The game is played in a circle with the coordinator in the middle. He throws a soft ball to a participant and calls out his name. The participant throws the ball further, calling out their name in turn. This continues until all participants have had a chance to introduce themselves.

2. The second round of the game is played with the nicknames of the participants, and is usually the round that elicits the most smiles.

Approximate duration of the game: 15 minutes

**Now that we know each other better,**





**let's create together.**

**Our activity is called "Congratulations with soul"**

Materials needed: colored or white sheets ( as possible), stamps, crayons, pencils

- 1.Participating children receive materials and get comfortable to create a card.
- 2.Some finger and palm warm-up exercises (flower bud, rain beating down hard, etc) can be done.
- 3.The cards will be given with the donations to children in need (refugees, economically disadvantaged families, children with disabilities, etc).
- 4.After the cards are completed, they are put together for all the little creators to view. All the products are appreciated and the children are congratulated.

- What did you like best about making the card?
- What does your design signify?
- What wishes did you add/what text did you write?

Approximate duration of this activity: 30 minutes

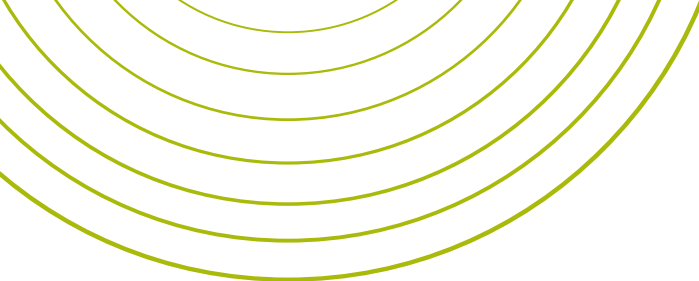
**A short hydration/fruit break might follow. (10 minutes).**

**After free socializing during the break, the children will be led to the donated products.**

- 1.They will be invited to choose a packaging (cardboard box, preferably), which they can pack or draw, as they see fit. For easier access to the contents of the box, the lid and the box are packed separately.
- 2.In the box, the children place the card as well:
  - Hygiene items (soap/shower gel, toothbrush and toothpaste, small towel)
  - A toy in good condition
  - A few items of clothing
  - Sweets, etc.

**Once the box is ready, the children write on the lid the age and gender of the child who will receive the gift (Example: girl, 10 years old). The boxes are placed together. A photo can be taken of the children and the fruits of their labour: the beautifully prepared boxes.**





**We continue our activity with a gallery tour in which the children will tell the story of "The clew of the most beautiful gift".**

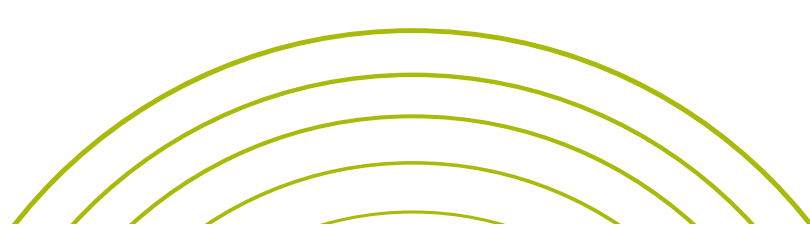
The coordinator will hold a clew, and wrap it 2-3 times around their wrist, during which time they will describe the best gift they have received so far (what it was like, who they received it from, on what occasion, where they keep it, etc). The children will take it in turns to share with the group their fond memories of their favourite gifts. At the end, all participants will be tied to the same thread and the coordinator will ask them:

- What is the thread that connects us now?
- How come we all like presents?
- What do you think of when you see all the beautifully prepared gifts?
- Would you like to know which children will receive the presents?  
(depending on the children's answers, a joint activity can be organised with the beneficiaries)

Interactive evaluation

- Participants who really enjoyed the activity: clapping loudly
- Participants who liked the activity a little: clap lightly
- Participants who did not like the activity much: do not clap

**At the end, the children are served with sweets or other rewards and a group photo is taken.**





# Activity IX

## **Areas of development**

Physical, emotional, social, intellectual, spiritual

## **Name of the activity**

We train step by step

## **Location**

Outside. The space should be accessible to everyone (a larger park, a green space/forest near the city that can be reached by public transport).

## **Duration**

2 hours, at the chosen location, excluding transport time

## **Participants**

A patrol (4 - 9 cub scouts) and an equal number of invited children (children with mild disabilities, refugee children or members of vulnerable groups), enough adult volunteers so that the children are safe



## **Objectives of the activity**

- communicate appropriately
- coordinate their movements effectively
- apply correctly and respect the rules of the games
- interact with others in a non-discriminatory and non-violent manner
- act responsibly and fairly

## **Description of the activity**

Today we will be operating outside. We're glad we're together, that we're all dressed appropriately for outdoor activities, in light clothing, that we have a backpack packed with what we need.



## **We'll start with the game: "The Orange"**

The game is played in a semicircle with a coordinator seated in front of the participants. Throughout the game, the children repeat the coordinator's movements and words as follows:

Form the orange, form the orange (Raise your outstretched arms, one by one, above your head).

Peel the orange, peel the orange (draw small circles with index fingers on either side of the body from above the head to the knees).

Slice the orange, slice the orange (make back and forth saw-like movements on an imaginary table, first with one hand, then with the other hand)

Squeeze the orange, squeeze the orange (each participant hugs themselves as tightly as possible with their own arms)

**The game can be repeated in different rhythms: slow or fast or in different tones with a loud or whispered voice.**

Duration: approximately 15 minutes

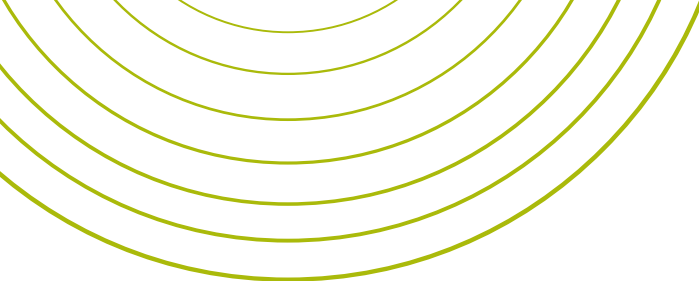
## **We will continue with the game "Jumping over backpacks - relay"**

1. Participants are invited to form two parallel lines consisting of their backpacks, with a distance of 3-4 m between lines and between backpacks.
2. By counting, those present are divided into two teams.
3. The first team will run across one line of backpacks, the second team will run across the other line of backpacks. The participants will take turns in the race. After jumping over all the backpacks they will return to their teammates in normal running, hand over the baton and move to the end of the line.
4. The game can be organised as a competition after a training lap.

Variant: participants can skip backpacks both out and back for more demand. Extra obstacles can be added: sticks or bigger rocks

Duration: approximately 30 minutes





Now, let's look around us together. The children will identify the elements of nature present. All answers are appreciated. Then the game will be announced.

### **Our game is called "Find the colour".**

1. At the coordinator's signal, participants will run to the nearby area to bring or show the following:

- A brown object
- A green object
- A grey object
- A red object
- A blue object
- A yellow object, etc.

2. Children may bring objects in the required colours that do not involve breaking or may show, without bringing, the coloured objects which do not require involve breaking.


3. All solutions found by the children are appreciated if they respect the colour required. ( yellow-sun and blue-sky are perfect answers).

Duration: approximately 30 minutes

### **Break for hydration, snacks and free socialising.**

Duration: approximately 10 minutes

### **Hide and seek - Sardines**

1. After the break, the children will play a variation of the classic game: Hide and Seek, which is called Sardines.
  2. One player hides and has to be found/looked for by the others.
  3. When one player finds the hidden one, they must enter the hideout with him.
  4. The first player to enter the hideout will hide in the next game.
- 



Important note to participants: never reveal your best hiding places!

### **Building the tower**

- From the nature elements at their disposal (large or small stones, branches, pieces of wood, cones, etc.), without breaking or dislocating, the children will build together a tower as high as possible.
- The tower can end up being as tall as they are. At that point the game stops for safety reasons.

Possible questions at the end of the activity:

- Which games did you like best?
- What was more difficult?
- Which moment was the most successful for you?

**At the end, the children are rewarded (sweets, stickers, other items, depending on the possibilities). A group photo can be taken.**





# Activity X

## **Areas of development**

Physical, social, intellectual, character

## **Name of the activity**

Steps together

## **Location**

Outside (green space, larger park)

## **Duration**

2 hours, at the chosen location, excluding transport time

## **Participants**

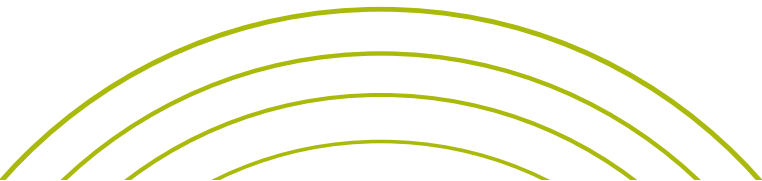
A patrol (4 - 9 cub scouts) and an equal number of invited children (children with mild disabilities, refugee children or members of vulnerable groups), enough adult volunteers so that the children are safe

## **Objectives of the activity**

- coordinate their movements effectively
- apply correctly and respect the rules of the games
- interact with others in a non-discriminatory and non-violent way
- act responsibly and in control

## **Description of the activity**

Today we will be working outside. We're glad we're together, that we're all dressed appropriately for outdoor activities in casual clothes, that we have a backpack packed with water and snacks.





## **I propose the starting game: "Raise your hand until you get the ball"**

1. Participants sit in a circle, the coordinator sits in the center.
2. Participants raise their right hand and the coordinator throws the ball to one of the children, saying their name. The child lowers his/her right hand, catches the ball, and throws it to another child, who also says his/her name, lowering his/her arm. The first round ends when all the children have said their names and have their arms down.
3. The second round is played as far as possible in the same order as the first, so that the participants learn each other's names.
4. The next two rounds go as follows: the first player says the name of the person to whom they throw the ball, who lowers their arm and catches the ball. The second player says the name of the next player and so on.

Duration: approximately 15 minutes

## **We will continue with the energizing game "The House"**

The game is played in a semicircle, with a coordinator seated in front of the participants. Throughout the game, the children repeat the coordinator's movements and words, as follows:

Form the house, form the house (raise your arms in a triangle above your head).

Paint the house, paint the house (draw lines with your arms up and down several times).

Clean the house, clean the house (sweeping-like movements)

Wipe the windows, wipe the windows (arms trace circles in the air)

House party, house party (high jumps, front and back, free dance)

**The game can be repeated in different rhythms: slow or fast or in different tones with a loud or whispered voice.**

Duration: approximately 10 minutes

**Now that we've warmed up our bodies,**





**we will enjoy other games.**

**We will continue with the energizing game " The House"**

1. This is a game that becomes even more fun when played by more participants.
2. A line is formed and the children are quite close to each other.
3. The coordinator whispers a sentence into the ear of the player next to him.

For example:

- "Children who play are happy"
- "Kids love ice cream"
- "Books help us travel through time"
- "Children like to stay together"
- "Children are honest and giving"
- "Children can help grown-ups"
- "Children can become anything they want"
- "Children love to dream"
- "Children are good singers", etc.

4. The sentence travels from one child to the next to the last participant in the string.
5. The last player says the sentence out loud. Usually the words change completely until they reach the last person. Perhaps this is also the case when we don't pay attention to what others are saying?

Duration: approximately 30 minutes

**Short break for hydration, snacks and free socialising. Participating children are encouraged to share snacks, as long as it is hygienically safe to do so and all involved agree.**

Duration: approximately 15 minutes





## Shape the rope

Materials needed: 4 pieces of rope long enough (about 1 m for each participant), scarves for each participant.

1. The children first work in teams of 4, then 8, then all together.
2. During the game, after receiving the rope, the children blindfold each other with scarves.
3. The work tasks will be the same regardless of the number of participants in the team.
  - Make a square
  - Make a triangle
  - Make a circle
4. After each task has been completed, the children will be able to look at the result of their work in team to make the necessary adjustments.

### Possible discussions after the end of the game

- What was more fun?
- What could you have done better?
- What was it like working as a team of 4? How about 8?
- How about all together?

All responses are appreciated. Children are encouraged.

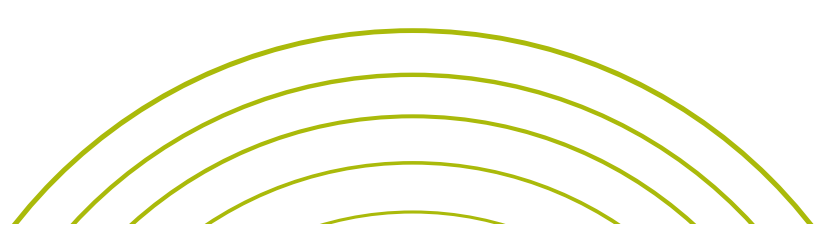
Duration: approximately 20 minutes

### Interactive evaluation moment:

Materials needed: tickets with names of participants

- Children have 10-15 minutes to make a natural gift (grass ring, pebble arrangement, twig star, etc.) for the peer they randomly pick. Once they have each prepared their surprise, they sit in a circle and the gift-giving takes place.
- Giving them to each other is encouraged with a few kind words of thanks.

**At the end, all participants are rewarded (sweets, other items as possible) and a group photo is taken.**





# SCOUTS

teenagers aged 11 to 14

## Activitaty I

### Areas of development

Physical, emotional, social, intellectual, spiritual

### Name of the activity

Let's get to know each other

### Location

Inside, generous, bright space with chairs, tables, possibly cushions, mats.

### Duration

2 hours

### Participants


A patrol (4-9 scouts) and an equal number of invited children (mildly disabled children, refugee children or members of vulnerable groups), adult volunteers

### Objectives of the activity

- să își exprime propriile trăiri și sentimente într-un mod autentic
- să adopte o atitudine pozitivă în ceea ce privește viața și oamenii
- să relaționeze cu cei din jur în mod nediscriminatoriu, fără a fi influențat de stereotipuri sau prejudecăți de ordin social religios etnic sexual și urmărește înlăturarea lor și a efectelor acestora
- să își consolideze o personalitate echilibrată disciplinată cu un set personal de valori
- să promoveze adevărul corectitudinea modestia și demnitatea
- să-și folosească eficient cunoștințele acumulate

### Description of the activity

Today we will be working indoors:  
get to know each other better, collaborate  
and express ourselves.





## **We'll start with the game: Without 3!**

1. In a circle, one at a time, each person counts out loud and says their name.
2. When the count reaches the number 3 or multiples of 3, they say their names and clap their hands once without saying the number. Example: 1- Andrei, 2- Ana, Bogdan + clapping of hands
3. Alternatively, the person with the number 3 or a multiple of 3 can clap their hands twice and then the count and the names are counted backwards.
4. Whoever makes a mistake goes outside the circle.
5. The game ends when only one participant remains in the circle.

Duration: approximately 10 minutes

## **We will continue with the energizing game "1,2,3,4"**

The game is played in a loose formation with a coordinator. At the beginning, basic commands are practiced:

- Walk
- Run
- Jump
- Clap your hands

Then the scouts are notified of the reversal of commands, thus:

- on the command walk, they will run, and vice versa
- on the command jump, they will clap their hands and vice versa.

Next, the commands will be reversed again:

- on the command walk, they will clap their hands and vice versa
- on the command run, they will jump and vice versa

Duration: approximately 15 minutes

**Now that we've warmed up and had some fun,**





**let's form a circle and  
and make ourselves comfortable.**

### **"The story of the first name".**

Participants are asked to take turns telling their First Name Story by answering the following guiding questions:

- What is the origin of your first name?
- What do you know about your first name?
- Who gave you this name? Why?
- What curious facts about your first name do you know?
- What does your first name mean to you?
- What influence does your first name have on your entourage?
- How does your first name influence your behavior?
- To what extent do you like your first name and in what circumstances would you have liked a different first name?
- To what extent does your name characterize you?", etc.

**All responses are appreciated and encouraged.**

**As an option, scouts can work on this exercise in pairs.**

Possible questions at the end:

- What new, special things stuck in your mind after your peers' presentations?
- What does this exercise tell you about their personalities?

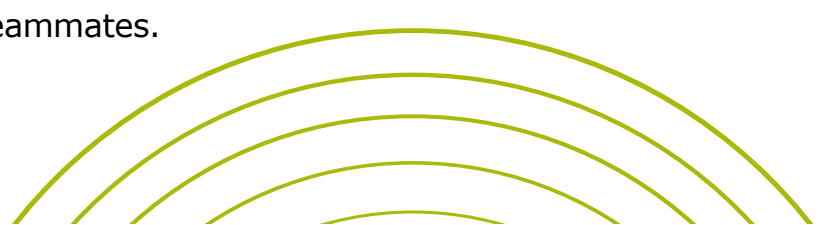
Duration: approximately 40 minutes

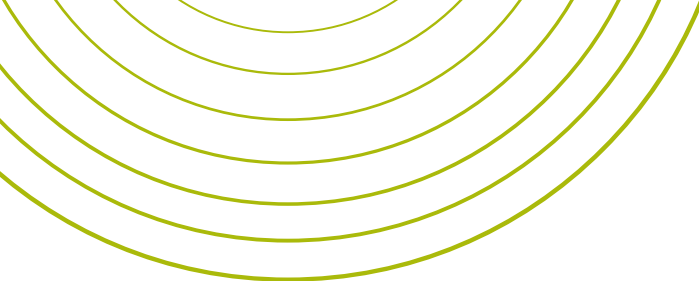
### **Break for hydration, snacks and free socialising.**

Duration: approximately 15 minutes

### **Above and below.**

After the break, participants will be divided into 2 teams by counting.

- The teams are lined up in an Indian line.
  - The first member of the team runs to the end of the room touching a mark set by the coordinator.
  - He returns to the front of the team, crawls between the legs of all teammates, touches a mark placed behind the team, then returns to his place over the backs of his teammates.
- 

- 
- When he reaches his place in front, number 2 starts over the back of the first, runs to the front sign, touches it, turns between the legs of his teammates and touches the back sign. Then, he goes over their backs and back to his place.
  - The game continues until the whole team has made a turn.

**Alternatively, the 2 teams can recombine after a short break and the game can resume.**

Possible questions at the end of the game:

- Which working strategy has been most successful, especially in walking on the backs of colleagues' part?
- How is it better to work as a team: fast or slow?
- How do you think you have helped the team succeed?
- What are the advantages of teamwork over individual work?

Duration: approximately 30 minutes

Interactive evaluation:

Materials needed: recycled A5 sheets from school notebooks, colored pencils

- We're at the end of the activity. We will do the evaluation using coloured pencils and a sketchbook.
- Each participant is invited in the middle of the circle to choose one or a maximum of 2 coloured pencils that best describe how they felt during the activity.
- Participants draw a simple, suggestive picture with the chosen colours on the received sheet. The drawing is then presented to the whole group, with the thoughts and feelings from the activity.

**In the end, participants are rewarded according to the possibilities. A group photo may be taken.**





## Activity II

### **Areas of development**

Physical, emotional, social, intellectual, spiritual

### **Name of the activity**

Together we feel good

### **Location**

Inside, generous, bright space with chairs, tables, possibly cushions, cushions.

### **Duration**

2 hours

### **Participants**

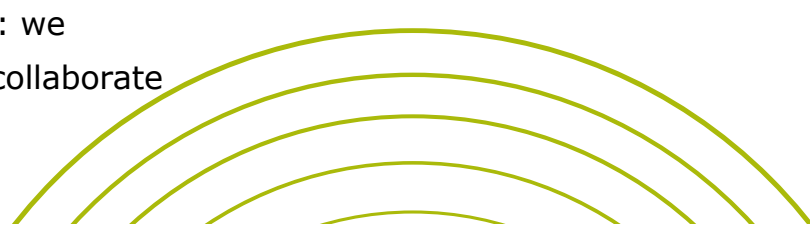
A patrol (4-9 scouts) and an equal number of invited children (mildly disabled children, refugee children or members of vulnerable groups), adult volunteers

### **Objectives of the activity**

- express their own feelings and emotions in an authentic way
- adopt a positive attitude towards life and people
- interact with others indiscriminately without being influenced by stereotypes or prejudices of a social, religious, ethnic, sexual and seeks to remove them and their effects
- consolidate a balanced and disciplined personality with a personal set of values
- promote truth, fairness, modesty and dignity
- make effective use of the knowledge acquired

### **Description of the activity**

Today we will be working inside: we get to know each other better, collaborate and express ourselves.





## Icebreaker exercises: "Catch it!"

1. All present sit in a circle.
2. Using a beach ball, we start the passing and ask members of the group to throw the ball from one to the other.
3. On receiving the ball, each member says their name and makes a disclosure, such as something they have done that week, something they are thinking about etc. and then passes the ball.

## "Wave of friendship"

1. The last participant to speak in the "Catch It!" exercise becomes the friend who has to pass on the friendship wave.
2. He claps his hands and says the name of another participant, to whom he looks.
3. He or she takes over the role of a friend and passes on the wave by clapping and saying the next name.
4. The clap is repeated and passed to the opposite side of the circle.
5. The exercise is repeated, and the rhythm increases until each participant has had their name said (the friendship wave has reached all participants).

Duration: approximately 10 minutes

**Now that we are energized, other challenges follow.**

## "Treasure Hunt".

1. Hand out the worksheets.
2. Participants write their names and fill in the answers for the given statements, then go around the room and identify people with similar preferences, writing their first names on the sheet.
  - How many brothers/ sisters do you have?
  - What is the furthest place you have travelled?
  - What day of the week do you like?
  - What is the first thing you do when you get home?
  - What was the last 'big' shopping purchase you made?

Duration: approximately 30 minutes





## **Break for hydration, snacks and free socialising.**

Duration: approximately 15 minutes

### **The exercise "Count to 100":**

1. Participants stand in a circle. All have their eyes closed and are holding hands. They count together, out loud, from 1-100. Instead of the numbers containing the number 3 or dividing by 3, they all tap their feet.
2. If there are any mistakes, the count is repeated. Participants can communicate with each other to adjust how they work before counting again.

Possible questions:

- What was harder to do?
- What did you like?
- What was the best thing you achieved together?
- What will you use from this exercise in the future?

Duration: approximately 25 minutes

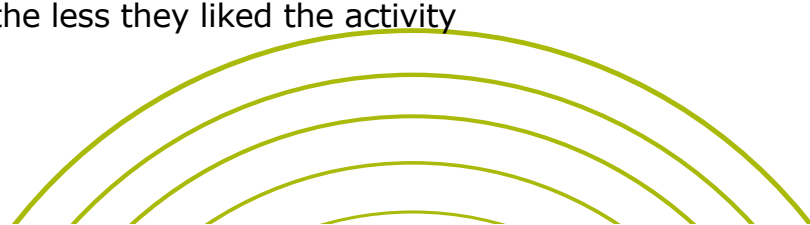
### **The exercise "Truths and untruths":**

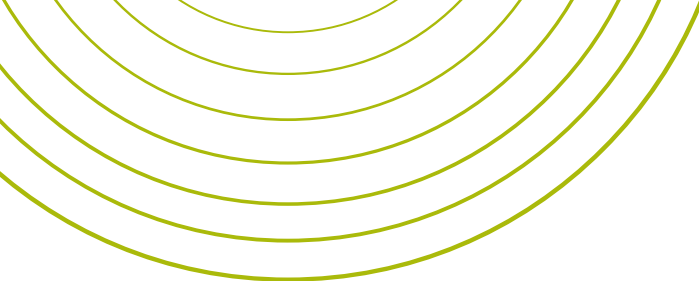
1. We play detective. All members of the group will formulate in their minds two things that are true about them and two "untruths".
2. The untrue statements may contain things that seem plausible or some that are downright fanciful.
3. Each person will have to say the two truths and the two untruths and the other participants will be asked to identify them.
4. Each participant will have a turn at "guessing".
5. Each presentation is appreciated and the detectives are applauded.

Duration: approximately 20 minutes

Interactive evaluation: Various temperatures

Each participant is invited to say how many degrees (°C) the activity was for them, given the benchmarks:

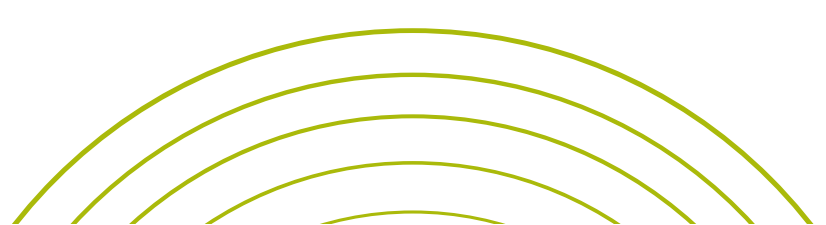
- the higher the temperature, the more they enjoyed the activity
  - the lower the temperature, the less they liked the activity
- 



Duration: approximately 20 minutes

**At the end, participants are rewarded according to possibilities. A group photo may be taken.**

***Home task (optional): each participant to make a self-appreciation letter/drawing***





## Activity III

### **Areas of development**

Physical, emotional, social, intellectual, spiritual

### **Name of the activity**

Internal force

### **Location**

Inside, generous, bright space with chairs, tables, possibly cushions, and mats.

### **Duration**

2 hours

### **Participants**

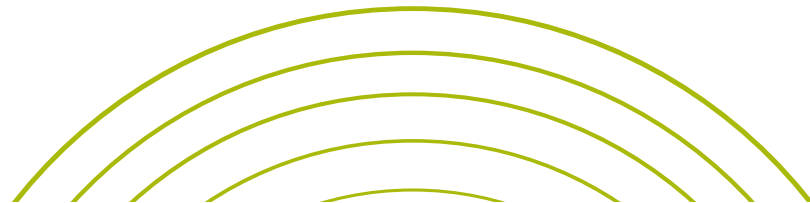
A patrol (4-9 scouts) and an equal number of invited children (mildly disabled children, refugee children or members of vulnerable groups), adult volunteers

### **Objectives of the activity**

- express their own feelings and emotions in an authentic way
- adopt a positive attitude towards life and people
- interact with others indiscriminately without being influenced by social, religious, ethnic and sexual stereotypes or prejudices and aims to removing them and their effects
- consolidate a balanced and disciplined personality with a personal set of values
- promote truth, fairness, modesty and dignity
- make effective use of the knowledge acquired

### **Description of the activity**

Today we will work inside: we will get to know each other better, collaborate and express ourselves.





## **Exercises for ice-breaking: "I -flower..."**

1. Participants stand in a circle and introduce themselves: "Hello! I am Elena - edelweiss!".
2. The person on the right says: Hello Elena - corner flower. I am Darius - lily.
3. The person to the right of Darius says: Hello, edelweiss, Darius - lily! I am Cristina - chrysanthemum, etc.
4. The tour ends by listing all the participants and their chosen flowers.

Duration: approximately 10 minutes

## **We will continue with the energizing game "Tent top".**

Material needed: tent top

1. Participants are divided into 2 teams by counting.
2. Between the 2 teams there are 2 volunteers (can be the activity coordinators) who keep the overhead.
3. When the overhead line is raised (the participants do not see each other), each team will designate one person to be on the right side of the overhead line.
4. When it is lowered, the 2 participants must say the name of the other person as soon as possible.
5. Whoever says the name of their teammate first will receive a point for their team.
6. The game will continue until all participants have stood on the right side of the overhead.

Duration: approximately 15 minutes

**Now that we've warmed up and had some fun,**





**let's form a circle and  
and make ourselves comfortable.**

### **Exercise : About me...**

Participants receive a sheet with the following statements to complete individually:

1. I am .....
2. I wonder.....
3. I hear.....
4. I want.....
5. I understand.....
6. I say.....
7. I hope.....
8. I feel.....
9. I'm worried.....
10. I am.....

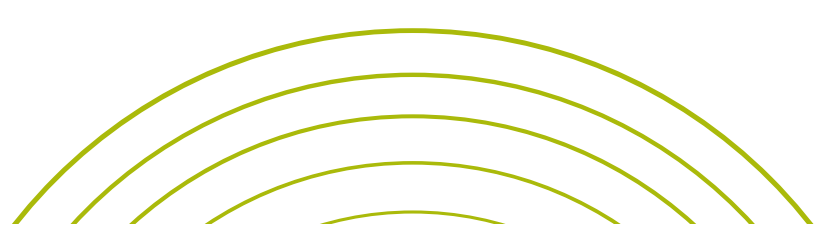
#### Discussions:

- What interesting aspects did you notice on this sheet?
- What was easier to complete?
- What was difficult to complete?
- What similar issues did you identify among the group responses?

Duration: approximately 30 minutes

### **Exercise: Self-appraisal Circles**

Instructions: "Draw on a sheet of paper eight circles of the same size and as soon as you finish drawing, write in one of the circles the word "I"."

- If the circle in which you wrote the word "I" is in the middle of the row, you are judging yourself appropriately, and correctly.
  - The closer the circle in which you have written the word "I" is to the left edge of the sheet, the more you underrate yourself, and the closer it is to the right edge of the sheet, the more you overrate yourself.
- 



Discussions:

- To what extent does the outcome of the exercise match the actual extent to which you rate yourself?

Duration: approximately 15 minutes

**Participants are appreciated, encouraged and invited to participate in the next moment where they will try to get rid of their nerves and trust themselves.**

## **"I can talk about myself"**

Material needed: a camera or a phone with space for filming

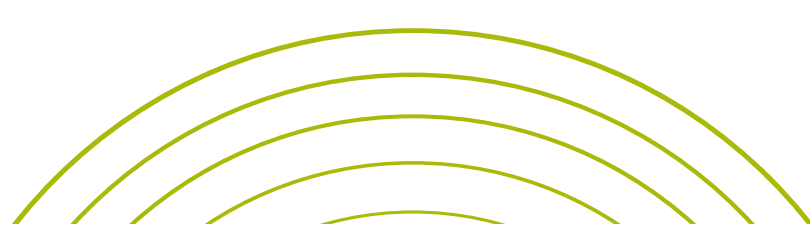
1. We can talk about others, but how easy is it to talk about ourselves?
2. We invite you to tell the camera about a time in your life when you were happy.
3. In any order they wish, participants take the floor and become the protagonists of a two to three-minute video.
4. After everyone has told their stories, the group watches the videos together.

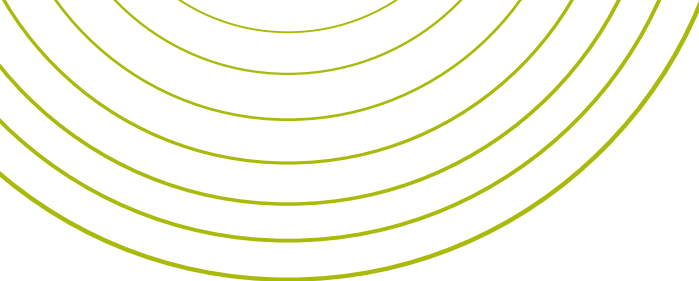
Possible questions:

- what have you discovered about yourselves?
- how can this activity help you in the future?

Duration: approximately 50 minutes

## **The "Seed" relaxation technique:**

1. Participants sit in a circle. Everyone gets a grain of rice and squats down, with their heads on their knees and their hands clasping their knees.
  2. "Hidden in the seeds are different plants. The plant world is very rich: trees, flowers, vegetables, fruit, etc. If conditions are right, a seed sprouts.
  3. I invite you to grow from a seed and turn into a plant that you want. Remember the flower you named at the beginning of our meeting. What does it look like? How does it smell? What color is it? You can be that flower or whatever plant you want.
- 




4. I will count to 10, and you will grow in the meantime. At 10 you must turn into the flower or the plant you thought of and stay in this position for 30 seconds."

Duration: approximately 10 minutes

Evaluation:

Completing the sentence: Today's activity helped me .....

**At the end, participants are rewarded according to possibilities. A group photo may be taken.**





## Activity IV

### **Areas of development**

Emotional, social, intellectual, spiritual, character

### **Name of the activity**

About values

### **Location**

Inside, generous, bright space with chairs, tables, possibly cushions, mats

### **Duration**

2 hours

### **Participants**

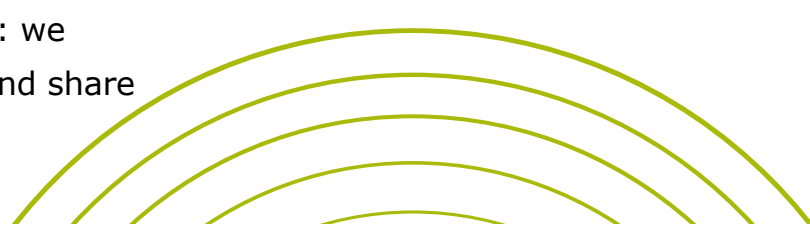
A patrol (4-9 scouts) and an equal number of invited children (mildly disabled children, refugee children or members of vulnerable groups), adult volunteers

### **Objectives of the activity**

- express their own feelings and emotions in an authentic way
- adopt a positive attitude towards life and people
- interact with others indiscriminately without being influenced by stereotypes or prejudices of a social, religious, ethnic, sexual and seeks to remove them and their effects
- consolidate a balanced, disciplined personality with a personal set of values
- promote truth, fairness, modesty and dignity
- make effective use of their acquired knowledge

### **Description of the activity**

Today we will be working inside: we get to know each other better and share something about our values.






## Ice-breaking exercises: Combined movement

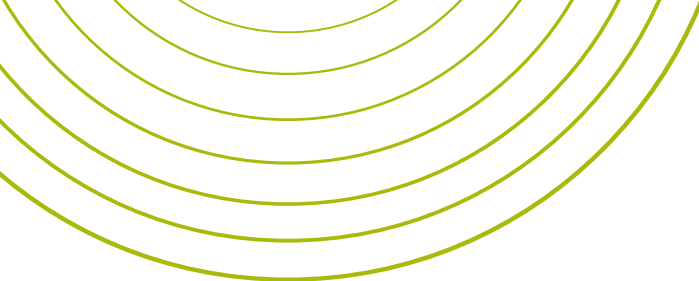
1. For this exercise a start and an end point are set. Those present are divided into 2 teams and the exercise takes place as a relay.
2. Participants will cover the distance from the start to the finish and back in the following ways:
  - in pairs, walking back to back, with arms clasped together
  - in pairs, walking side by side, laces tied together
  - in groups of 3, forming a circle, facing outwards, being held together tightly with arms
  - in groups of 4, also in a circle

## Bingo

Materials needed: pencils, Bingo sheet with 3 rows and 4 columns.

Writes poems	Sings alone around the house	Raises money in the piggy bank	Wants to go to driving school
Helps their parents	Has good grades	Makes great sandwiches	Speaks english well
Knows how to swim	Has an animal	Goes out often with friends	Likes festivals

- Each participant receives a pencil and a bingo sheet.
  - When the coordinator gives the go-ahead, everyone starts looking for people who have the characteristics on the bingo sheet.
- 

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- They sign in the appropriate boxes.
  - Those doing a line can stop.
  - The game continues until all participants have collected at least 4 signatures from each other on the sheet.

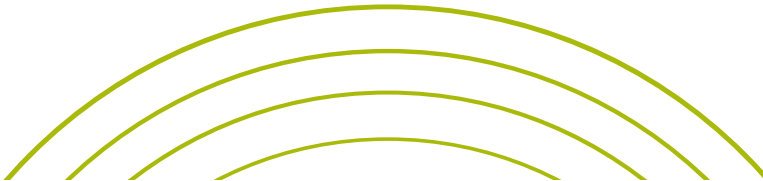
Duration: approximately 15 minutes

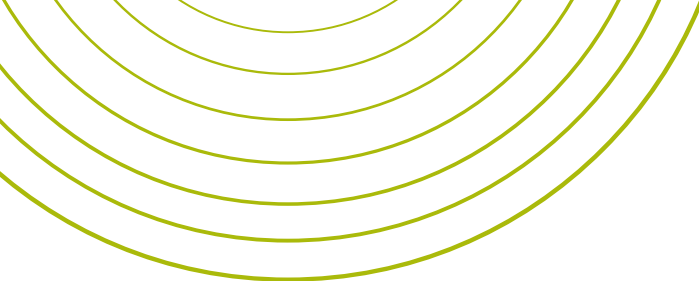
## What is important to me?

*Parable: "Asked by a border officer what values he had to declare (the customs officer was referring to the valuables in his luggage), the Greek philosopher Plato answered: Wisdom, Courage, Prudence, Justice."*

- 1.If you were in the place of the Greek philosopher Plato, what values would you declare to the tax collector?
- 2.All those who wish to answer are given the opportunity to exemplify as many of their own values as possible.
- 3.It is pointed out that during adolescence these beliefs and values are sometimes put to the test as a result of peer pressure, the desire to experiment or the urge to react against parents or other adults. The aim of the discussion is for them to clarify these values and beliefs.

**Participants are given the "What is important to me?" ranking sheet. The values should be ordered from the most important (1) to the least important for them (15).**

- \_\_\_\_\_ To be non-violent
  - \_\_\_\_\_ To go to church/ To practice my religion
  - \_\_\_\_\_ To perform well in sport, music or drama
  - \_\_\_\_\_ To spend time with friends
  - \_\_\_\_\_ To have a good reputation
  - \_\_\_\_\_ To belong to a group
  - \_\_\_\_\_ To have the freedom to do what I want
  - \_\_\_\_\_ Do not drink or smoke
  - \_\_\_\_\_ To be equal with others
  - \_\_\_\_\_ To have money
  - \_\_\_\_\_ To travel
  - \_\_\_\_\_ To perform well at school
- 

- 
- \_\_\_\_\_ To be popular
  - \_\_\_\_\_ Have a good relationship parents
  - \_\_\_\_\_ Have a boyfriend or girlfriend

**After finishing, participants will be divided into groups of three to discuss the ordering of values.**

Discussions:

- How difficult was it for you to order the values on the list?
- How did you feel when you talked about it with others?
- Is your ordering similar to what others have done?
- Were you surprised by how important or unimportant you found certain values? (Encourage discussion on this topic.)
- What do you do for the things that are important to you?
- Do you think that as you grow up you will consider other things to be important? For example, do you think you will rank values the same in a year's time?

Duration: approximately 45 minutes

### **What can you do in the following situations?**

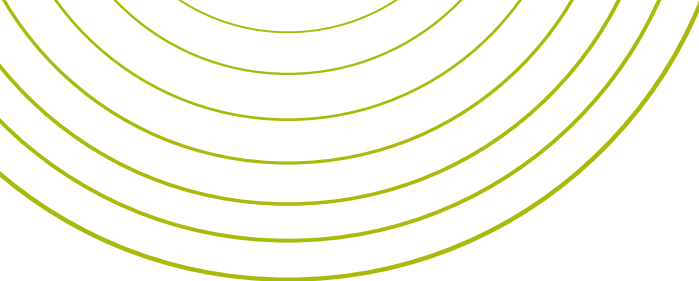
1. The seller only charges you for 2 chocolates, even though you bought 3.
2. You find a 100 RON note in the school hallway
3. A friend asks you if they can copy your answers during a test.
4. You promised your parents you'd clean your room, but you stayed on your phone.
5. You borrowed your friend's skateboard and lost it.
6. At the store, you see one of your friends put something in their pocket without paying for it.
7. The rule of a game is you have to be 14 to play. Who will know you're 13?

Possible questions:

- what is honesty?
- how does an honest person behave?
- how does a dishonest person behave?
- from whom did you learn to be honest?

Duration: approximately 40 minutes






Evaluation of the activity: a gallery tour is given where participants give a color to the activity.

- Green: I liked the activity a lot
- Yellow: I liked the activity quite a bit
- Red: I did not like the activity very much

**At the end, participants are rewarded according to possibilities. A group photo may be taken.**





## Activity V

### **Areas of development**

Physical, emotional, social, intellectual, spiritual

### **Name of the activity**

About emotions... with a smile

### **Location**

Inside, generous, bright space with chairs, tables, possibly cushions, mats

### **Duration**

3 hours

### **Participants**

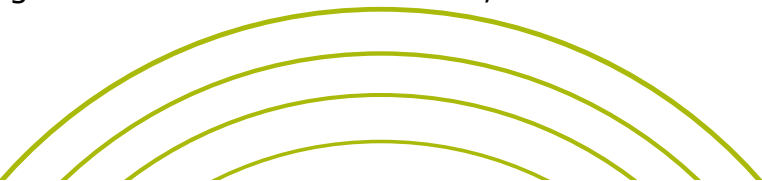
A patrol (4-9 scouts) and an equal number of invited children (mildly disabled children, refugee children or members of vulnerable groups), adult volunteers

### **Objectives of the activity**

- express their own feelings and emotions in an authentic way
- adopt a positive attitude towards life and people
- interact with others in a non-discriminatory way without being influenced by stereotypes or prejudices of a social, religious, ethnic, or sexual nature and aims to remove them and their effects
- consolidate a balanced and disciplined personality with a personal set of values
- promote truth, fairness, modesty, and dignity
- make effective use of the knowledge acquired

### **Description of the activity**

Today we will work inside: we will get to know each other better, collaborate and express ourselves.





## **Ice-breaking exercise: " I -EMOTION...".**

1. Participants stand in a circle and introduce themselves with their names and their characteristic emotion: "Hello! I am Ana - wonder". The person on the right says: Hi Ana - wonder. I am Andrei - joy. The person to the right of Darius says: Hi, Ana - wonder, Andrei - joy! I'm Delia - affection! etc.
2. The tour ends by listing all the participants and their chosen emotions.

Duration: approximately 10 minutes

## **We will continue with the energizing game "Super Smile"**

### Round 1

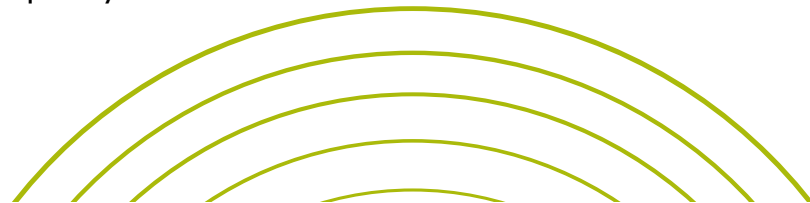
1. Participants sit in a circle.
2. The coordinator explains, "Usually when we smile at someone, they smile back.
3. In the circle, I will smile at someone and when I see that person smile back at me, I will start jumping. The person who smiled at me will then smile at someone else and when they get a smile back, they will start jumping. People who are already jumping will only stop when everyone in the group is jumping too.
4. The game ends when everyone has smiled and jumped.

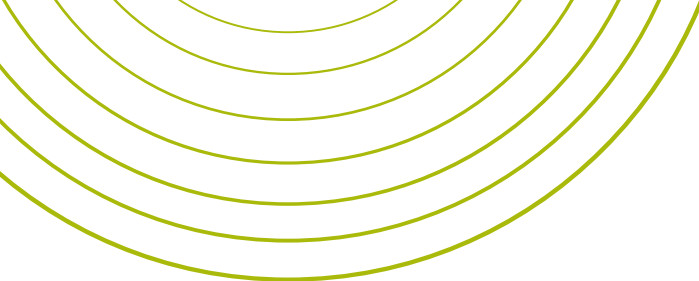
Round 2: same thing, but faster. We can even start a stopwatch to see how fast the smile wave spreads.

Duration: approximately 15 minutes

**Now that we've warmed up and had a bit of fun, let's form a circle and get comfortable.**

## **Exercise : Attention in the heart space**

- People feel emotions as coming from the heart or the brain.
  - In the next few minutes we will pay attention to the heart, to see how emotions feel in our bodies.
  - To begin, breathe deeply and quietly.
- 

- 
- Focus your attention on the heart area.
  - Think of a person, a situation, a place, a pet or even a food for which you feel grateful.
  - Keep breathing.
  - Once you have found that person or situation, let gratitude fill your whole body. Stay aware of how your body feels now. Enjoy this state, fix it in your mind, so you can find it later.
  - Keep breathing, focusing on the heart area.
  - Thank your body and mind for this beautiful experience.

Duration: approximately 10 minutes

### **The story 'The Sadness that was Sad', by Inge Wuthe.**

*"There was once a tiny woman walking along a dusty sidewalk. The years had passed her by, but her smile was bright and fresh. The woman stopped and looked down. There, in the dust, was a being who seemed disembodied. It looked like a fluffy blanket hiding the outline of a man.*

*The woman leaned over and asked:*

*- Who are you?*

*Two almost lifeless eyes looked up at her and a low voice answered:*

*- Me? I am sadness.*

*- Oh, sadness! cried the happy woman as if she had met an old friend.*

*- Do you know me? Sadness asked suspiciously.*

*- Of course, how many times have you accompanied me on my journey?*

*- Have I? Then why don't you run away from me? Aren't you afraid?*


*- Why should I, my dear? I'd like to ask you why you're so discouraged?*

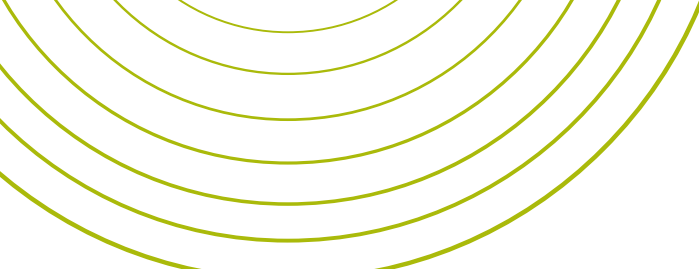
*- I'm not discouraged, replied sadness. I am sad!*

*- The old woman sat down beside her. Are you sad? Say, what's depressing you?*

*Then Sadness sighed deeply. She had long wished for someone to listen to her.*

*- You know, it's my job to go among people, to stay with them for a while. But nobody likes that job. When I go to them, people are scared. They're afraid of me and they want to avoid me. They make up all kinds of things to get rid of me. I always hear them say life is fun, even if their fake laughter gives them a stomachache. They think that by putting on a mask, they'll get rid of me. They even judge each other, saying that only weak people cry and then avoid crying, even if it gives them a headache. Rather than be sad, some people drink alcohol or even drugs, anything, just to stop feeling.*





- Oh, yeah, yeah! I know what you're talking about. I've met people like that, the woman told him.

The sadness continues. You know, I don't want to hurt people. I want to help them find themselves. Help them take a break, heal their wounds. I help them to cry, to vent, and tears heal wounds. Most of the time people don't want me to help them. They prefer to laugh or arm themselves with a thick armour of bitterness and leave their wounds unhealed.

As she told these stories, sadness wept. The woman took her in her arms and comforted her. How soft and tender she was!

- Cry all you need, dear sadness. Rest in my arms so that you may regain your strength. From now on I will accompany you, so that discouragement will not gain strength.

Sadness stopped crying and looked at her new friend in amazement.

- Will you accompany me on my journey? Who are you?

The woman smiled and then answered:

- Me? I am HOPE."

#### Possible questions:

- what emotions are the characters experiencing in the story?
- what do you usually do when you are sad?
- what helps you most in such situations?
- to whom and in what situation have you given hope to others?

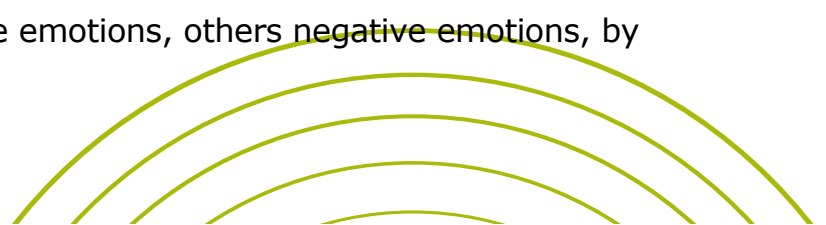
**All responses are appreciated and encouraged.**

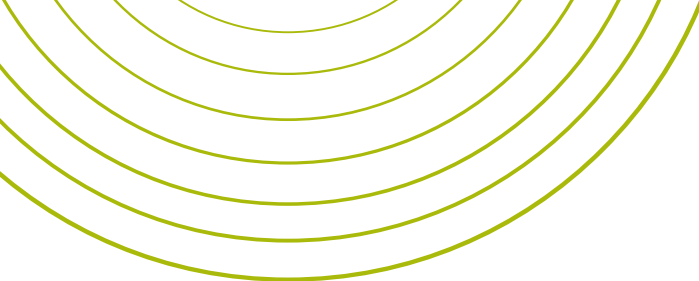
Duration: approximately 30 minutes

### **The thread of emotions**

Materials needed: a note with the name of emotion for each participant, 10 m long string or twine.

Emotions will be: joy, sadness, despair, fear, surprise, anger, satisfaction, envy, contempt, hope, etc.

- Participants will be invited to sit along the rope from negative to positive emotions.
  - Some of them will be positive emotions, others negative emotions, by drawing lots.
- 

- 
- Allow enough time to decide in which order they should sit. Participants can advise each other.
  - Once they have seated themselves according to the request, the coordinator can invite them to move from positive to negative emotions.
  - It is pointed out that emotions are polar (tend to be negative or positive), have different intensities and, above all, are accompanied by different emotional expressions.

### **We mimic emotions**

- Now, based on the emotion written on the note received from the coordinator in the previous game, participants will mime the corresponding emotional expression.
- Allow time for the group to react to the expressions of their peers, even to take over the emotional expression, practise and nuance.
- Efforts are appreciated and encouraged.

Activity evaluation:

Participants will be invited to appreciate the activity done:

- by raising their arm (I liked it)
- horizontal arm (I liked it a bit)
- respectively arm down (I didn't like it)

**In the end, participants are rewarded according to possibilities. A group photo may be taken.**





# Activity VI

## **Areas of development**

Physical, emotional, social, intellectual, spiritual

## **Name of the activity**

Encounters that change us, part I

## **Location**

Outdoors

## **Duration**

2 hours

## **Participants**

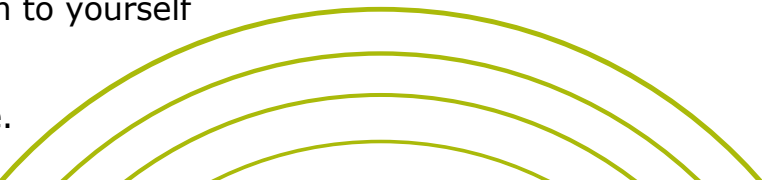
A patrol (4-9 scouts) and an equal number of invited children (mildly disabled children, refugee children or members of vulnerable groups), adult volunteers

## **Objectives of the activity**

- express their own feelings and emotions in an authentic way
- adopt a positive attitude towards life and people
- interact with others in a non-discriminatory way without being influenced by social, religious, ethnic, and sexual stereotypes or prejudices and aims to remove them and their effects
- consolidate a balanced and disciplined personality with a personal set of values
- promote truth, fairness, modesty, and dignity
- make effective use of the knowledge acquired

## **Description of the activity**

Today I invite you to pay attention to yourself and to others, to be curious and communicate as much as possible.





### **We'll start with the game: "Lifeboats"**

- You are traveling on a sinking ship and lifeboats can take a limited number of passengers. If there are too many passengers, the boat will sink. If there are fewer passengers, the boat will capsize.
- When you hear the figure indicating the number of passengers, please immediately group yourselves as closely together as possible. We will then check and you will say your names.
- Those who remain isolated and groups with a number other than the one named sink or capsize, get out of the game and will remain on the sidelines.
- More rounds can be run to encourage more interaction between participants.

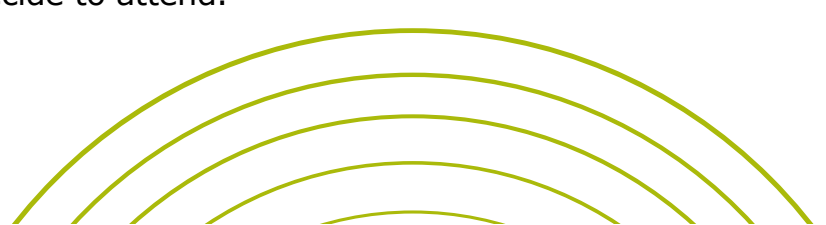
Duration: approximately 10 minutes

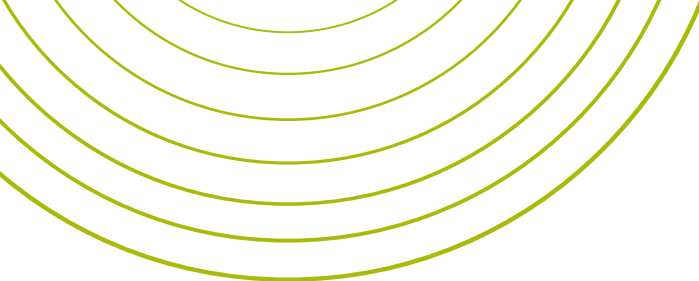
### **We will continue with the "Draw what you feel" game.**

1. Participants will be divided into groups of five and seated in a line.
2. The last participant in each line draws a simple object or scene they can think of with their finger on the back of the person in front of them.
3. When they have finished drawing, the person in front (the second last) draws the same thing on the back of the person in front of them.
4. The first participant, at the end, describes and points out what he felt was drawn on his back.
5. Comparing the initial "drawings" with the final ones can trigger interesting reactions.
6. After the first drawing, the first participant becomes the last, and the game resumes.
7. Each participant will have the opportunity to be the one to make the drawing.

Duration: approximately 10 minutes

### **The coordinator presents the following situation to the participants: The Flower Ball**

- "Learning that the flowers are throwing a ball, the charismatic Mr. Cauliflower and the lovely Miss Carrot decide to attend."
- 

- 
- Although the other flowers disapproved of them, believing they shouldn't hang out with them, they came confidently to the party. When they made their appearance, their presence outraged the flowers on the grounds that the two worlds, which look and smell different, should not mix.
  - On the dance floor, Mr Cauliflower and Miss Carrot are having a great time and dancing beautifully, impressing everyone with their talent.
  - Immediately, the applause flows, as do the invitations to dance."
  - Participants are divided into four teams by count. Based on the situation presented, each team will have to identify a real-life situation, as follows:

Team 1 - a situation of tolerance at school

Team 2 - a situation of tolerance in a group of friends

Team 3 - a situation of intolerance in a group of friends

Team 4 - a situation of intolerance at school

- Teams will create role-plays illustrating the situations identified.
- It is established at the beginning that each team member will have a role to play in the situation presented.

Team working time: approximately 15 minutes

- Teams will take turns playing out the identified tolerance and intolerance situations.

Possible questions at the end:

- How was working as a team?
- What was most difficult during the preparation period?
- What aspects stuck in your mind after your colleagues' presentations?
- How can we become more tolerant?

Total duration: approximately 60 minutes

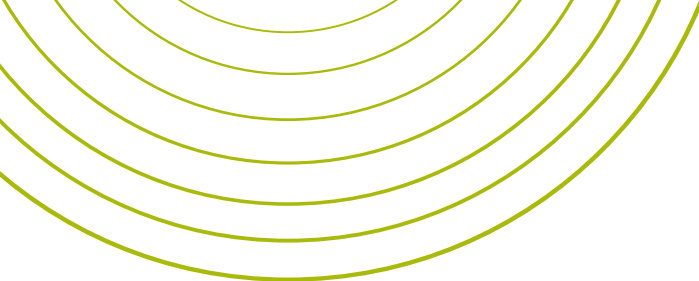
### **Gallery tour "A person who inspires me"**

Participants sit in a circle. Using a cone or a pebble that passes from one to the other, they describe a person in their circle who is a role model for them.

Aspects that may be covered in the description: age, gender, profession, personal qualities, values of that person.

Duration: approximately 20 minutes





Materials needed: natural elements

**We are at the end of the activity.**

We will make the evaluation using a natural element that you can choose by looking carefully around you.

Without tearing or uprooting, choose elements you like and continue the sentence:

"Now I feel like a/an (name of chosen natural element) because....."

**At the end, participants are rewarded according to possibilities. A group photo can be taken.**





## Activity VII

### **Areas of development**

Emotional, social, intellectual, spiritual, character development

### **Name of the activity**

Encounters that change us, part II

### **Location**

Inside, generous, bright space with chairs, tables, possibly cushions, mats.

### **Duration**

3 hours

### **Participants**

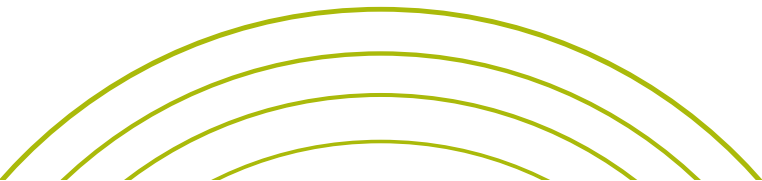
A patrol (4-9 scouts) and an equal number of invited children (mildly disabled children, refugee children or members of vulnerable groups), adult volunteers

### **Objectives of the activity**

- express their own feelings and emotions in an authentic way
- adopt a positive attitude towards life and people
- interact with others indiscriminately without being influenced by stereotypes or prejudices of a social, religious, ethnic, sexual and seeks to remove them and their effects
- consolidate a balanced and disciplined personality with a personal set of values
- promote truth, fairness, modesty, and dignity
- make effective use of the knowledge acquired

### **Description of the activity**

Today we will work inside: we will get to know each other better, collaborate and express ourselves.





## Ice-breaking exercise: "The sea is calm!?"

Participants form a circle and hold hands.  
The coordinator introduces them to the game.

We travel together on sea. This can be it:

- quiet (participants do not move their hands)
- slightly whistled (participants move their arms slightly back and forth)
- medium wave (participants move their hands up and down to shoulder level)
- with large waves (participants move their hands quickly, up and down to ear level)
- with a strong storm (participants shake their hands vigorously, raising them above their heads)
- with thunder and lightning (participants stamp their feet loudly)
- with light rain (participants jump slightly)
- with heavy rain (participants jump high)
- with sunny days (participants clap their hands)

If they wish, the group can add other movements appropriate to the theme of the exercise according to their own imagination.

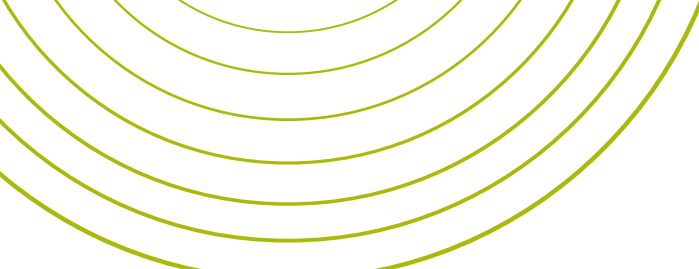
Duration: approximately 15 minutes

## My preferences

Materials needed: a large piece of cardboard, a marker, music from a phone

Write the following categories on the large cardboard piece:

- animals
  - ice cream
  - movies
  - crafts
  - shoes
  - applications
  - holiday activities
  - days of the week, etc
- 



The marker is then passed from one participant to another while music is played. When the music is stopped by the coordinator, the participant who is currently holding the marker chooses one of the categories on the card and states his/her preferences (ice cream - caramel, shoes - boots, etc.).

The game continues until each participant has had at least one intervention.

Duration: approximately 15 minutes

## **The alive library**

Materials needed: adult volunteers, and guests from various social and professional backgrounds, depending on possibilities.

The coordinator presents:

"At today's activity, a living library opens its doors.

Its books are people, they talk, and they invite you to ask questions, to get to know them. It will be like a regular library: you will come and 'borrow books' for a limited time (10-15 minutes).

After you have "read the books", you will return them, so that they can continue to delight other people."

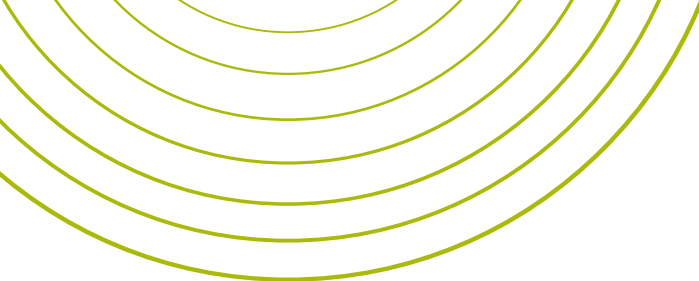
- Depending on the number of book guests in the living library, participating teens will be able to borrow books individually or in teams.
- Each participant or participating team will be able to borrow approximately 4 books.

Possible questions at the end of the activity:

- What was your favorite book?
- What was the most interesting thing you learned today?
- What living books would you like to read in the future?
- What kind of living book will you be?

Duration: approximately 90 minutes





## The cover of my book

Materials needed: recycled sheets, writing instruments as possible

"Every human is a story about the present and what it might be like in the future. Every day we search within ourselves for strength, energy, ideas, we add bricks to who we are, to how we understand ourselves and the world we live in. Every human is a book. I invite you to create the cover of your book today: to give it a title, a shape, a nuance or more."

Participants receive the necessary materials and are encouraged to work at their own pace.

Possible questions at the end:

- what was the easiest part of creating your book?
- what was the hardest?
- what things have you used as inspiration?
- how well does the cover represent you?
- what do you think this cover will look like in 5 years?
- to whom would you like to show your work today?

Duration: approximately 50 minutes

Evaluation of the activity: a gallery tour is done in which participants associate the activity with a sound.

- applause: I really enjoyed the activity
- siren: the activity made me think
- door creaking: I didn't like the activity very much

**In the end, participants are rewarded according to possibilities. A group photo can be taken.**





# Activity VIII

## **Areas of development**

Emotional, social, intellectual, spiritual, character development

## **Name of the activity**

About adolescence, with a smile

## **Location**

Inside, generous, bright space with chairs, tables, possibly cushions, mats.

## **Duration**

2 hours

## **Participants**

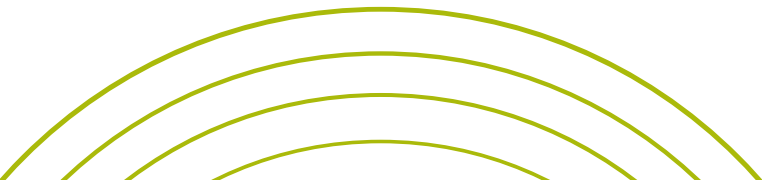
A patrol (4-9 scouts) and an equal number of invited children (mildly disabled children, refugee children or members of vulnerable groups), adult volunteers

## **Objectives of the activity**

- express their own feelings and emotions in an authentic way
- adopt a positive attitude towards life and people
- interact with others indiscriminately without being influenced by stereotypes or prejudices of a social, religious, ethnic, sexual and seeks to remove them and their effects
- consolidate a balanced and disciplined personality with a personal set of values
- promote truth, fairness, modesty, and dignity
- make effective use of the knowledge acquired

## **Description of the activity**

Today we will work inside: we will get to know each other better, collaborate and express ourselves.





## Ice-breaking exercise: 'In the water or on shore!'

Materials needed: a piece of string long enough to reach from one side of the activity space to the other

1. Participants form a line. From the beginning, the two areas of the exercise are defined: to the left of the line will be the shore, and to the right of the line will be the water.
2. The coordinator then indicates which area the participants should be in (water or shore).
3. The two indications follow each other at an increasing pace. Participants who make a mistake are out of the game. This continues until only one teenager remains in the game.
4. The exercise can be resumed with the coordination of a participant.

Duration: approximately 15 minutes

## "Pass the things on"

"You have 11 seconds to find an object of your choice in the room.

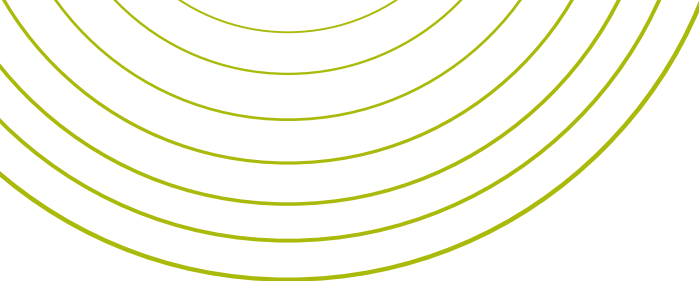
The rules are:

- The object you choose must be impossible to break if it falls.
- The objects must be different. If two participants bring identical objects from the room, one of them will be replaced by a chair."

1. After choosing the objects, the participants form a circle.
2. The objects start to be passed from hand to hand, from one to the other, in the same direction.
3. The pace of the work should be sustained.
4. When a teenager drops the object they were supposed to pass from their hand, they leave the game.
5. The dropped object remains in the game and is picked up by the other participants.
6. In the end, a few participants and all the objects they started with will remain in the circle.
7. If teenagers wish, the game can be repeated in reverse to develop dexterity.

Duration: approximately 15 minutes





Possible question at the end of the activity:

- What was fun about this exercise?
- What was challenging, annoying even?
- What seemed funny to some of you was annoying to others?
- In what ways does this exercise resemble real life?
- What about adolescence?
- What good things does adolescence bring to your life?
- What challenges/burdens does adolescence bring?

Duration: approximately 30 minutes

## **Meme and adolescence**

Materials needed: old magazines, advertisements, sheets of recycled white and colored paper, scissors, glue, writing instruments

### **What things/symbols come to your mind when thinking about adolescence? (free discussion with the participants)**

1. Your task is to use the materials you have to create a meme about adolescence.
2. Look for images, and words, be creative, and feel free to improvise. Use your sense of humor.
3. Participants are provided with materials and encouraged to work at their own pace.
4. With their agreement, in the end, the work is displayed in an area of the room on the floor for all to see.

Possible questions at the end:

- How satisfied are you with what you achieved?
- What could you add to your work?
- If you could describe adolescence in one word, what would it be?

Duration: approximately 60 minutes






Evaluation of the activity:

Participants choose an area of the room based on how much they enjoyed the activity:

- Sunny Day Zone: I really enjoyed the activity
- Light rain zone: the activity got me thinking
- Hurricane Zone: I didn't like the activity much

**In the end, participants are rewarded according to possibilities. A group photo can be taken.**





# Activitatea IX

## **Areas of development**

Emotional, social, intellectual, spiritual, character development

## **Name of the activity**

My profession

## **Location**

Outside or inside, generous space

## **Duration**

3 hours

## **Participants**

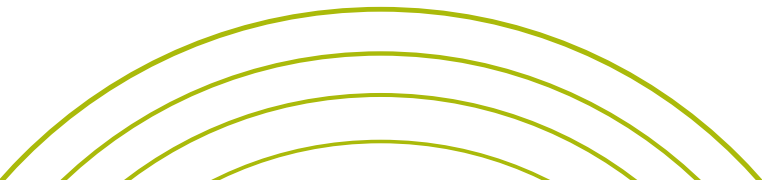
A patrol (4-9 scouts) and an equal number of invited children (mildly disabled children, refugee children or members of vulnerable groups), adult volunteers

## **Objectives of the activity**

- express their own feelings and emotions in an authentic way
- adopt a positive attitude towards life and people
- interact with others indiscriminately without being influenced by stereotypes or prejudices of a social, religious, ethnic, sexual and seeks to remove them and their effects
- consolidate a balanced and disciplined personality with a personal set of values
- promote truth, fairness, modesty, and dignity
- make effective use of the knowledge acquired

## **Description of the activity**

Today we will look forward to the future, to what you will do in the years to come, and we will make plans.





## Ice-breaking exercises: "Be the book"

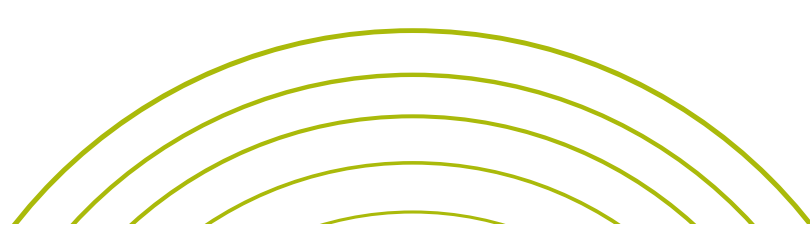
The coordinator holds a book and moves it back and forth, up and down, tilts, spins, shakes, etc. Participants should imitate the movements of the book as much as possible.

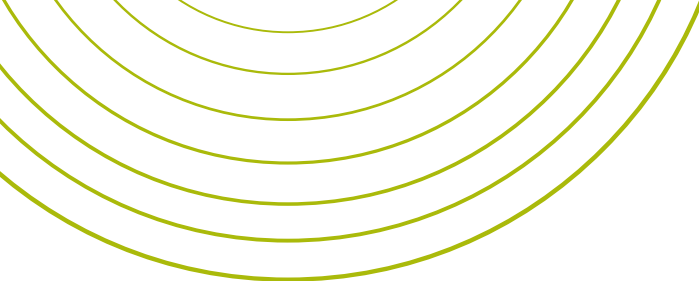
Stage 1: Participants make the movements while being at a distance from each other

Stage 2: The movements are performed in a compact group, with participants standing shoulder to shoulder.

## " Turbo-răspunsuri"

Materials needed: cards with questions

1. What do you like to do when you have a day off?
  2. What job would you never want to do?
  3. How many hours would you like to work a day?
  4. Would you like to work from home?
  5. What might bore you in your future job?
  6. What might annoy you about your future job?
  7. Would you prefer an office all to yourself or one with lots of colleagues?
  8. At what age would you like to start working?
  9. At what age would you like to retire?
  10. Would you like to have 2 jobs at the same time?
  11. Do you think you would be a workaholic?
  12. Who will you get career advice from?
  13. What did you want to be when you were young?
  14. What do you think is the hardest job?
  15. Do you think you will change your job in life?
  16. What high-paying job comes to mind?
  17. Which is more important: enjoying what you do or having a high salary?
  18. What is your hobby?
  19. Do you think you could do any job?
  20. Would you be willing to work weekends?
  21. Who in your family do you admire in terms of career?
  22. If you could give one piece of advice to those working now, what would it be?
  23. Where in the world would you like to work?
  24. How many vacation days would you like to have per year?
  25. Who could you help with the money you earn?
- 

- 
- Participants sit in a circle. The question cards are placed in the middle of the circle. The coordinator announces the start of the game. Everyone runs to the center, draws a question, and formulates the answer as quickly as possible. When the respondent has returned to his or her place at the edge of the circle, the next participant runs to the center to answer the question on the next card.
  - The answers are given in quick succession.

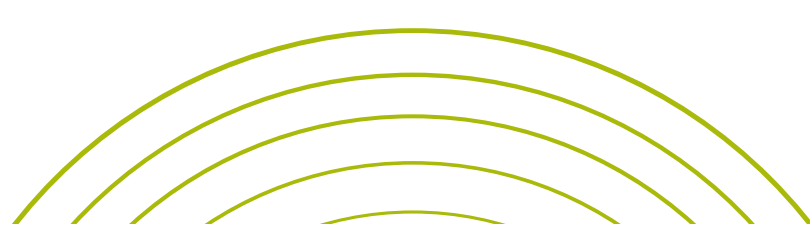
Duration: approximately 10 minutes

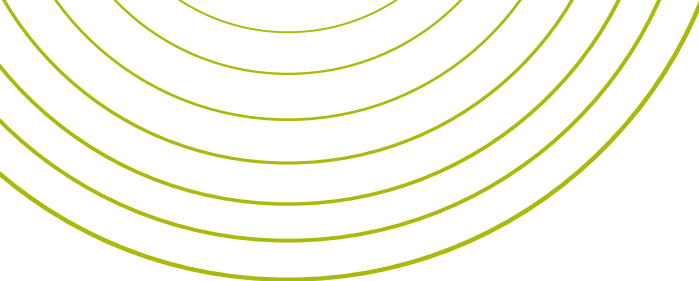
### **Mimic and guess**

1. The coordinator invites participants to think of a profession they can mime.
2. Then a volunteer starts the game by miming a profession.
3. Whoever guesses the mimed profession first is next to mime.
4. The activity continues until all participants who want to take part have a chance to mime. Those who wish to mime 2 professions are allowed to do so.

### **Creators**

The coordinator explains: I'm going to ask you now to imagine that we are in a place on planet Earth or any other planet with conditions suitable for life. At the moment, your group finds no intelligent life in the area. The planet appears to be deserted, but it is safe.

1. You have enough resources to establish a settlement. Within the settlement, each of you will have to play a specific role, to have a profession in the newly created settlement.
  2. Negotiate and determine what profession each has. You have 15 minutes to do this. Try to cover as many areas of human activity as possible AND think of all the possibilities so that your settlement can develop in any situation.
  3. Once you have decided, you will have some challenges to answer.
- 



4. After the thinking time expires, the group will be asked to simulate responses as effective as possible to the following challenges, taking into account the chosen professions:

- the inhabitants of the new settlement produce a huge amount of garbage
- a significant amount of supplies have been stolen
- a forest fire spreads over the village
- 2 residents want to adopt a child
- one person has lost their secondary school diploma
- several residents want to relax after a long day's work
- almost all residents have been poisoned by inedible mushrooms and feel very sick

Possible questions after completing the challenges:

- how satisfied are you with your chosen or assigned profession?
- what was the challenge to which the group responded best?
- what could you do differently?
- what profession do you think you will have in the future?
- who will you be able to help because of your profession?

All responses are appreciated and encouraged.

Duration: approximately 60 minutes.

## **Every human needs...**

Materials needed: a ball of string.

The coordinator explains:

I will wrap the string around my right wrist and complete the sentence: every man needs..... And I will call it a profession.


I will pass the ball to one of you, who will say: Every....(Profession mentioned by me) needs....(another profession) and will wrap the string around his wrist.

As an example:

Coordinator: Everyone needs a doctor.

First participant: Every doctor needs a barber.

The coordinator starts the game. At the end of the game, the participants will be tied to each other by string.





Possible questions:

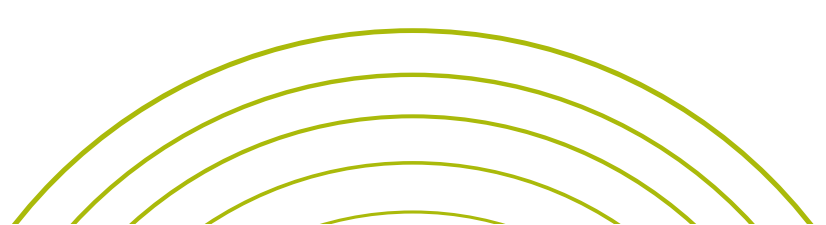
- How do you feel at the moment?
- What was the role of the exercise?
- What do you take away from this experience?
- Efforts to respond are appreciated and encouraged.

Evaluation of the activity:

Participants will be invited to appreciate the work done:

- Take a swing = I liked it,
- Body bending left-right = I liked it quite a bit,
- Standing still = I didn't like it.

**In the end, participants are rewarded according to possibilities. A group photo can be taken.**





# Activity X

## **Areas of development**

physical, emotional, social, intellectual, spiritual

## **Name of the activity**

I trust myself

## **Location**

Outside

## **Duration**

2 hours

## **Participants**

A patrol (4-9 scouts) and an equal number of invited children (mildly disabled children, refugee children or members of vulnerable groups), adult volunteers

## **Objectives of the activity**

- express their own feelings and emotions in an authentic way
- adopt a positive attitude towards life and people
- interact with others indiscriminately without being influenced by stereotypes or prejudices of a social, religious, ethnic, sexual and seeks to remove them and their effects
- consolidate a balanced and disciplined personality with a personal set of values
- promote truth, fairness, modesty, and dignity
- make effective use of the knowledge acquired

## **Description of the activity**

Next up is an activity where we will talk, enjoy and have fun working together.





## Ice-breaking exercises „Share the energy!"

Everyone sits in a circle. The Energy game has 3 moves:

1. Transmitting energy, by pointing outstretched and joined arms towards a colleague, with the sound "UA!"
2. Receiving the energy from the indicated colleague by raising the outstretched arms above the head with the sound "UA!"
3. Charging the energy to the left and right of the receiving teammate by moving their arms outstretched and joined towards the torso.

The energy charge should be done at the same time by the teammates on the side, only after the teammate in the middle has received the energy and has his arms above his head.

The movements are slow at first until all participants have mastered them. The pace of the game then becomes faster and those who make mistakes or are not careful can be eliminated.

The game continues until all members of the group have been involved or until all but 2 participants are eliminated.

Duration: approximately 10 minutes

## Exercise "Find the treasure!"

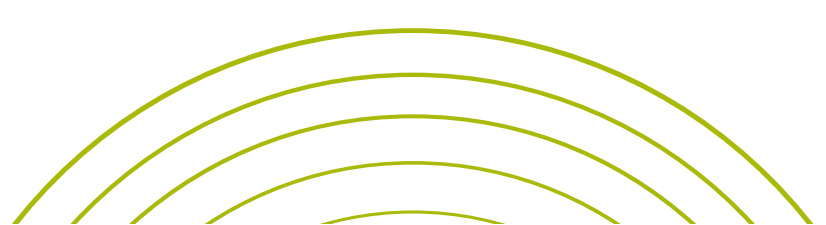
The coordinator introduces the participants to the task as follows:

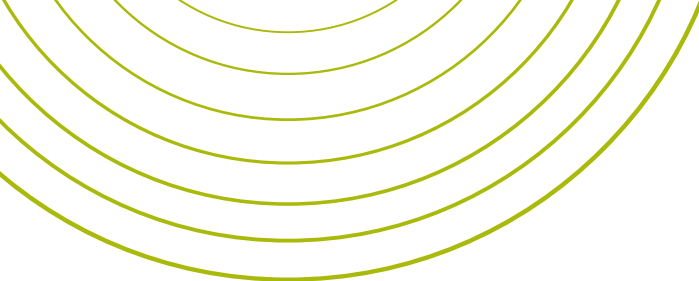
"You are now standing next to a lava field. It is not very large, but it is very dangerous: it can melt you. At the end of it is a treasure.

You need to work out a strategy together to get to the treasure together. You have 10 pages of the newspaper that are resistant to lava and 10 minutes to find the strategy."

**After the thinking time has expired, participants are encouraged to apply the strategy and get to the treasure as quickly as possible.**

Attention: Those who touch the lava/ground while crossing are declared melted and the team must wait one minute until they cool down and can continue on their way.



- 
- Collaboration between those present is encouraged and supported. Upon completion of the crossing, participants may take the treasure. This will consist of a box containing a mirror.

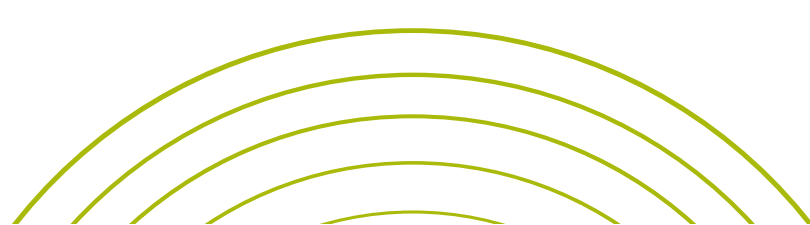
The coordinator will invite the group for discussion, guiding them through the following questions:

- What was it like to find the strategy for crossing?
- How did you find the actual crossing?
- What was more difficult to establish the strategy or to implement it?
- What were the good parts of the strategy?
- How could you improve the strategy you used?
- What do you think is the treasure you found?
- What do you think the lava field you crossed represents?
- What do you take with you from this exercise/experience?
- What will you do differently from now on?

### **Break for hydration and free socializing.**

Duration: approximately 10 minutes

### **The exercise “My treasure”**

1. The coordinator now invites participants to find a space nearby that they like (it can be near a tree, near a bush, in the sun or shade, on the grass, alone or with other colleagues, etc.).
  2. In the chosen space they will have about 10 minutes to think about as many successes and good moments (from school, family, sports, free time) as they can, moments they felt they worked on, got involved in, and were rewarded with success. The condition for moments to be considered theirs is therefore that they have made a significant contribution, that they have worked for them. During the 10 minutes, participants will choose a personal quality that has frequently helped them to achieve good results on all levels.
  3. When all those present return to the circle after the reflection time, a gallery tour takes place in which everyone takes turns saying the sentence:
  4. I trust myself because I am....., saying just the first letter of the quality they think of and consider defining.
  5. The group takes the letter and tries to find the sequel as quickly as possible. The speaker can guide them with Yes or No.
- 



Possible question at the end:

- how were those 10 minutes of thinking for you?
- what events came to mind?
- when did the quality that helped you emerge clearly in your mind?
- what other qualities did you discover on this occasion?
- what was the role of this exercise?
- how can this exercise help your self-confidence?

Duration: approximately 40 minutes.

### **The exercise "Falling in pairs"**

1. The coordinator invites participants to find a person with whom they have interacted less and sit next to that person. Sufficient time is allowed for pairs to form in this way. The coordinator can only make changes if the weight ratio is clearly to the disadvantage of one of the pair members, which would make the exercise more difficult.
2. The task of the pairs will be to practice the falls together with confidence. At first, one person will be the one falling and the other the one catching. The one who falls will lean back, without bending his knees, with his hands on his chest, to be caught by his partner.
3. When the members of the pair agree, the tasks are reversed.
4. There is a discussion at the end of the exercise, the participants are appreciated for their effort.

Duration: approximately 40 minutes

Interactive evaluation:

In a circle, participants complete the statement: 'I realized today that .....'. It can be personal, funny, or not. If they wish to fill in more, participants are encouraged to do so.

Duration: approximately 15 minutes

**At the end, participants are rewarded according to possibilities. A group photo may be taken.**





# EXPLORERS

**teenagers between 14  
and 18 years old**

## Activity I

### **Development areas**

Emotional, social, intellectual, spiritual, character development

### **Name of activity**

About beauty

### **Location**

Indoors

### **Duration**

3 hours

### **Participants**


One group (4-9 explorers) and an equal number of invited teenagers (with mild disabilities, refugees or members of vulnerable groups) adult volunteers

### **Aims of the activity**

- use their personal capabilities and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- is involved in their own development
- uses their knowledge innovatively

### **Activity description**

Today we will work internally: we will get to know each other better, collaborate and express ourselves.





## **We will start with a "Speed dating" game**

There will be a series of quick meetings (two minutes each meeting) between participants, grouped in pairs. They will have to answer the following questions:

1. where you were 48 hours ago and what you were doing?
2. What did you used to do for pleasure when you were little/not anymore?
3. describe one thing you are proud of right now.
4. what is one thing that bothers you every time?
5. if you had to travel anywhere in the world where would you go?
6. what is the phrase that guides your daily life?
7. if tomorrow was the last day of your life, how would you choose to spend it?
8. what project do you have in mind for the future?
9. Participants will be free to move around the room, always choosing another person for each question proposed by the coordinator.
10. At the end of the game, all participants are appreciated and invited to form a circle.
11. Duration: approximately 25 minutes
12. moving with energy the colleagues to the left and right of the one receiving the energy, by moving their arms outstretched and joined towards the torso.

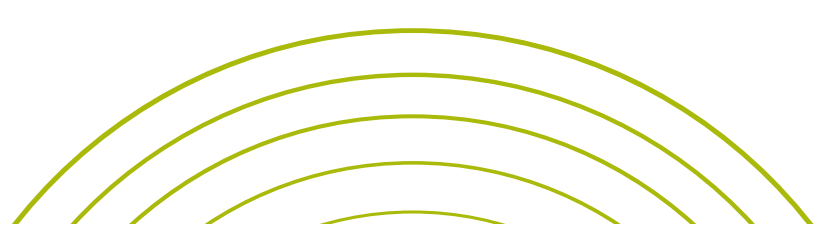
The energy should be charged at the same time by the colleagues on the side, only after the colleague in the middle has received the energy and has his arms above his head.

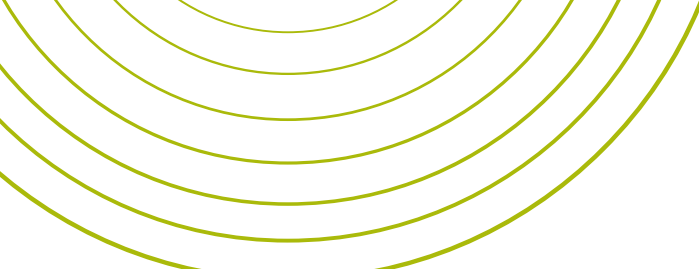
The movements follow each other slowly at first, until all participants have mastered them. The pace of the game then becomes faster and those who make mistakes or are not careful can be eliminated.

The game continues until all members of the group have been involved or until all but 2 participants are eliminated.

Duration: about 10 minutes

## **Now that we've warmed up and had a bit of fun, let's get comfortable. " About beauty".**

- Place as many magazines, old newspapers, photos, posters, cards, etc. as possible on the floor or on a table.
- 



Participants are invited to search through the materials and choose/cut out (depending on the material) a photo that represents a beautiful person.

**How they make this choice, the criteria used are up to them.**

Young people show what they have chosen and explain in one sentence, no more, why that person is beautiful.

After the gallery tour there is a discussion based on the following questions:

1. what did you notice in all these pictures?
2. what is different or special about some of the pictures?
3. what criteria did your colleagues use to choose a beautiful person?
4. how do these images make you feel?
5. to what extent do these images represent you?
6. based on the criteria of this group, do you think you are beautiful?
7. do the images you chose represent the standards of beauty in the community? can you give some examples?
8. how do you think a certain kind of beauty has become a standard in society?

Participants now form pairs and do the 5 Whys exercise together starting with the question: Why did you choose this picture?

In pairs, each participant asks their partner at least 5 why questions, as in the example below:

- why did you choose this picture? because I like her dress.
- why do you like the dress? because it looks great.
- why does it look great? Because it's fashionable now.
- Why is it fashionable? Because it was created by some company.
- Why did the company make this dress? Because it wants to make money.

Pairs are invited to share the experience with the large group:

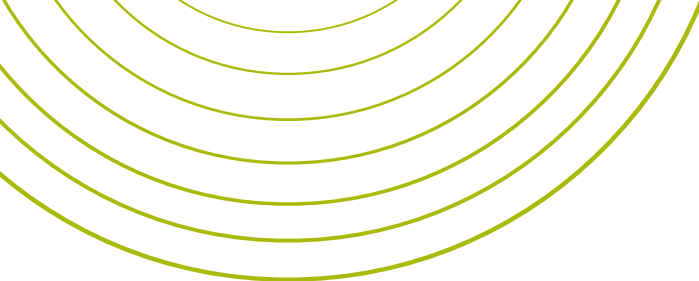
- how was the exercise for you?
- what did you find interesting?

Participants watch together the movie:

**"What is pretty", 10 minute movie,**

**source youtube: [WHAT IS PRETTY? - YouTube](#)**



- 
- what are the first thoughts that come to mind after this film?
  - did you find anything in the video that resonated with you? can you give examples?
  - who promotes these beauty standards? how and why?
  - do you think that beauty standards are realistic?
  - do you feel pressured by society to meet these standards?
  - who and what influences the way you look?
  - who can influence beauty standards?
  - do we humans need beauty standards?
  - can we live without them? what would life be like without them? how can a person become more critical of the way they look?
  - what have you learned/what do you take away from this discussion?
  - what will you do differently from now on?

Required materials: newspapers, photos, posters cards, as many magazines as possible, tablet/smartphone, internet connection

Mentions:

- if you don't have enough magazines, newspapers or posters, you can ask participants to search for images online and then choose.
- Participants can search online according to different keywords beautiful/ugly woman, beautiful/ugly man, beautiful/ugly hair and note which images appear more often, using what they noticed in the group discussions.

*Source: Tudorache, Andreea- Loredana, Differences Challenge Assumptions, Manual for Facilitators in Diversity and Sensitivity Learning, 2018, Bucharest, Romania.*

Interactive assessment, materials needed: flip chart or cardboard, possibly recycled, markers/coins.

**We are at the end of the activity. We will assess using emoji.**

Each participant is invited in the middle of the circle to choose a marker/charcoal.

On the large sheet the participants make an emoji expressing their thoughts and feelings during the activity.

**At the end, participants are rewarded according to their ability. A group photo may be taken.**





## Activity II

### **Development areas**

Physical, emotional, social, intellectual, character development

### **Activity name**

Mammal, insect, bird

### **Location**

Outdoors

### **Duration**

3 hours

### **Participants**

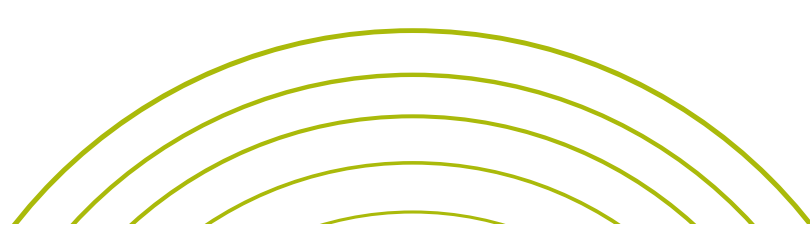
One group (4-9 explorers) and an equal number of invited teenagers (with mild disabilities, refugees or members of vulnerable groups) adult volunteers

### **Aims of the activity**

- use their personal capabilities and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- are involved in their own development
- use their knowledge innovatively
- resolve problems effectively

### **Activity description**

Today we will continue to communicate and work together.





## **We will start with the game "Knowledge and Recognition"**

Sitting in a circle, getting to know each other takes place first. Each participant says their first name and a quality beginning with their first initial. When the full circle has been completed, the recognition begins, in reverse: "I, Daniela Darnica, have met Zamfir Zăpăcitul. "

Duration: about 15 minutes

## **We will continue with the energizing game "Hunters and Deer"**

1. Participants form 2 teams.
2. The hunters secretly choose (to avoid being heard by the deer) a number from 1-10.
3. They sit in a circle, hold hands, with hands raised, and count slowly to the secretly chosen number. Meanwhile, the deer wander in and out of the circle formed by the hunters. Outside they are allowed to stand for a maximum of 2 seconds. When the hunters reach the secretly chosen number, they quickly drop their hands and count how many deer they have caught.
4. Play 3 rounds, then the teams change: hunters become deer, and deer become hunters.

Possible questions:

- How did you feel as hunters?
- How did it feel to be a deer?
- In which role did you feel most comfortable?

At the end of the game, all participants are appreciated.

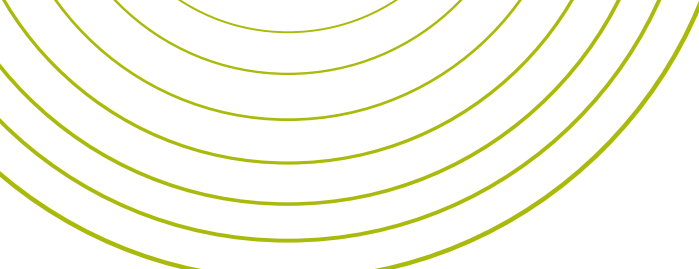
Duration: about 20 minutes

## **„ Mammal, insect, bird"**

The task of the participants will be to create a role play.

**The aim of the game is to understand what empathy means.**





The coordinator explains: empathy means putting yourself in another person's shoes, trying to understand an emotion or a situation from that person's perspective. You've probably done this before with your family, with your friends, without realizing that you can become empathetic.

- Have you ever thought about what the situation looks like from the other person's perspective?
- Has this helped you or the other person?

**Teenagers are encouraged to respond and share examples from their own experience.**

Today we're going to practice empathy. We will put ourselves in another person's shoes, specifically in the shoes of a mammal, bird or insect. You can start by closing your eyes and thinking of a particular mammal, bird or insect you like.

Possible questions:


- How big or how small are you?
- Are you sitting or standing?
- What do you see around you?
- What are you thinking about?

**Keep your eyes closed and imagine you are in the body of that creature for a moment.**

Teenagers form small groups of 3-4 participants. Each of them stays in character as the same insect, mammal or bird. Their task is to improvise a little role-play about what happens when the characters in the small group interact.

Groups have 15 minutes to prepare their role-play.  
Each group then presents the role play to the other participants.

Possible questions:

- how did you feel as that mammal, bird or insect?
  - what did you notice about the other characters in the role-play?
  - how did you see the world during the role-play?
  - have you ever thought about looking at life from someone else's perspective?
  - what it would be like to be someone else for a while?
  - how empathy can help us in our relationships with others?
  - but in arguments or conflicts?
- 



### **Continuing**

If time allows, role-plays created by teenagers will be merged to create a story or fable using existing characters.

Start by imagining people with different characteristics and create role-plays based on them.

If future topics such as conflict or relationship building are to be addressed, references to empathy can be made.

Duration: about one to one and a half hours

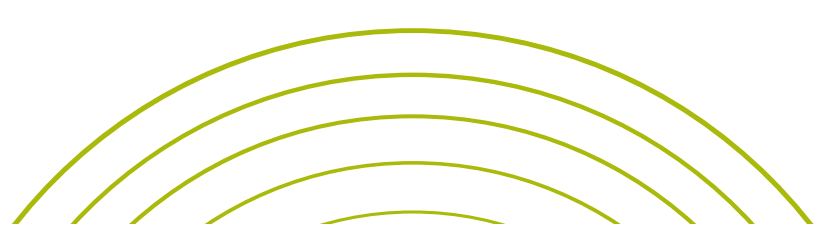
Interactive evaluation: My level of satisfaction

Teenagers form a circle. They are invited to indicate their personal level of satisfaction at the end of the activity using their own body:

- from ground to ankles: very low level of satisfaction
- ground to waist: medium level of satisfaction
- from the ground to the top: very high level of satisfaction

The identification of other, individualized levels are encouraged.

**At the end, participants are rewarded according to their ability. A group photo may be taken.**





## Activity III

### **Developing areas**

Emotional, social, intellectual, spiritual, character development

### **Activity name**

Fairytale emotions

### **Location**

Indoors, a bright, spacious and comfortable space with chairs or cushions is preferable

### **Duration**

2 hours

### **Participants**

One group (4-9 Cubs) and a group of invited children (with mild disabilities, refugees or members of vulnerable groups), adult volunteers in sufficient numbers so that the children are safe

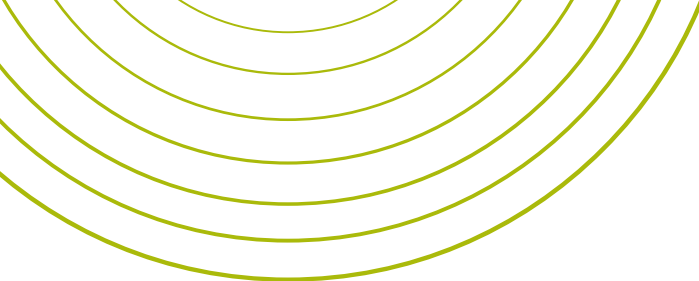


### **Aims of the activity**

- use their personal capacities and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- is involved in their own development
- uses their knowledge innovatively

### **Activity description**

Today we will enjoy activity in nature: we will use our resources to respond to challenges.



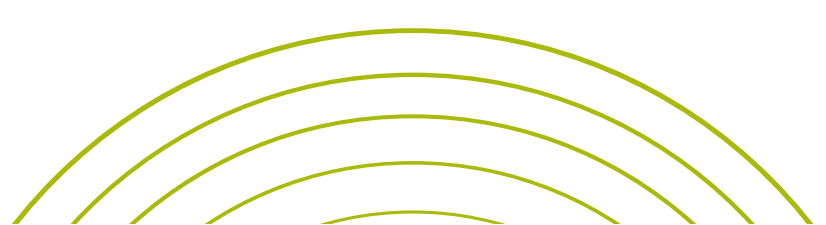
## **We'll start with the ice-breaker exercise: 'There is NO adolescence without.....'**

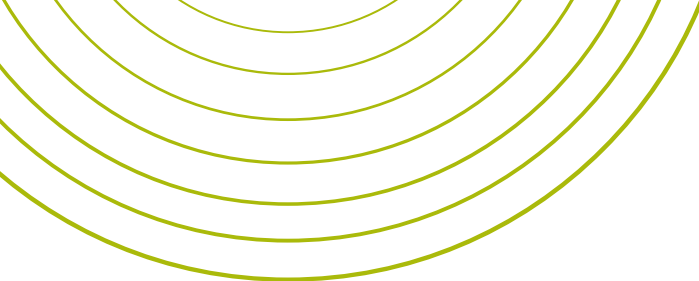
1. Participants form a circle.
2. The coordinator throws the ball to a teenager saying, saying: "There is no adolescence without emotions".
3. The chosen one throws the ball and says a sentence, e.g. "There is no adolescence without fun" or "There is no adolescence without holidays, friends" etc.
4. The game ends when all participants have received the ball at least once.

Duration: about 10 minutes

## **Creating a story about emotions**

Required materials: one sheet of paper each, markers, crayons.

1. Participants are presented with the Emotion Cube, which contains the following emotions on its six sides: joy, sadness, anger, gratitude, fear, disappointment. Depending on the coordinator's imagination or the targeted emotions, the cube can be adapted/modified.
  2. Each participant rolls the cube like a dice. Each person has to remember the emotion that is on top of the cube after rolling it.
  3. Next, create a story about the emotion that the dice indicated. Materials are given to each participant.
  4. Fold the sheet twice so that you get four smaller rectangles (coordinator demonstrates).
  5. On the divided sheet of paper you will create your story:
    - In the upper left rectangle you will draw or write the first part of the story
    - In the upper right rectangle you will draw or write the second part of the story
    - In the bottom left rectangle you will draw or write the continuation of the story
    - In the bottom right rectangle you will draw or write the conclusion of the story
- 



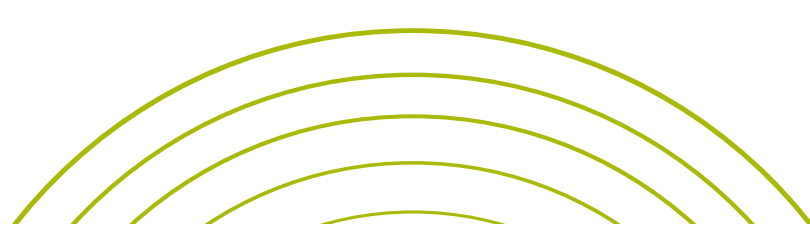
Here are some suggestions that you might find useful for creating your story:

- Imagine a character, real or not, going through that emotion. How does the character experience the emotion?
- Think about who the person is. Is it young, older, girl or boy, from the country or the city?
- What happens before the person feels that emotion? What happens afterwards?
- Where is the person?
- What is the person doing there?

**Now, you can draw the story of the emotion on the 4 zones sheet. Remember that you can draw the moment when the character experiences the emotion either at the beginning, middle or end of the story.**

1. Participants are given 15-20 minutes to draw their stories. They can work in the area where they feel comfortable, not necessarily in a circle, as long as they don't stray too far from the group. The initial working interval can be extended or shortened depending on the pace of the group members' work, so that the activity is as efficient as possible.
2. When the drawings have been completed, the participants form a circle again, with the drawing sitting down at their feet. Everyone moves slowly in a clockwise direction, taking it in turns to stand next to each piece of work until they reach their own drawing again.
3. This tour of the gallery needs to be done at an appropriate pace so that everyone has enough time to look at all the drawings.
4. Next, each participant presents their drawing. If there are teenagers who do not wish to detail, they will not be required to.

Possible questions:

- What were the causes of the emotions in the story drawings?
  - What were the ways in which the characters controlled their emotions?
  - Do you think that these ways were appropriate or useful?
  - Have you ever found it difficult to control your positive emotions? What did the characters in the stories do about positive emotions?
  - What ways of controlling negative or positive emotions in these stories do you find useful for your everyday life?
- 



## Continuing

If there are teenagers in the group who speak different languages, use this opportunity to learn the emotion words on the Emotion Cube.

Using the Emotion Cube, teenagers can make up songs or short poems on the 6 emotions shown.

Duration: about 60 minutes

Interactive assessment: "I take with me...., I leave here....."

Each participant completes this sentence:

I take with me- emotions, skills, reactions that I liked/ found useful

I leave here- difficulties, moments, reactions that bothered me

**At the end, participants are rewarded according to their ability. A group photo may be taken.**





## Activity IV

### **Developing areas**

Physical, emotional, social, intellectual, spiritual, character development

### **Activity name**

Crossing the river

### **Location**

Indoors

### **Participants**

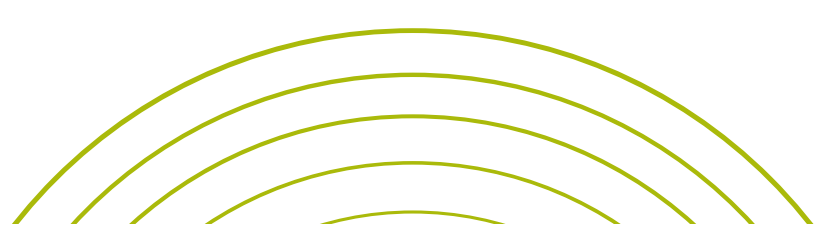
One group (4-9 explorers) and an equal number of adolescent guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers

### **Aims of the activity**

- use their personal capacities and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- is involved in their own development
- uses their knowledge innovatively

### **Activity description**

Today we will enjoy working together: we will use our resources to respond to challenges.



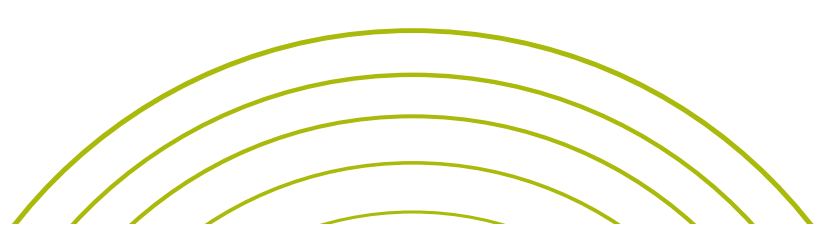


## **We'll start with the ice-breaker exercise: "The chair to my right"**

1. Teenagers are seated in chairs in a circle. One chair is empty. The student to the left of the empty chair is asked to say "I am (introduces him/herself). I would like you to come (point to a participant) on my right".
2. That teenager also introduces him/herself, then moves, and now his/her seat is empty. So the person to the left of the empty seat invites another colleague: "I'd like you to come (points to another colleague)..... to my right".
3. This continues until each participant introduces themselves and moves once.

Duration: around 10 minutes

## **River Crossing Game:**

1. Teenagers clear the space where the activity takes place so that it is clean and free of obstacles.
  2. The start and end points (river banks) between which the crossing will take place are chosen and marked.
  3. Materials needed: one sheet of recycled paper from magazines, leaflets for each participant.
  4. Teenagers are divided into two smaller groups by counting. Each participant receives the sheet of paper. The two groups will work separately. Each group has the task of crossing the river, using the same start and end point.
  5. During the crossing, participants are not allowed to touch the floor at any time, otherwise they will be forced to start again.
  6. Everyone's sheet of paper becomes a river stone. It sits in the water and must be touched by a hand or foot at all times. If the sheet/river stone is free, then it will be taken out of the water (the coordinator will take it out of the river).
  7. All teenagers in the team must cross the river and reach the end point.
  8. The first team to cross the river following all the rules wins.
  9. Once the rules have been explained and all participants understand them, the crossing begins.
  10. The game ends when one of the teams makes a complete crossing or after 30 minutes.
- 



Possible questions after crossing:

- How did you find a better way to cross?
- Did you all work together?
- Did you have a leader?
- Do you think your ideas were listened to?
- What could you have done to be better understood?
- What were your favorite moments from the crossing?
- What moments were the hardest?
- How did you overcome the difficult moments? What was helpful then?
- What will you use in the future from what you learned today?

## **Continuing**

Teenagers can draw the river on a cardboard and place it on the floor to make the crossing as realistic as possible.

Duration: about 60 minutes

Interactive assessment:

Each participant continues the sentence:

I am now a river.....- description referring to the state at the end of the activity.

**At the end, participants are rewarded according to their ability. A group photo may be taken.**





## Activity V

### **Areas of development**

Physical, emotional, social, intellectual, spiritual, character development

### **Name of the activity**

I know, I dream, I love

### **Location**

Inside

### **Participants**

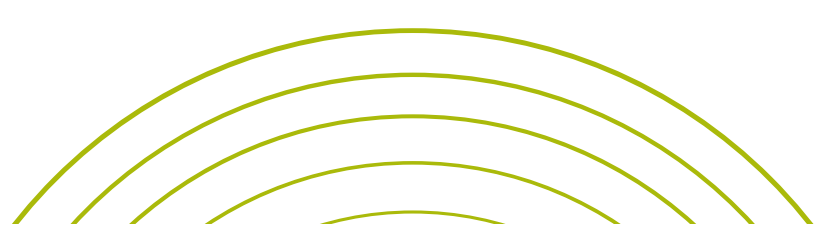
One group (4-9 explorers) and an equal number of adolescent guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers

### **Objectives of the activity**

- use their personal capacities and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- is involved in their own development
- uses their knowledge innovatively

### **Description of the activity**

Today we will enjoy working together: we will use our resources to respond to new tasks.





## Ice-breaking exercise: The dancing ball!

- Participants stand in a circle and hold hands.
- The moderator shows the group a light beach ball.
- "Here's what you have to do: I'm going to throw this ball in the air, and you, without taking your hands apart, have the task of not dropping it. You are allowed to touch it with any part of your body, but without taking your hands off. The ball is light, you don't need to hit it hard. For the exercise to be successful, the ball must not touch the ground for 10 seconds (coordinator counts out loud)."
- The group can try to keep the ball moving for 20 seconds or more.
- You can increase the difficulty of the exercise: invite participants to shout their names when they touch the ball.

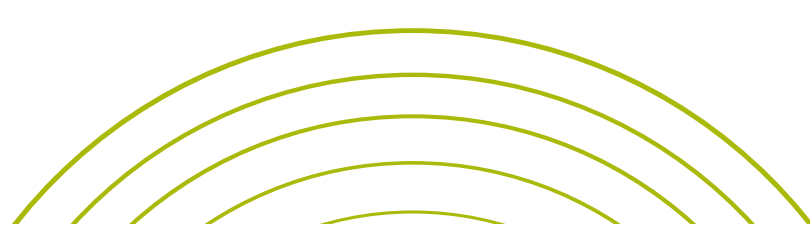
Duration: approximately 10 minutes

## Creating a story about emotions. The game 'I know, I dream, I love'

Materials needed: a large sheet of paper, sheets of paper for each participant, and plenty of pencils and markers.

The coordinator displays a large sheet on which a circle is drawn.

**It would be good if the activity space had a free wall on which the participants' work could be displayed at the end.**

- All teenagers are comfortably seated with a sheet of paper and plenty of writing instruments, crayons, and markers.
  - The coordinator shows them the large sheet of paper on which the circle is drawn and presents the instructions.
  - Please sign a large circle on your sheets. You are the circle. Inside it, you can write your name or you can write Me.
  - Choose one of the left or right sides of the circle where you will fill in as many sentences as possible starting with "I know ..."
- 



**What words come to mind to complete the sentence I know? Teenagers are encouraged to refer to all the areas in which they have knowledge as well as as many skills as they have already developed.**

Participants' responses are appreciated and encouraged.

If the things you already know are plentiful and don't have space on the side you choose, you can continue on the other side of the circle.

- Above the circle write "I dream...". How do you think this sentence should continue? Give some examples.

Teenagers are encouraged to explore as many dimensions of personal development as possible (professional, material, personal, relational future, etc.)

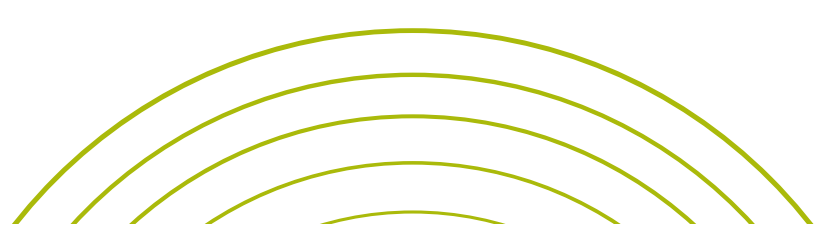
- Below the circle write "I love". You can write down as many people as you love, admire, and appreciate for various reasons, as well as places where you feel at home, feel comfortable, etc.

**Start now to think quietly about the things you know, dream about, and love. When the ideas start to come together, draw them or write them down.**

Time to work: aprox. 50 minutes. Depending on the pace of teenagers, working time can be increased or decreased as appropriate.

- The works are exhibited by the teenagers in the space indicated by the coordinator, in the position of their choice.
- All teenagers view the gallery thus formed.
- The coordinator points out that each drawing represents the skills, plans and resources of each participant. Together, the drawings represent the skills, plans, resources of the whole group.

Potential questions:

- What do we know how to do? What skills do we have?
  - What plans do we have? What are our dreams?
  - Who do we value? With whom do we share affection? From whom do we receive love?
- 



### Conclusions:

What we know how to do needs to be practised and practised. Working together as a group makes us stronger because we practise what we each know and together we get closer to what we dream of being in life. Of course, we couldn't do that without attachment, without loving relationships, without friendship.


### **Final interactive moment: "The washing machine"**

Participants form 2 equal lines and stand facing each other. The one who is left without a pair or a volunteer participant passes between the 2 rows, like at the laundry. When s/he reaches the first one in the laundry s/he stops and waits to be "washed". Each member of the pair puts a hand on his/her shoulder and says a kind word or appreciates a personal quality. The "washed" thanks and moves on.

Note: the positive nature of communication is emphasised from the outset

**All teenagers go through the laundry. Maximum effects are seen in sad, shy negative people: self-confidence increases, mood improves, they become more willing to think positively.**

**At the end, participants are rewarded according to options available. A group photo may be taken.**





# Activity VI

## **Areas of development**

Physical, emotional, social, intellectual, spiritual, character development

## **Activity name**

Life stories

## **Location**

indoor/outdoor

## **Participants**

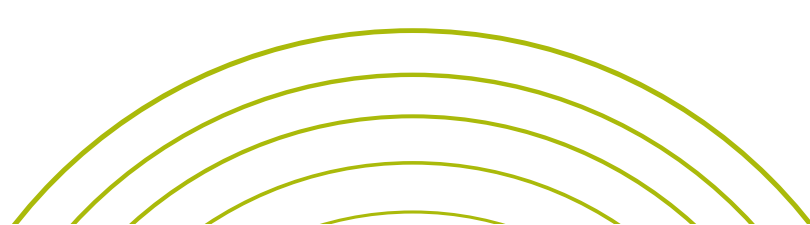
One patrol (4-9 explorers) and an equal number of adolescent guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers

## **Goals of the activity**

- use their personal capacities and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- are involved in their own development
- use their knowledge innovatively

## **Description of the activity**

Today we will enjoy working together: we will use our resources to meet new challenges.





## Ice-breaking exercise: "Our similarities"

1. Adolescents sit in a circle.
2. One participant runs out of space in the circle and that participant starts the game. He names the criterion (a personal characteristic), and those he represents switch places between them.

### Examples

- those with blue eyes,
- those who eat ice cream,
- those who play sports,
- those who play an instrument,
- those who sing well with their voice,
- those who wear black/white shirts,
- those wearing sneakers, etc.

### **If ones says "group" all participants change places, etc.**

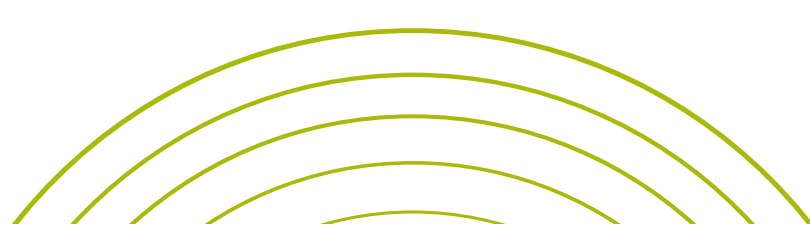
3. The coordinator or participant who runs out of space shall appoint the following criterion according to which places will be changed.
4. After the group has sufficiently enjoyed the similarities between the participants has a gallery tour of everyone's names takes place.

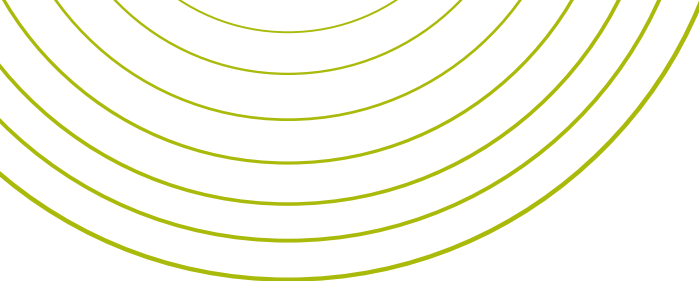
Duration: aprox. 15 min.

## Game "Fairy tales"

### Possible questions to start with:

1. What does a story mean to you?
2. What does the story consist of?
3. Can our life become a story?
4. Would you like to become a character in a story?

- To start, each participant receives a post-it with a character on the back:
  - Puss in Boots
  - Red riding hood
  - Big Piglet (from The Three Piglets)
  - Ugly duckling
- 

- 
- Grumpy (from Snow White)
  - The bear (from How the fox tricked the bear)
  - Cinderella
  - The step mother (from Cinderella)
  - other characters from popular stories

The coordinator prepares post-it notes with story characters for all participants.

The task:

1. Teens have to guess which story character is written on the post-it on their back by asking the group questions. The group can answer the questions with Yes or No, without further details.
2. After guessing who they are, participants are challenged to replicate or create a suitable line for their character.

Potential debrief questions:

1. what was interesting?
2. what was more difficult/challenging?

**Next, participants step out of the role and become themselves.**

**The story of the activity goes on to present a roll of drawing paper.**

The teenagers sit around the table or on the floor, unfolding the scroll so that it reaches each of them.

They are invited to stop using the words until the end of the exercise. They will draw the story of their group with markers, crayons or coloured pencils on a roll of paper.

Note: without consulting each other beforehand or talking during the task, they will draw a story with all its characteristics: characters, stories, introduction, table of contents, conclusion, etc.

Time to work on the drawing: aprox. 30 min.





### Potential debrief questions

1. Which moments were successful/funny?
2. Where did you encounter difficulties?
3. Which part of the cartoon did you like best?
4. What ideas did you come up with now, after completion?
5. What could you have done differently?
6. How could the story be continued?

Materials needed: a roll of paper, enough pencils, crayons and markers.

### **Game "The dragon from the story"**

- On the floor I placed a coiled dragon (longer rope). It is tired from fighting the forces of good. The challenge for you is to manage, if you can synchronously, to put both hands on the dragon-rope and stand next to each other.
- The teens can talk to each other to find the best strategy to work on for up to 10 minutes.
- However, from the moment they put their hand on the dragon rope they work wordlessly, in complete silence. If they cannot all pick up the dragon rope at the same time, the interval between participants' actions should not exceed 2 seconds.
- The group is given the opportunity to repeat the exercise until they are most successful.

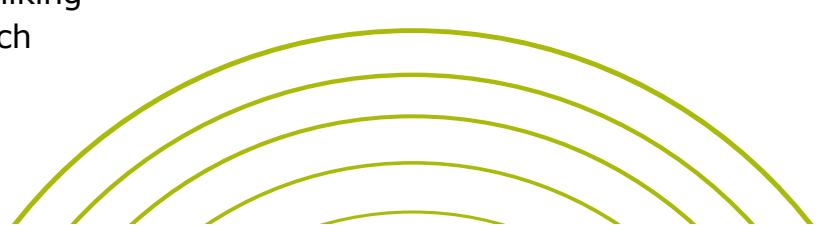
### Questions for debriefing:

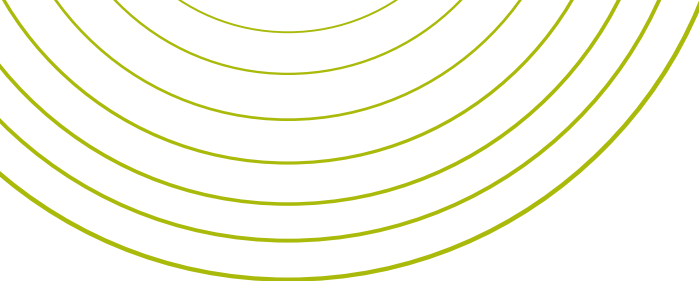
1. How did you feel?
2. What was the easiest?

At the end, the teenagers are appreciated and invited to a moment of rest.

How do they rate today's story activity?

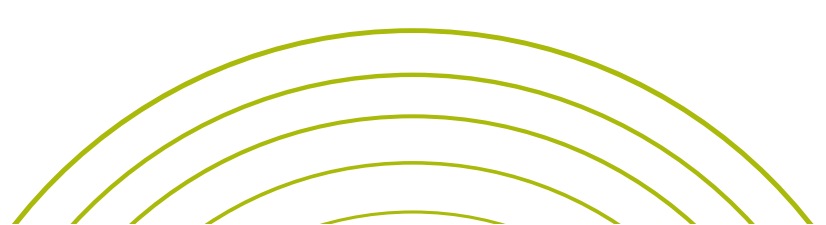
They are asked to lie on their backs and imagine that each of them is a character in a story which gives a note to the activity, like this:

- 1 - Today's story was not to my liking
  - 2 - I liked today's story very much
- 



The coordinator gives teenagers the opportunity to develop their response if they wish.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





## Activity VII

### **Areas of development**

Emotional, social, intellectual, character development

### **Name of the activity**

Our values

### **Location**

Indoors

### **Duration**

3 hours

### **Participants**

One patrol (4-9 explorers) and an equal number of adolescent guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers

### **Goals of the activity**

- use their personal capacities and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- are involved in their own development
- use their knowledge innovatively
- solve problems effectively

### **Description of the activity**

Today we will continue to communicate and work together.





## **We'll start with the game "The best/worst thing of the week".**

Seated in a circle, participants take turns saying their names and two things that have happened to them in the last week:

- Best thing
- The worst thing

Duration: aprox. 15 min.

## **We'll continue with the energizer "Never have I ever..."**

Participants hold their palms up. The coordinator reads out a series of statements and the participants put down a finger for each statement that matches them. If the statements do not fit, participants keep their fingers extended.

### Potential statements

Never have I ever:

- Fell asleep at school
- Copied in a test
- Used bad language
- Wrote a love letter to someone
- Come late home after a party
- Lied to a friend
- Left a mess in the kitchen
- Travelled without a train/bus ticket
- Forgot to meet friends
- Delayed those who needed my help

### Potential debrief questions

1. What was the purpose of the exercise?
2. What do your choices say about you?
3. What could you do differently starting today?

At the end of the game, everyone receives the appreciation of the facilitator

Duration: aprox. 20 min.





## The values stock exchange

### Materials required:


Post-its with names of values

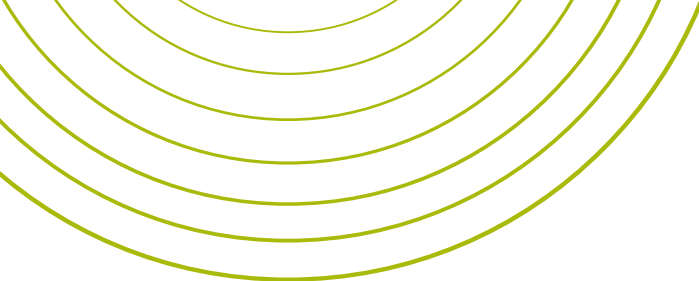
- |                 |                |                  |
|-----------------|----------------|------------------|
| • Truth         | • Beauty       | • Promise        |
| • Aggression    | • Stealing     | • Revenge        |
| • Help          | • Generosity   | • Gratitude      |
| • Altruism      | • Mistake      | • Remorse        |
| • Kindness      | • Forgiveness  | • Resignation    |
| • Arrogance     | • Ignorance    | • Responsibility |
| • Attachment    | • Envy         | • Waste          |
| • Good          | • Love         | • Shame          |
| • Well-being    | • Wisdom       | • Sacrifice      |
| • Common Sense  | • Cowardice    | • Health         |
| • Compassion    | • Flattery     | • Severity       |
| • Fairness      | • Pride        | • Simplicity     |
| • Temperance    | • Anger        | • Sincerity      |
| • Courage       | • Pity         | • Humility       |
| • Duty          | • Lying        | • Solidarity     |
| • Devotion      | • Modesty      | • Hope           |
| • Contempt      | • Indecision   | • Self-control   |
| • Righteousness | • Hospitality  | • Mastery        |
| • Dutifulness   | • Perseverance | • Tolerance      |
| • Selfishness   | • Politeness   | • Hatred         |
| • Heroism       | • Friendship   | • Guilt          |
| • Happiness     | • Fear         | • Xenophobia     |

Step 1: Participants will draw three values from those prepared, the rest of the tickets remain in the centre for the next round.

Everyone will be given a few minutes to judge whether or not the values drawn represent them.

### Discussion possible:

- What does it mean for you to hold on to certain values?
  - What can a person do to uphold their values?
  - At what age does a person start to have stable values?
  - Who influences the choice of values?
- 



Step 2. Participants who feel that one of the values drawn does not represent them at all can exchange it for one of the remaining values in the centre.

At the end of the exchange, all participants will have 3 values each.

- What did you notice after the exchange? Did you draw a value that is right for you or not?
- How does this exchange resemble situations in your life?

Step 3: Values exchange


The coordintorul presents the rules: You have a set of values that some of you have filled in using the tickets in the centre, others have the original set. From now on, exchanges of values between you are possible. Here are the rules according to which you will be able to exchange:

1. A participant presents the value they want to change to others. The chances of the value being changed increase if the presentation is as convincing, successful and true as possible.
2. Participants who want to take on that value take turns presenting one of their values and offering it in exchange.
3. The participant who started the exchange can choose from the values offered in the exchange.
4. If the value initially offered does not find an exchange in the group, it will remain pending.
5. Exchanges continue until all participants have the set of values that best suits them from the existing offer.

Potential debriefing questions

- How does your set of values look now, compared to the one you originally drew?
- What qualities have you had the opportunity to practice on this occasion?
- What was the purpose of the exercise?

Duration: aprox. 1hr





## Objects of value

The coordinator invites the participants to choose an object from their backpack/pocket to make a short presentation about. The object will then be presented and exchanged with another participant. Next, each of those involved in the exchange will take the object and the story further to another participant and so on. The chosen objects will travel with their stories from one participant to another. The coordinator will allow enough time for this exercise so that as many exchanges as possible can take place.

At the end, each participant tells the story of the object that is currently on their person. The owner of the object can have it back after the presentation and can add items that have not been mentioned.

### Potential discussions:

- What is the relationship between people and objects that belong to them?
- What was the purpose of this exercise?

Duration: aprox. 1hr

### Interactive activity assessment: My level of satisfaction

Teenagers form a circle. They are invited to indicate their personal level of satisfaction at the end of the activity using the movements:

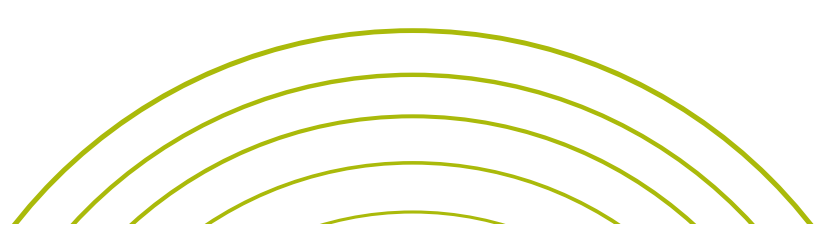
Standing still: very low level of satisfaction

Small step forward: medium level of satisfaction

One very big step forward: very high level of satisfaction

Identification of other, individualised levels is encouraged.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





## Activity VIII

### **Areas of development**

Physical, emotional, social, intellectual, spiritual, character development

### **Name of the activity**

Gestures for the soul

### **Location**

Indoors

### **Participants**


One patrol (4-9 explorers) and an equal number of adolescent guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers

### **Goals of the activity**

- use their own strengths and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- youth are involved in their own development
- use their knowledge innovatively

### **Description of the activity**

Today we're going to have an interesting activity: you will use your resources to respond to challenges.





## **Energizer: "The impulse"**

The teenagers form a semicircle, the coordinator sits in the middle of the semicircle, so that half of the participants are seated to his left and half to his right.

Step 1: coordinator claps hands, participants take turns doing the same, passing the momentum from left to right to the coordinator. Practice a few times, getting faster or slower as the participants suggest

Step 2: the coordinator releases an imaginary ping-pong ball, which passes under each participant. The participant must jump when the ball reaches his or her right, thus passing the momentum on. The ping-pong ball can be transformed, one at a time, into either a volleyball, tennis ball, beach ball, etc. The momentum transmitted will take the form of higher or lower bounces, depending on the size of the imaginary ball.

Stage 3: two impulses will be sent from the coordinator at the same time: to the left the clap, to the right the ping-pong ball. The pulses will meet in the middle of the group and continue until the last participant.

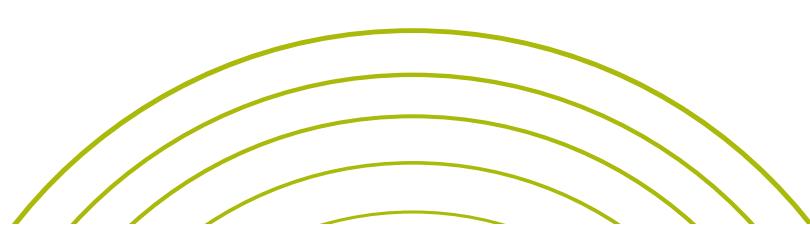
Continue the exercise as long as those present wish, possibly with other types of impulses:

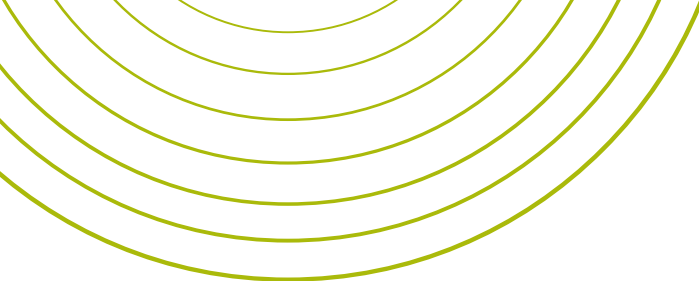
- bunny face
- battle cry, etc.

Duration: aprox. 10 min.

## **Game "The compliments"**

Participants form pairs so that they work with the people they know the least. In pairs, they will exchange compliments. After working in a pair, participants swap with other people and resume the task in the new pair.





It is advisable that everyone has the opportunity to give 3-4 compliments.

- What is a compliment?
- How do we formulate a compliment?
- How do we receive a compliment?
- What effects can a compliment have?

During the discussion with the participants, the basic rules of compliments are pointed out:

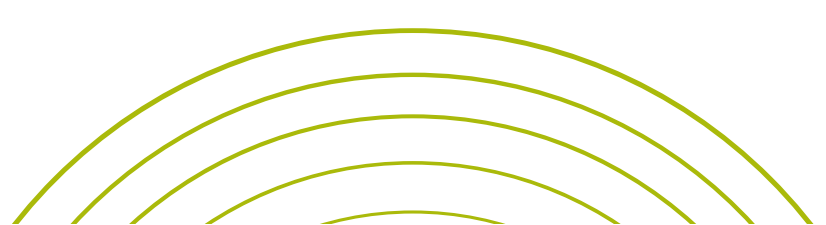
- Start with the name of the person to whom it is addressed
- Are sincere
- Are precise
- Do not imply comparing the person to another
- The response to a compliment is "Thank you!"

Duration: aprox. 40 min.

### **The pencil of soulful words**

1. Participants are divided into 4 teams by counting. Each team receives a jumbo pencil with soft lead and a sheet of paper (size A2 or A3), as well as a 1m piece of thin string for each participant. The cords are tied to the pen.
2. Teams have 15 minutes to decide which words to write on the sheet of paper. The words should be positive messages of encouragement, support and appreciation for the other teams. A working strategy will also be established and practised in the 15 minutes.
3. Once the time for rehearsal and organization has expired, the teams will work without communicating verbally with each other.

#### Possible continuation:

1. After completing the message to each other, each team will be able to make a congratulatory drawing for themselves.
  2. The messages for the teams are presented and read out in turn to the large group. Efforts are appreciated and participants are encouraged.
  3. Each team presents the messages made for their own members. All messages are placed in a visible place.
- 



Potential discussions

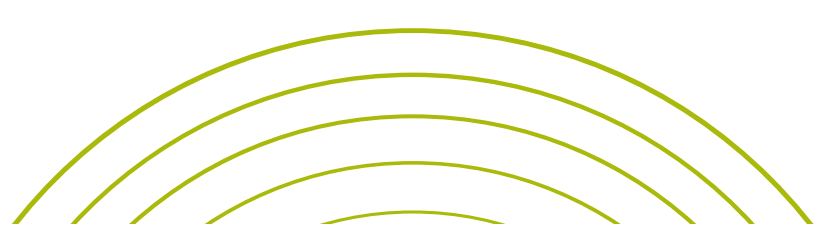
1. What working strategy have you found?
2. How well did it work?
3. Personally, how do you think you contributed to the task?
4. What would you change now that you have gained experience?
5. To what extent does what you have done now resemble real life?

Interactive assessment:

Each participant continues the sentence:

The words that come to mind now are .....- description referring to the state at the end of the activity.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





# Activity IX

## **Areas of development**

Emotional, social, intellectual, spiritual, character development

## **Name of the activity**

Resources and plans

## **Location**

Outdoors

## **Participants**

One patrol (4-9 explorers) and an equal number of adolescent guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers

## **Activity Goals**

- use their personal capacities and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- are involved in their own development and use their knowledge innovatively

## **Description of the activity**

Today we will do an activity where we use our resources to learn new things.





## Ice-breaker / Socio-metric game "Position based on...."

Participants are asked to line up according to the following criteria:

- In alphabetical order of first names
- In descending order of age
- In order of date and month of birth. This last arrangement is done without verbal communication but using other ways of collaboration.

Duration: aprox. 15 min.

## Game "Pass on the action"

1. Participants form a line, standing one behind the other, one arm's length apart.
2. The coordinator is the last in the line at the start and starts the game. He shows an action only to the next participant, the rest have their backs to them. Then the coordinator turns his back and the participant who knows the action taps the next participant on the shoulder to pass on the action.
3. For everyone in front, the rule is to turn only when tapped on the shoulder. The action passed by the coordinator is compared to the one that reached the first participant in the line. Usually the two actions do not resemble each other.

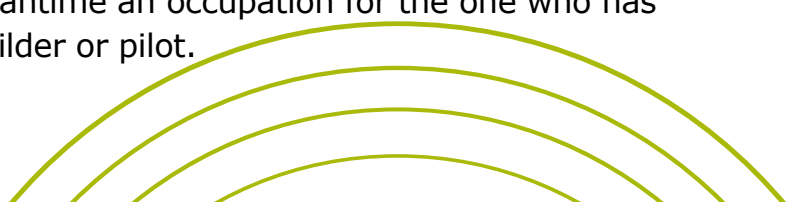
**Alternatively, participants can be divided into two groups and the exercise can be run as a competition.**

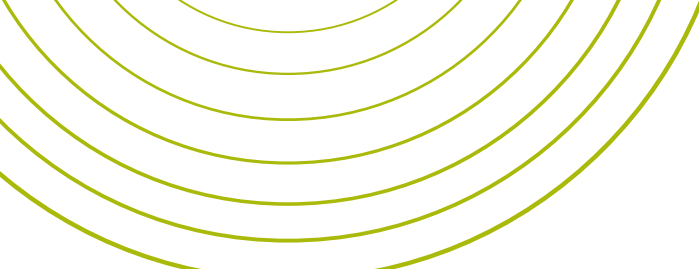
Duration: aprox. 20 min.

Potential debrief:

- What contributed to the success of the exercise?
- What issues made it difficult to complete the exercise?
- What personal resources did you use?

## „Who am I?“

- Participants are seated on the grass. One of them moves far enough away from the others so that he cannot hear what they are saying. The rest of the participants decide in the meantime an occupation for the one who has moved away, e.g. aircraft builder or pilot.
- 

- 
- When the participant for whom the occupation has been set returns, the rest mime activities related to their chosen profession without speaking. The volunteer has to guess what the occupation is.

Potential discussions:

- What was more difficult for the mimics?
- What about the guessers?
- What was more fun?
- Who found that the occupation prepared by the group fit with their future plans?

Duration: aprox. 40 de min.

## **"Labels list"**

Materials needed: a pencil, a sheet and a label for each participant, a square playing field, preferably with several trees, marked at the corners with stones or wood.

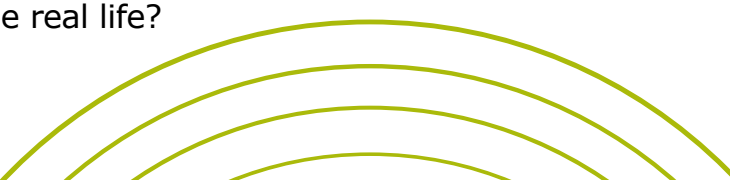
Participants form a line and stand shoulder to shoulder as close as possible. They each have a sheet and a pencil. The co-ordinator walks past each of them and sticks a label on their backs. The labels have names of occupations written on them. After everyone has been given a label, the actual game begins.

Rules of the game:

1. Everyone has to hide their back tag as best they can.
2. Participants must compile as comprehensive a list as possible of each other's back occupations,
3. No more than the playing area
4. The label on the back may not be covered by hand, but only with elements from nature.
5. Working in small groups is encouraged.

Working time: aprox. 20 de min. Completed sheets are collected by the coordinator.

Possible discussions:

- What strategies have you used to protect your label?
  - What strategies have you used to read others' etiquette?
  - How satisfied are you with the list you have compiled?
  - How does the exercise resemble real life?
- 



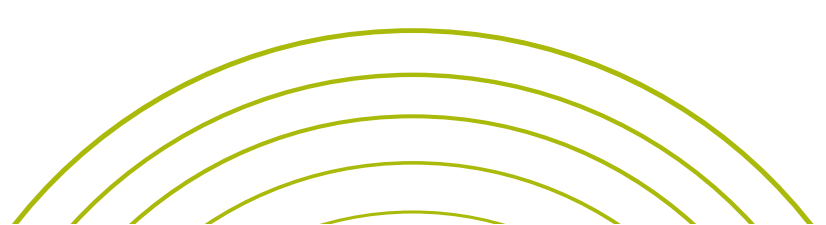
**After discussion, lists of most tags can be presented.**

**Next, participants can negotiate and change their labels so that they best represent them and fit their future plans.**

Interactive evaluation moment: "The most successful moment for me..."

A gallery tour is given and participants fill in the wording above with what they liked best about the activity.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





# Activity X

## **Areas of development**

Emotional, social, intellectual, spiritual, character development

## **Name of the activity**

Eyes wide open

## **Location**

Outdoors

## **Participants**

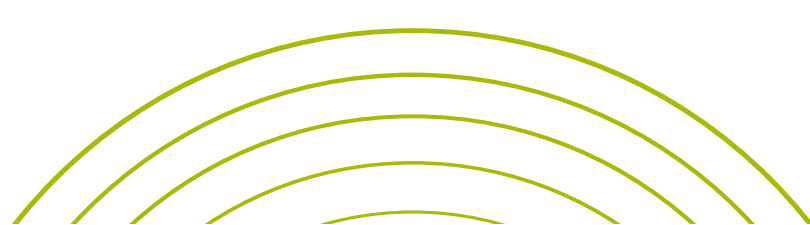
One patrol (4-9 explorers) and an equal number of adolescent guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers

## **Goals of the activity**

- use their personal capacities and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- are involved in their own development
- use their knowledge innovatively

## **Description of the activity**

Today we will be doing an activity in which we will be mindful of ourselves and those around us.





## Icebreaker: "Reverse jumps!"

Participants are seated in a circle and given the following instructions:

1. When told to jump left, they will jump right and vice versa.
2. When they are told to jump forward, they will jump backwards and vice versa.
3. A few trials are made, before starting the exercise with eliminations.
4. The last participant left in the game is the winner.
5. Several rounds of this exercise can be done.

Duration: aprox. 10 min.

## Creating a story about emotions. Game " Eu know, Eu dream, Eu love"

Materials needed: a large sheet of paper, sheets of paper for each participant, enough markers and markers.

The coordinator displays a large sheet with a circle drawn on it.

It is a good idea to have a free wall in the activity area where the participants' work can be displayed at the end.

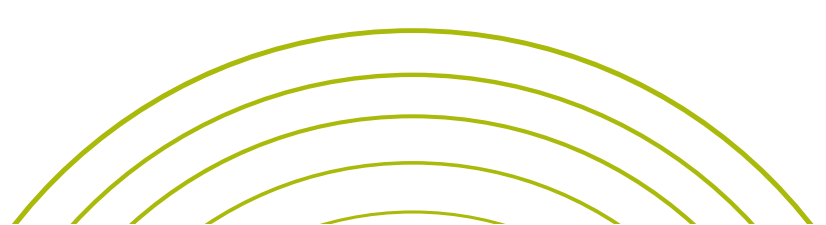
All the adolescents are comfortably seated with a sheet of paper and enough writing instruments, crayons and markers. The coordinator shows them the large sheet on which the circle is drawn and gives them the instructions.

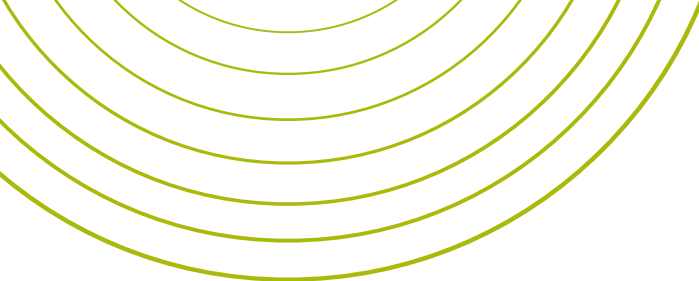
Please draw a large circle on your sheets. This water represents you are the circle. Inside it you can write your name or you can write Me.

- Choose one of the left or right sides of the circle where you will fill in as many sentences as possible starting with "I know ..."
- Choose one of the left or right sides of the circle where you will fill in as many sentences as possible starting with "I dream ..."
- On the up side of the circle you will fill in as many sentences as possible starting with "I love ..."

## Game „Dancing on paper"

Materials needed: large pieces of cardboard from recycled boxes, equal in size, telephone, speaker.



- 
1. Participants are divided into pairs; each pair receives a piece of cardboard. The pair dances on a given piece of cardboard, being able to overtake the piece of cardboard.
  2. When the music stops, each pair has to stand on the piece of paper.
  3. The next time the music stops, the pairs fold the cardboard in half.
  4. After several rounds, the card will become too small for the participants to fit on it. Pairs standing outside the cardboard are out of the game.
  5. Continue until one pair emerges the winner.
  6. Several rounds can be played.

Duration: aprox. 15 min.

Possible questions for debrief:

- What contributed to the success of the exercise?
- Which aspects were more difficult?
- What personal resources did you use?

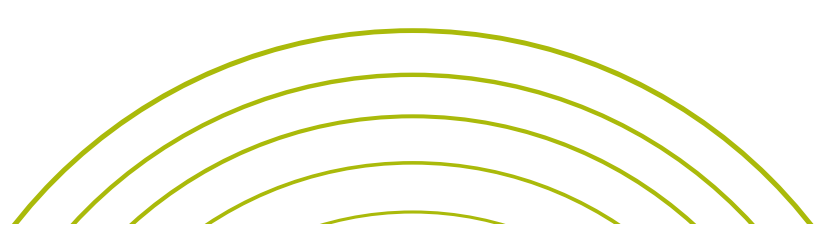
## **„Streets and alleys“**

1. Participants are seated in rows of 5 behind each other.
2. Two of the participants, preferably those who volunteer, will be the elephant and the mouse.
3. The two volunteers will run one after the other through the streets and alleys formed by the outstretched arms of the participants. The streets will be on the front rows and the alleys will be perpendicular to the streets.
4. The transition from streets to alleys is achieved by turning participants to the right.

**The coordinator will check that participants understand what they have to do. A practice lap can be done before the actual game starts.**

Once the game starts, the coordinator will shout the words streets and alleys more and more often. The participants will change their position according to the instructions and the mouse and elephant volunteers will adjust their route to avoid accidents.

Several rounds are organised to ensure that all participants reach all the roles in the game.





Potential discussion points:

- What was it like for you guys being street/alley?
- What about the mouse one?
- What about elephant?
- What real-life situations do these poses resemble?
- How would you react in real life if you were in one of these situations?

## **"Mutual support"**

1. Participants form a line and are seated on the grass as close as possible to each other. They have to support the weight of the first person in the line with their arms, which they pass from one end of the line to the other over their heads.
2. When the person who was supported on top reaches the other end, they sit down. Now it is the turn of the second person in the line to be held and passed over the heads of the others.
3. This continues until all the people have been carried on top of each other.

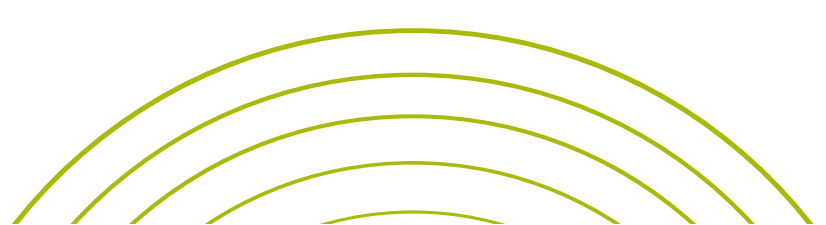
Possible discussion:

1. What was it like to carry the others?
2. What was it like to be the ones supported?
3. Which posture was your favourite? Why?
4. What was the purpose of this exercise?

Interactive evaluation moment: "Now I am..."

A gallery tour is given and participants fill in the above wording with their emotions, thoughts at the end of the activity.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





# ROVERS

**youth aged  
18 to 24  
years old**

## Activity I

### **Areas of development**

Emotional, social, intellectual, spiritual, character development

### **Name of the activity**

Creativity

### **Location**

Outdoors

### **Duration**

3 hours

### **Participants**

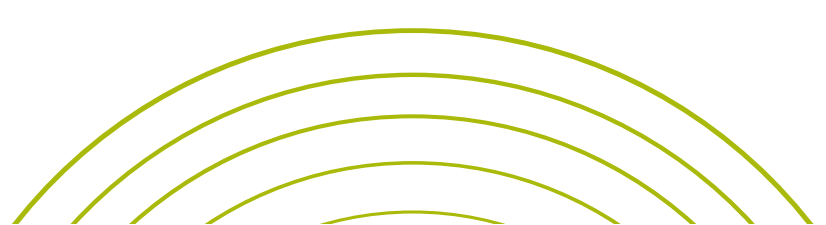
One patrol (4-9 rovers) and a roughly equal group of young guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers

### **Goals of the activity**

- use their personal capacities and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- is involved in their own development
- uses their knowledge innovatively

### **Description of the activity**

Today we will be working outside: creating, storytelling, reflecting and having fun.





## Energizer "The poney"

The game is played in a circle, with one person in the centre, accompanied by movement and song:

*"This is the story of my poney!  
Story of my little poney  
This is the story of my poney  
This is how we do it!  
Come on: front front front my poney!  
Come on: back back back my poney  
Come on: side side side my poney  
This is how we do it!"*

1. The person in the centre of the circle walks past the participants seated in the circle, singing and spinning an imaginary lasso.
2. When the song reaches the words "front front front", the game leader chooses a participant to continue the song with by jumping front to front, then back to back and side to side.
3. The two swap roles: the participant continues the game in the centre, singing and dancing, and the leader moves to the circle.
4. The game can end when all participants have reached the centre of the circle or whenever they wish.

Duration: aprox. 10 min.

## Game "Draw your name"

- Participants sit in a circle and are given posters or pieces of paper and pencils. The game coordinator invites them to draw an object that starts with the same sound as their name on the sticks. For example: my name is Oni and I will draw origami.
- Participants are given 5 minutes to draw their pictures, then they pin/glue the posters to their chests.

Step 1: gallery tour with the object drawn and each participant's name

Step 2: gallery tour where participants present their drawn object and name and the rest of the group repeats

Stage 3: gallery tour as in stage 2, but much faster

Step 4: gallery tour in which the participant who has to present him/herself is silent and the group says out loud the object and the name of that participant.

Duration: aprox. 20 min.





Now that we know each other better, let's create together.

### **„ Beauty from the nature“.**

1. Place a photo of each participant face down on the grass.
2. In addition to the photos, participants are provided with natural materials: stones, acorns, chestnuts, dry leaves, sticks, cones, pieces of wood, jute string, etc.
3. Participants are invited to choose a photo at random, find a place where they feel comfortable, where they cannot be closely observed by others and recreate the photo using the objects they have at their disposal. If the objects provided by the coordinator are not sufficient, participants can search for suitable natural materials nearby.
4. At the end of this creative phase, participants set off together to visit the gallery of natural pictures in 2 stages.

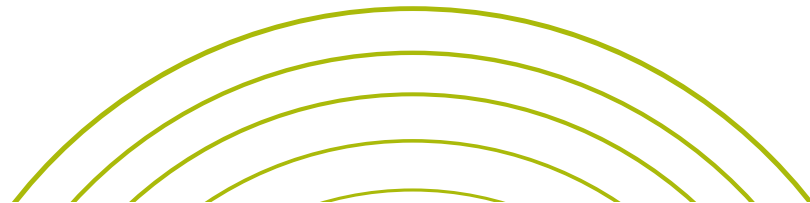
Step 1: Participants are asked to guess what a natural painting represents. All answers are encouraged and accepted without distinction. Participants are encouraged to offer as many interpretations of the picture as possible.

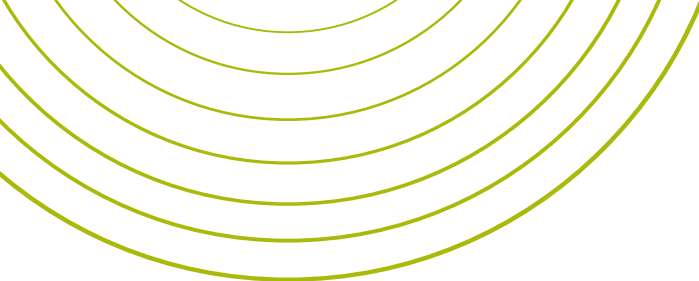
Stage 2: the visit to the gallery of paintings is resumed, this time with the photograph from which they were inspired. Spontaneous reactions and discussions based on the photographs and paintings are encouraged.

After these 2 visits to the gallery, a discussion takes place based on the following questions:

- Which moment did you enjoy more: the creation itself, the first gallery visit or the second?
- Which was more difficult?
- What was easiest for you to achieve?
- How do these paintings make you feel?
- To what extent do these paintings represent you?
- Based on the discussions so far, do you think you are creative?
- What is the benefit of being creative in the community? Can you give some examples?
- How do you think creativity has become a necessary aspect in the community?

Duration: aprox 1hr





Participants are then invited to create together a large common painting from natural elements.

**The brief for the joint painting is: Creativity without limits!**

Possible discussions after finalisation and presentation of the common picture:

- What are the first thoughts that come to mind right now?
- Which elements of the painting represent you, do they fit?
- Can we live without creativity? What would life be like without it?
- How can a person become more creative?
- What have you learned/what do you take away from this discussion?
- What will you do differently from now on?

Duration: aprox. 1hr

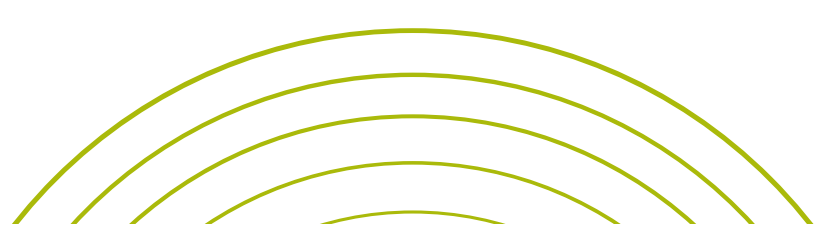
Interactive assessment: We are at the end of the activity.  
We will make assessments using body postures.

Each participant is invited to sit in the position that best expresses how they felt during the activity.

- If they wish, they can describe in a few words what they wanted to convey through their posture: relaxation, delight, embarrassment, boredom, blockage, rejection, satisfaction, joy, surprise, etc.

Duration: aprox.15 min.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





## Activity II

### **Areas of development**

Emotional, social, intellectual, spiritual, character development

### **Name of the activity**

Willpower

### **Location**

Outdoors

### **Duration**

3 hours

### **Participants**

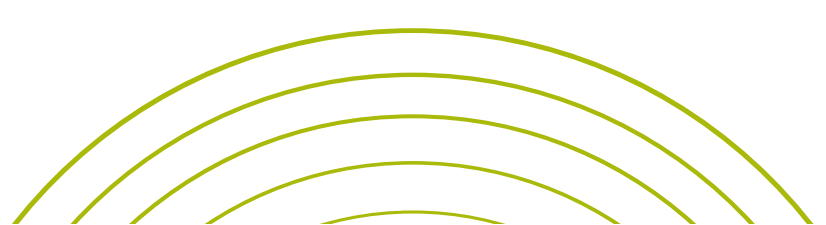
One patrol (4-9 rovers) and a roughly equal group of young guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers

### **Goals of the activity**

- use their personal capacities and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- are involved in their own development
- use their knowledge innovatively

### **Description of the activity**

Welcome to an activity where we will talk more about willpower, its qualities but also its limits.





## **Energizer "Electricity"**

- Participants choose a pair. One member of the pair will be in row 1 and the other will be in row 2. Rows 1 and 2 of participants face each other. At one end of the row is a large enough object: a ball, a branch, etc. At the other end is the coordinator of the game, and the participants of teams 1 and 2 at the end next to the coordinator hold hands. The members of the teams all hold hands, forming a line.
- The game coordinator turns on the "electricity" by touching the joined hands of the first participants only after all present have closed their eyes. The electricity is thus switched on at the same time for both teams, being passed from one participant to the other by shaking hands. When the last in the line receives the electrical impulse, he can take the object at the end. After each electrical impulse the last in the line, i.e. those who tried to take the object, become the first in the line, i.e. those who receive the impulse from the coordinator.
- The game can end after all participants have reached both ends of the strings or whenever the participants wish.

Duration: aprox. 15 min.

## **Game "Yes! Dance your name! Yes!"**

1. Participants sit in a circle or in a line and receive the following instruction.
2. The game coordinator invites them to take turns saying their name and doing a dance move they think is appropriate. For example: YES! my name is Oni and I dance like this! YES!

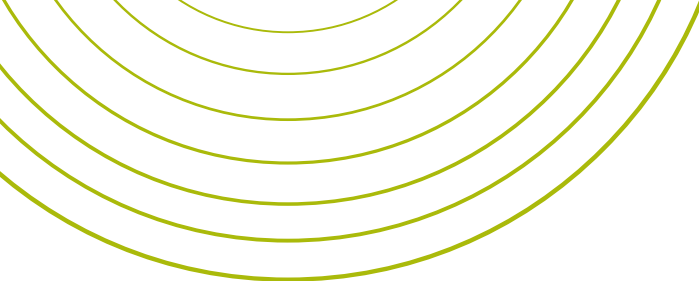
Step 1: gallery tour with the name and dance of each participant

Step 2: gallery tour in which participants present their names and dance and the rest of the group repeats

Step 3: gallery tour in which the participant who has to perform is silent and the group says his/her name and the corresponding dance.

Duration: aprox. 20 min.





We will now test our willpower with a few exercises.

### **„ Will effort = physical effort?“**

1. Place one ticket per participant face down on the grass. On the ticket is written either number 1 or number 2.
2. The coordinator explains: those who have ticket number 1 will form a circle and those who have ticket number 2 will form another circle.

Step 1: In circle number 1 participants will perform 30 correct squats at the same pace. In circle 2, 15 correct push-ups will be performed.

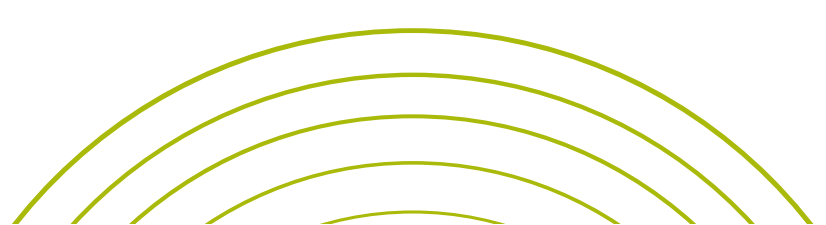
Step 2: Participants switch sides, as follows: those who have performed squats will perform push-ups and vice versa.

**Between the 2 stages there is a short interval for rest and recovery.**

At the end of the 2 stages of physical effort, participants are invited to sit comfortably on the grass. A discussion takes place based on the following questions:

- What was the most difficult part of the whole exercise?
- What was easiest for you?
- How does physical exertion make you feel?
- How fit do you feel for physical exertion?
- Based on the discussion so far, do you think it takes willpower to do physical exertion?
- What is the advantage of having willpower? Can you give some examples?
- How can willpower help you in your daily life?

### **Participants are invited to play “Mic for willpower”**

1. By counting, several groups of 3 people are formed.
  2. Each group gets 2 cardboard bowls, 2 pairs of chopsticks, a pair of ski gloves and 3 handfuls of mixed beans and lentils in one of the bowls.
  3. The group's task is to separate the lentils from the beans using the chopsticks or ski gloves so that at the end there are only lentils in one bowl and only beans in the other.
- 



## Continuation

Stage 1: the group works and can talk during the work

Stage 2: the group is working, without verbal communication.

Discussion possible after completion and presentation of the common picture:

- What are the first thoughts that come to mind now?
- Which stage was easier for you? Why was it easier?
- Can we succeed in what we do without willpower? What would life be like without it?
- What can we do to have a stronger will?
- What do you think is the difference between perseverance and stubbornness?
- Up to what age is it okay to be dependent on the willpower of others?
- What are the advantages of an independent will?
- What do you propose to do differently from now on?

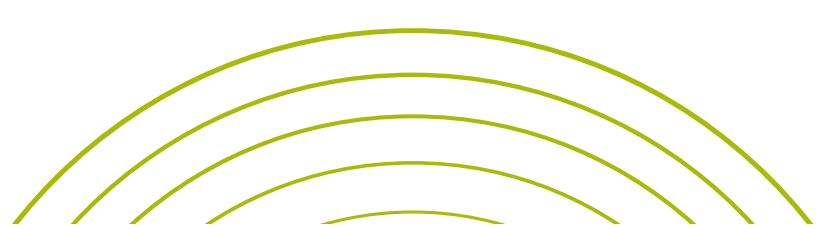
Duration: aprox. 1.5hr

Interactive assessment:

At the end of the activity, we will conduct short discussions in pairs, then switch partners until we get to discuss with all participants.

Discussions will cover own behaviour, favourite aspects of the activity and less successful aspects. The focus will be on honest, open sharing that captures both positive and negative aspects of the experience.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





## Activity III

### **Development areas**

Emotional, social, intellectual, spiritual, character development

### **Name of activity**

Flexibility

### **Location**

outdoors

### **Duration**

3 hours

### **Participants**

One patrol (4-9 seniors) and a roughly equal group of young guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers



### **Objectives of the activity**

- **use their personal capabilities and potential**
- **express themselves through different forms of communication**
- **contribute to the collaborative climate within the group**
- **are involved in their own development**
- **use their knowledge innovatively**

### **Activity description**

Today we will practise together flexibility in movement and thinking.



## Energizer "What's your choice?"

Participants form a circle. The coordinator explains that they have 3 seconds to choose between the 2 options presented, and 10 seconds to carry out the action resulting from the choice made.

### **1. What's your choice: superhero or wizard?**

Participants who choose to be super heroes run for 10 seconds with their knees to their chest, and those who choose to be wizards run for 10 seconds with their heels back.

### **2. What's your choice: wash your teeth with soap or drink sour milk?**

Those who choose toothbrushing with soap do 10 jumping jacks, and those who choose sour milk do 10 jumping squats.

### **3. What's your choice: jump far like a kangaroo or hold your breath, like a whale?**

Those who choose the kangaroo do 10 sideways flips, and those who choose the whale stay in the board position for 10 seconds.


### **4. What's your choice: have a magic carpet or a submarine?**

Those who chose the carpet touch their toes 10 times with their fingers from a standing position, and those who chose the submarine run in place for 10 seconds.

Between exercises the coordinator gives the group a few moments to rest.

Duration: aprox. 10 min.

## Game "One interesting thing about me"

- Participants sit in a circle or in a row.
  - The game coordinator invites them to come to the front of the group in turn. Each will imagine that they have a big door in front of them which they will open to enter a stage: the scene of today's activity. Once on the stage, each participant will say their name and one interesting/funny thing about themselves. For example: I'm Pedro and I can't stand peanut butter.
- 



The rest of the participants answer together as follows: Hi Pedro. Welcome!

- The game ends after each participant has had a chance to come up to the stage of the ongoing activity and be greeted by the rest of the group.

Duration: aprox. 20 min.

**We will continue to practice our flexibility with a few exercises.**

### **„ Yoga”**

Place a card for each participant face down on the grass. On each card is a simple yoga pose: mountain, board, hero, downward facing dog, warrior, triangle, tree, small cobra, grasshopper, baby, chair, cat, cow, sphinx, boat, bridge, fish, etc.

The coordinator explains them:

Step 1: They will all walk through the cards quietly. When they think they have reached a suitable card, they will stop next to it. When each participant has found his or her card, this stage ends.

Stage 2. Participants pick up and turn over their chosen cards, then have one minute to practise the position they have found.

Stage 3. Those present form a circle. In the centre of the circle, they take turns to present their position and invite the participants to reproduce it. A short relaxation interval is allowed between the practised positions.

At the end of the yoga workshop, participants are invited to sit comfortably on the grass. A discussion takes place based on the following questions:

- Which posture/position did you like best?
- Which posture/position was more difficult?
- Which was easier for you?
- How does your body feel now?
- How flexible do you consider yourself to be?
- What is the advantage of being physically flexible? Can you give some examples?
- How can you improve your flexibility?

Duration :aprox. 50 min.





## Participants are invited to "A spiritual walk"

- They are invited to sit on the grass, turfed or with their legs outstretched, back straight and hands on their knees. Everyone can find a comfortable position, possibly leaning against the stem of a tree. Everyone has their eyes closed. The coordinator presents a basic breathing meditation.
- You focus on the breath: you pay attention to how the chest swells when you breathe in and how it empties of air when you breathe out. With each inhalation you remain in full breath hold for 2 seconds. When you exhale all the air you remain in vacuum retention for 2 seconds.
- As you breathe in thoughts may appear. Ignore them gently, let them pass and return to breathing. Stay aware of your breath, notice your body as it calms and breathes.
- At their own pace, participants will open their eyes and be invited to walk a few steps. Somewhere nearby, among the lower branches of the surrounding trees, they will be able to find notes containing the names of different world religions and, separately on other notes, their symbols:

*Creștinism - cross*

*Islamism - halfmoon and star*

*Judaism - David's star*

*Budism - Dharmachakra*

*Hinduism - Aum letter*

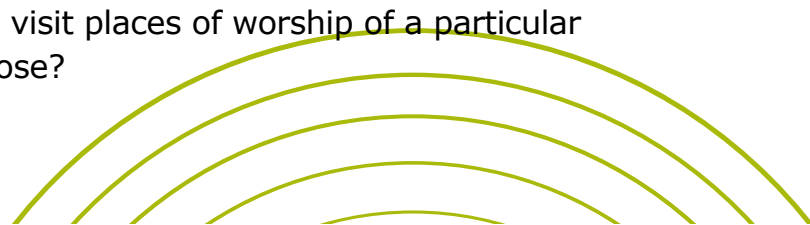
*Taoism - yin & yang*

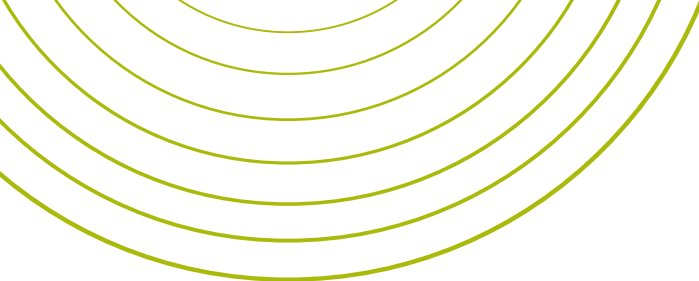
*Shinto - Torii gate*

*Sikhism - Khanda*

Participants will work in a large group to match the name of the religion with its main symbol. In solving the task, they can use their previous knowledge or they can use the internet. The group assigns one person for each religion to present some basic information about it.

After the presentations are completed, discussions take place based on questions such as:

- What are the first thoughts that come to mind right now?
  - What correspondence was easiest to make? Why?
  - If you had the opportunity to visit places of worship of a particular religion, what would you choose?
- 

- 
- How can knowledge about different religions make you more flexible in your thinking?
  - What is the main gain of this activity?


Duration: aprox. 1 hr

### **Interactive evaluation: "Unfortunately, fortunately"**

- At the end of the activity, there will be a gallery tour and the participants will complete the "Unfortunately, fortunately" with an aspect that was not comfortable for them and an aspect that met their expectations.
- 
- The focus will be on honest, open sharing that captures both the positive and negative aspects of the experience.

Duration: aprox. 15 min.

**At the end, participants are rewarded according to the available options.  
A group photo may be taken.**





## Activity IV

### **Development areas**

**Emotional, social, intellectual, spiritual, character development**

### **Name of activity**

Confidence

### **Location**

Outdoors

### **Duration**

3 hours

### **Participants**

One patrol (4-9 rovers) and a roughly equal group of young guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers

### **Objectives of the activity**

- **use their personal capabilities and potential**
- **express themselves through different forms of communication**
- **contribute to the collaborative climate within the group**
- **are involved in their own development**
- **use their knowledge innovatively**

### **Activity description**

Today will be about trust, its role in our lives.





## Energizer " Yes or No?"

Participants form a circle. The coordinator explains that for the next few minutes, instead of answering yes, they will raise their arms above their heads, and instead of answering no, they will cross their arms across their chests, without saying the words yes or no.

A few follow-up questions follow:

1. Do you like chocolate?
2. Do you like running?
3.  $2 + 2$  makes 5?

Next, a volunteer from among the participants is asked to ask the others closed, funny questions, which they will answer with the above explained questions instead of yes or no. If more participants in the group want to ask questions, they are encouraged to do so.

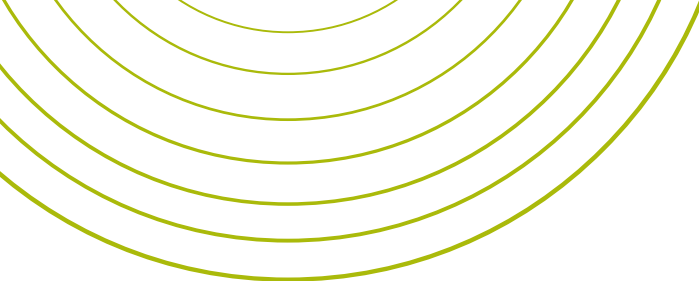
Duration: aprox. 10 min.

## Game " Name Impulse"

1. Participants sit in a circle and receive instruction.
2. The objective of the game is for all participants to say their names one after the other as quickly as possible, starting from the person to the left of the coordinator and ending with the coordinator. The coordinator starts the timer from the first round and suggests that the total time should not exceed 5 seconds.
3. After the participants have had a chance to repeat 2-3 times in the same order, the co-ordinator reverses the direction of the names (from the person on their right) and continues timing.
4. At the end, the name impulse starts from both the left and the right of the co-ordinator. The impulses meet in the middle of the group and continue in the original direction to the co-ordinator.
5. The game is repeated until the time required to transmit the name impulse runs out.
6. A finality of the game is that the participants manage to remember the names of the others in the group.

Duration: aprox. 20 min.





In the following you will have the opportunity to practise self and group confidence.

### **„ Fall with trust“**

1. The group forms a circle. In the middle sits a volunteer from the group or the coordinator. The person in the middle closes their eyes and places their arms in an x-shape on their shoulders. The group becomes the supporter of the person in the centre. The person falls confidently, and the others carefully and gently help him or her back to the original position. Throughout the exercise, the person in the centre remains with their eyes closed. The time spent in the centre of the circle is decided by each volunteer in this position. Once the volunteer has left the centre of the circle, another volunteer takes his/her place.
2. Please note: not all participants are obliged to go to the centre of the circle, only those who wish to do so.
3. At the end, those who wish to rejoin the circle are free to do so, and the group again gives them the appropriate support.

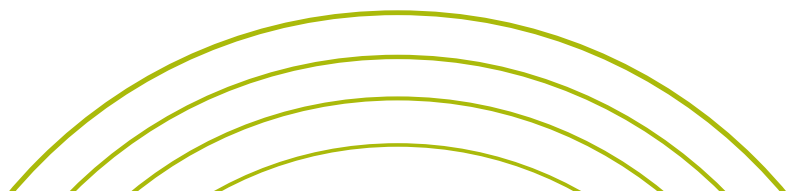
#### Possible discussions:


- Which role did you enjoy more: supporting or being supported?
- Which role was more difficult for you?
- What did you notice about those in the centre who needed to be supported?
- What about those on the edge of the circle, who needed to support?
- How does your body feel now?
- To what extent did you feel confident in others?
- To what extent did you feel confidence in yourself?
- What is the benefit of having confidence? Can you give some examples?
- How can you improve your confidence in yourself and in others?

Duration: aprox. 40 min.

### **Next the participants are challenged to participate in the "Lava River Crossing"**

Materials needed: pieces of cardboard 40 \* 40 cm, one piece of cardboard for each participant and one extra.

- Together with the coordinator, a start and an end line are established.
  - Participants should imagine that between these two lines there is a river of lava which they have to cross using only the pieces of cardboard available to them. The crossing time is timed
- 

- 
- The group is invited to form a line, each receiving a piece of cardboard. The last person in line gets an extra piece of cardboard which they pass from hand to hand to the first person in line who places it on the lava river. This allows the whole group to move forward and the action is repeated as many times as necessary until the end line is reached.
  - Once the group has successfully crossed the lava river in this way, the coordinator doubles the width of the river and challenges the group to complete the crossing in the same amount of time as the first crossing.
  - Participants will be able to communicate verbally throughout the crossing except for the last crossing, which must take place in complete silence.

After completion of the lava river crossings, discussions take place based on questions such as:

1. What are the first thoughts that come to mind right now?
2. What was the funniest moment? Why?
3. What was most difficult?
4. If you could do the crossing again, what would you do differently?
5. What aspect gave you confidence that you would be able to complete the crossing?
6. How did your confidence in others and in yourself help you to make the crossing?
7. What is the main gain from this activity?

Duration: aprox. 1hr

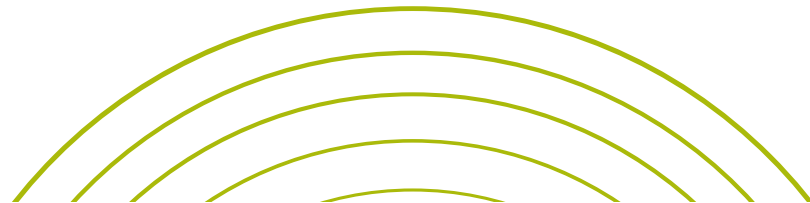
## **"Draw trust"**


Participants are given pencils and pieces of paper to sketch an object or a scene to represent their confidence in themselves and others.

When the drawings are completed, they are displayed on the grass. They do not need to be signed. All participants can view them and then, if they wish, the drawings can be presented and described. The coordinator can also take part in the exercise if he/she wishes.

Duration: aprox. 30 min.

## **Interactive evaluation: "I take with me, and I leave here"**

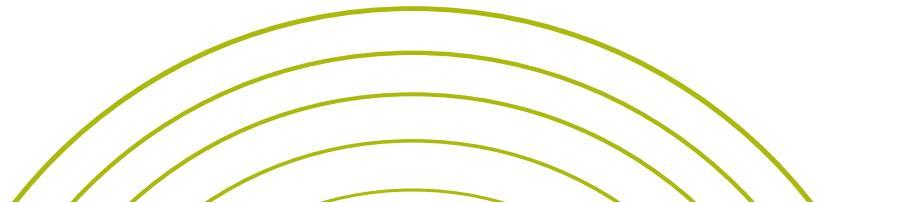
- At the end of the activity, there will be a gallery tour, and the participants will complete the "I take with me, and I leave here" with an interesting, pleasant, funny aspect of the activity, but also with an aspect that was not to their liking or expectations.
- 



The focus will be on honest, open sharing that captures both the positive and negative aspects of the experience.

Duration: aprox. 10 min.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





## Activity V

### **Development areas**

**Emotional, social, intellectual, spiritual, character development**

### **Name of activity**

**Generosity**

### **Location**

Outdoors

### **Duration**

3 hours

### **Participants**

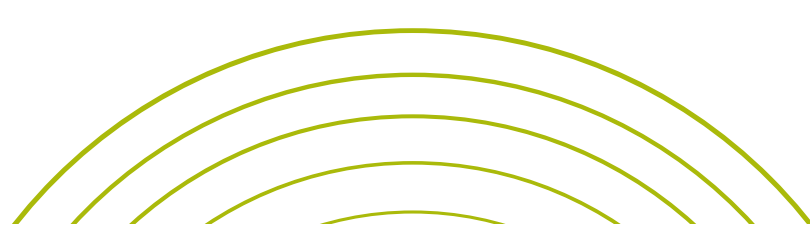
One patrol (4-9 rovers) and a roughly equal group of young guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers

### **Objectives of the activity**

- **use their personal capabilities and potential**
- **express themselves through different forms of communication**
- **contribute to the collaborative climate within the group**
- **are involved in their own development**
- **use their knowledge innovatively**

### **Activity description**

Today we will talk about generosity and have opportunities to show it to others.





## Game "Numbers and actions"

Participants form 2 lines and sit facing each other in pairs.

Step 1. Pairs practise the movement corresponding to number 1 (clapping)

Step 2. Pairs practise the movements corresponding to numbers 1 and 2 (synchronised jumps)

Step 3. Pairs practise movements corresponding to numbers 1, 2 and 3 (360° turn)

Step 4. Pairs practise the movements corresponding to numbers 1, 2, 3 and 4 (Genuflexion). The pace of work becomes faster and faster.

As an extra challenge, if the pairs work badly or very slowly the coordinator may ask them to perform extra squats.

Duration: aprox. 10 min.

## Game " 2 truths and 1 lie"

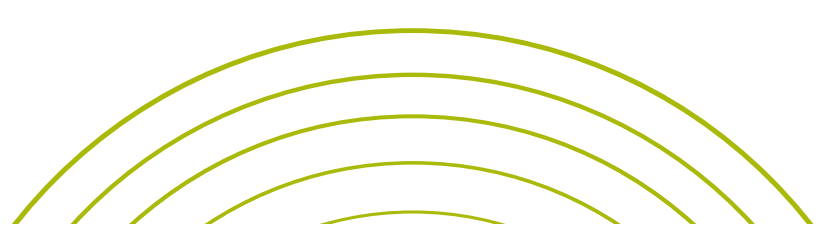
1. Participants have one minute to formulate in their minds 2 truths about themselves and a relatively plausible lie.
2. Then everyone sits in a circle.
3. The coordinator explains that in the next few minutes, they can take it in turns to present the 2 truths and a lie, and the rest of the participants try to spot the lie.
4. On this occasion, the participants will say their names.

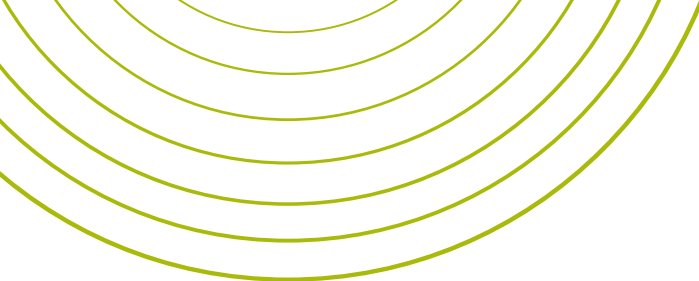
Duration: aprox. 10 min.

## „ The biscuit"

The group sits comfortably on the grass, forming a semicircle.

The coordinator presents the following situation: "We are at the end of a demanding day."





The activities of the day did not allow us to take breaks to feed ourselves. We managed to drink water, but some of us didn't drink enough. We look forward to dinner and rest. We sit down at the table and... we get a big surprise. For our whole group, dinner consists of this biscuit. Indeed, we have only one biscuit. Somehow, this must be enough for everyone. In the next five minutes you can discuss how you will use the biscuit."

- After the thinking time has expired, the set strategy is applied.

### Attention!

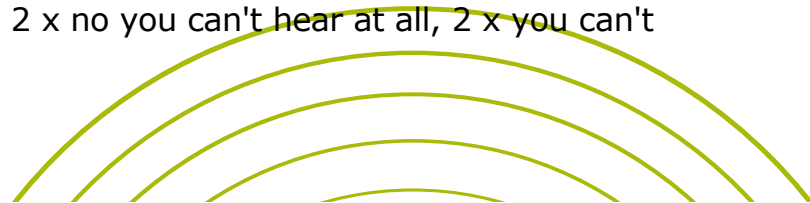
It is interesting to see if the group includes the coordinator in the strategy.

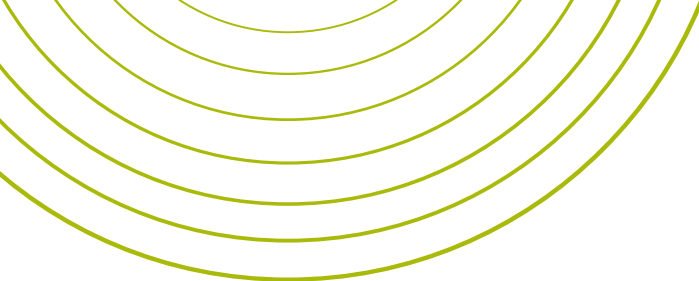
- After eating the biscuit, the coordinator announces to the group, "I sincerely appreciate your effort to work together. You have shown many qualities, which is why I have a reward for you: a new biscuit. Based on your earlier experience, I invite you to enjoy it together."
- Give the group enough time to decide on the strategy (it may or may not be the same).
- After the second biscuit has been eaten, a discussion takes place that can be guided by the questions:
  1. What was your reaction to the news that you would be sharing a single cookie?
  2. How did the process of finding a solution go?
  3. What did you notice about the group members at this point?
  4. How did you feel when you applied the solution?
  5. How satisfied are you with the first sharing?
  6. How did the group receive the second biscuit?
  7. What is the purpose of the exercise?
  8. Have you been in similar situations before? Tell us about them in a few words.
  9. Based on today's experience, what will you do differently from now on?

Duration: aprox. 40 min.

### **Next, we will play "We walk together"**

Materials needed: cards with disadvantages: 2 x blind, 2 x can't use one hand, 2 x can't use one leg, 2 x can't use one hand and one leg, 2 x you are injured and have to be carried on your back, 2 x no you can't hear at all, 2 x you can't speak, etc.



- 
- Together with the coordinator, a start and finish line are established.
  - Participants draw a disadvantage card and present it to the other members of the group. They will have 15 minutes to set and practise over a short distance how they will move, taking into account the contents of the cards.
  - 
  - For the walk together to be considered successful, the conditions are as follows:
    1. The group should move compactly, leaving no participants behind.
    2. Disadvantages on cards received to be correctly illustrated
  - After the organization stage, a first walk will take place. If the group considers and feels the need, the movement can be resumed at a faster pace.
  - After completion of the walk together with disadvantages, discussions take place based on questions such as:
    1. What was it like for you to have a disadvantage?
    2. Do you know people, in real life, who live with these disadvantages?
    3. What was most difficult during the exercise?
    4. What did you notice about others in the group?
    5. How much did you contribute to the success of the exercise?
    6. How does generosity help in situations like these?
    7. What could you do differently from now on?

Duration: aprox. 40 min.

### **" Model generosity"**

1. Participants receive modelling clay to create an object or composition that best conveys the idea of generosity.
2. Once completed, the objects are displayed on the grass. All participants can view them, then the objects can be presented and described.
3. The coordinator can also take part in the exercise if he/she wishes.

Duration: aprox. 40 min.

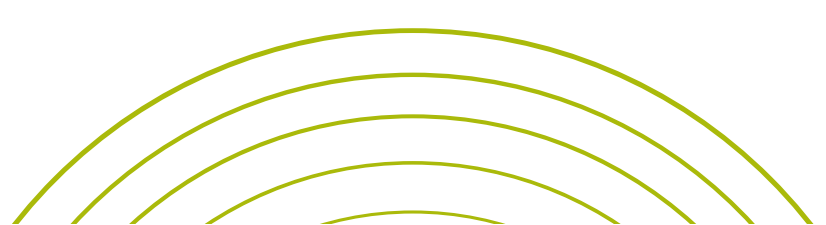




### **Interactive evaluation "Today I've realized..."**

- At the end of the activity, there will be a gallery tour, and participants will complete the "Today I have realized..." with an interesting, enjoyable, fun aspect of the activity, but also a personal one, a plan for the future, an awareness of a resource or an aspect to improve in their own behavior.
- 
- The focus will be on honest, open sharing that captures both existing positive aspects and those that can be optimized.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





# Activity VI

## **Areas of development**

Emotional, social, intellectual, spiritual, character development

## **Name of the activity**

Stress management

## **Location**

Outdoors

## **Duration**

3 hours

## **Participants**

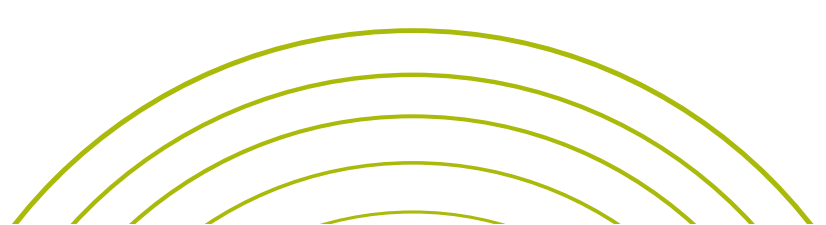
One patrol (4-9 rovers) and a roughly equal group of young guests (mildly disabled, refugees or members of vulnerable groups), adult volunteers

## **Goals of the activity**

- use their personal capacities and potential
- express themselves through different forms of communication
- contribute to the collaborative climate within the group
- are involved in their own development
- use their knowledge innovatively

## **Description of the activity**

Today's activities will look at ways we can manage stress.





## **Start with a game " Those that...- Change places"**

Materials needed: one object for each participant: backpack, hat, a piece of wood or a stone.

- The objects are placed on the grass or on the ground at the participant's feet.
- Each participant stands next to the object that marks their place. The coordinator of the game is the only one without an object. He starts the game with a formulation like: "Those who have travelled to other countries change places". Participants for whom this is true must leave their places and find new ones to sit on. The condition is that they do not occupy the seat to their right or left, but one further away. The person who runs out of seats after this first round becomes the coordinator and proposes the next criterion according to which everyone else will change seats.

For example:

Football lovers, change your seats!

Those of you who have a pet, change your seats!

Those who eat a lot of sweets, change your seats!

Those who wear blue trousers, change your seats!

Those who talk a lot, change your seats!

Those who lose their temper quickly, change places!

Those who love shopping, change your seats!

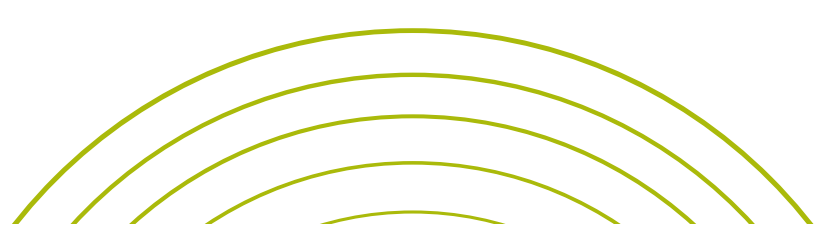
Those who often delay until they start work, change your seats!

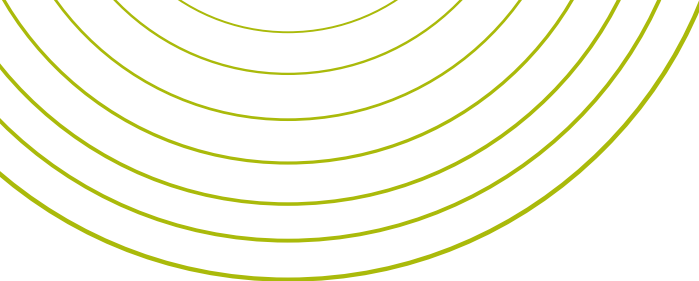
Those who forget easily, change your places!

Duration: aprox. 10 min.

## **Game "Mia the Weasel - it keeps going, it keeps going"**

Material needed: a small, soft toy that fits in the palm of your hand.

- The coordinator presents the toy, which is called Mia the Weasel.
  - The participants, holding their hands behind their backs, form a tight circle so that their shoulders almost touch. Slightly sideways, the participants repeat the song: "Mia the Weasel - she keeps going, she keeps going", while they discreetly pass the toy from one to the other.
- 


- 
- In the centre of the circle is a volunteer who keeps his eyes closed until the group says the song 3 times. Then the volunteer opens their eyes and has 3 guesses as to which participant the toy has reached in the meantime. Everyone in the circle continues to sway and sing. The person with the toy then comes to the centre and the game resumes.

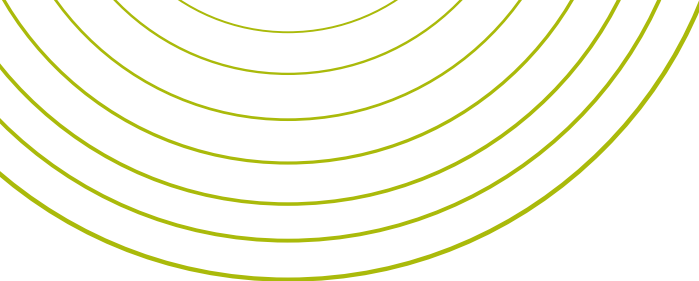
Duration: aprox. 15 min.

Possible discussions:

- What was more stressful: being in the center of the circle or on the sidelines?
- What strategy did you use to be successful?

## **„ Blind puzzle“.**

- The group sits comfortably on the grass, forming a semicircle.
  - The coordinator presents them with the following situation: "Last night at dinner, some of you ate food that made you go blind.
  - During this exercise, some of you will be blind. You will have to solve a puzzle that you will not be able to see, but you will be helped by a colleague who will explain how to do it.
  - You can ask questions of your colleague when you don't understand the explanations."
  - Next, the group divides into pairs. One member of the pair is blindfolded and the other is given a foil containing the cover of an old magazine or book cut into 9 or 12 puzzle pieces.
  - The pair can find a quiet, flat spot on the grass or ground to work.
  - Duration of this first stage: 15 minutes
  - Once the teams have completed the task, the roles change: those who have been blindfolded will be able to see and give explanations, those who have given explanations so far become blind.
  - At the end there are discussions, based on questions like:
    1. What were your reactions to the news that you would become "blind"?
    2. What were your reactions to the news that you would be mentoring a blind colleague?
    3. How did the task for the blind go?
    4. What about the mentors?
    5. What was it like working under a time limit?
    6. What did you learn about yourself on this occasion?
    7. How resilient to stress do you think you are?
- 

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8. What ways of stress management have you practiced so far?  
Tell us about them in a few words.
  9. How do you think you can control your stress levels during  
the coming period?


Duration: aprox. 50 min

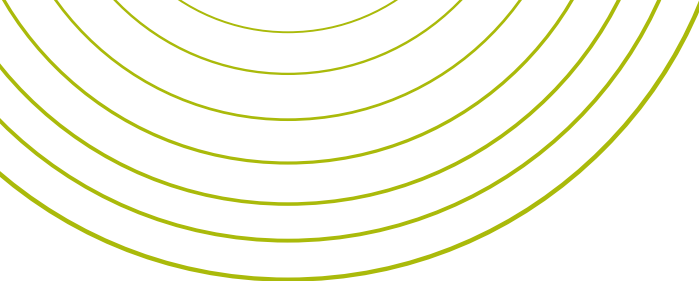
### **Activity " The plane"**

Materials needed: cards with the following jobs: Professional moocher, forklifter for forklifts, unpowered airplane pilot, cat behavior consultant, penguinologist, mall Santa, bride kidnapping specialist, apron expert, fan club president, rat catcher, bowling alley groomer, empty luggage taxi driver, nose hair barber, dry tree trimmer, divorce attorney, mad cow milker, vegetarian mushroom chef, etc.

1. Participants will draw a card with a job, then the coordinator will present them with the following situation: "You are travelling over the ocean in a plane and are suddenly told by the pilot that an engine has stopped. The plane can continue its flight with the only remaining engine provided that only 3 passengers remain in the plane. The other passengers will have to leave the plane with the only parachute available."
2. In order for the group to decide which 3 passengers will remain on the plane, each participant has the opportunity to introduce themselves and justify how their job makes them useful on board.
3. Presentations may not exceed 3 minutes each.
4. After the presentations are completed, the group votes on each participant in turn.
5. The top 3, those with the highest number of votes, join hands and run, and the others stay together, sitting on the grass.

The coordinator announces that the plane's engine was not so badly damaged and all passengers, regardless of their occupations, continued their flight safely, reaching their destination safely.

- What was it like for you to have a particular job?
  - What was it like to present your job/why you deserve to be saved to others?
- 

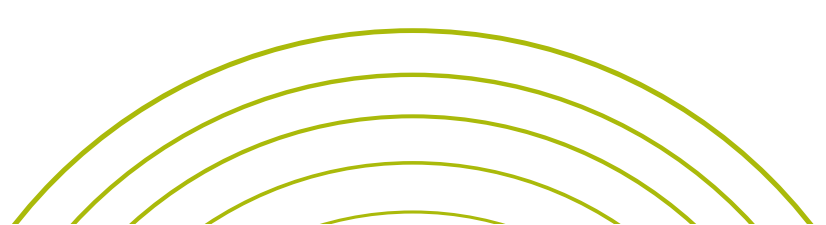
- 
- Do you know people in real life who have any of these jobs?
  - What was it like working under time pressure?
  - What were your decisions based on when you voted?
  - How satisfied are you with the number of votes obtained?
  - How do you manage in real life when you are pressed for time?
  - How can this exercise help you in the future?

Duration: 60 min.

### **Interactive assessment: " The stress can be..."**

1. At the end of the activity, there will be a gallery tour, and the participants will complete the wording "Stress can be..." with a positive or negative aspect of this phenomenon, with an intention for the future, a plan, a personal goal.
2. Emphasis will be placed on honest, open sharing that captures both positive aspects and those that can be optimized.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





## Activity VII

### **Areas of development**

Emotional, social, intellectual, spiritual, character development

### **Name of the activity**

The spirit of observation

### **Location**

Outdoors

### **Duration**

3 hours

### **Participants**

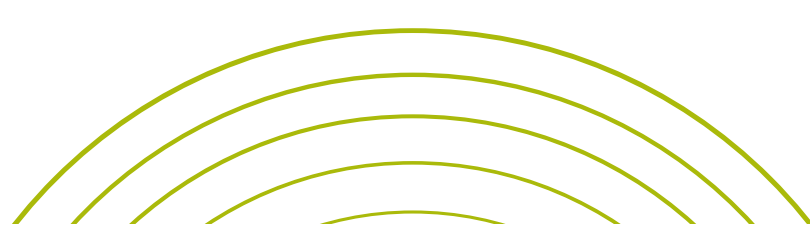
A patrol (4-9 rovers) and an approximately equal group of young guests (with mild disabilities, refugees or members of vulnerable groups), adult volunteers

### **Goals of the activity**

- they use their personal capabilities and potential
- is expressed through different forms of communication
- contributes to the climate of collaboration within the group
- are involved in their own development
- they use their knowledge in an innovative way

### **Description of the activity**

Today's activities are about observation spirit and other personality resources.





## Game "Animals got rhythm "

1. Participants sit in a circle, including the coordinator. Each participant chooses an animal that they will represent during the game through words and a suggestive body movement. For example rabbit + index fingers at temples to symbolize ears, snake + wavy hand movement to symbolize animal movement, etc. After the presentation of all the animals chosen by the participants, the actual game begins.
2. Everyone present claps their hands once on their knees, then claps their hands once. The beats are repeated, forming a rhythm. On this rhythm, the parade of animals begins as follows: the first participant says the name of his animal and makes the suggestive gesture, then names another animal and performs the gesture presented by his colleague. The classmate whose animal was named and shown continues with his and the next classmate's presentation. It is not mandatory to present the colleague next to you, but any colleague whose presentation has been withheld. The pace is maintained and can get faster along the way.
3. The game can be played with or without the elimination of participants who are wrong or late with the answer.

Duration: aprox. 10 min.

## Game " Helium stick"

Materials needed: 2 tent poles, 2 bundles of keys.

1. The coordinator presents the game as follows: the participants will form 2 teams, by counting. Each team will receive a tent stick, hereafter called a helium stick, and a bundle of keys. Members of the same team will sit on either side of the helium stick, forming 2 lines. The players, seated, all support the stick on either side with both index fingers. The object of the game is to lower the helium stick together until it hits the ground. Throughout the descent, both index fingers of each participant must touch the stick, and handling the stick with the whole palm or with several fingers is prohibited.
2. After the teams succeed in completing the task, a team competition can be attempted.
3. In the next stage, the game is complicated by attaching a bunch of keys to one of the ends of the stick. The task of the teams will be to balance the stick and bring it down at the same time. And this variant can take place as a competition between teams.

Duration: aprox. 15 min.





Possible discussions:

- What did you notice during the game?
- What did you do to improve the result?

## **„ Success pairs”**

1. The group sits comfortably on the grass, forming a semicircle.
2. The coordinator presents the task: "At the tourist information center in our town, someone forgot the window open overnight. the wind gusted and toppled the sign that contained pictures of area attractions and tags with their names.
3. The employee at the tourist information center asks for your help to correctly make the pairs of images and name tags. it may seem like a lot but we live in an area with high tourist potential and tourists want to visit many sights and we want to provide them with correct information.
4. Participants are then instructed to look for the pictures and name tags in the nearby area, through the grass or through the trees, and bring back whatever they find.
5. After the search is over it checks if all 30 images and 30 name tags have been discovered.
6. The group begins making successful pairs in the form of a large tableau placed on the ground or grass. The correctness of the pairs will be checked at the end.


Possible discussions:

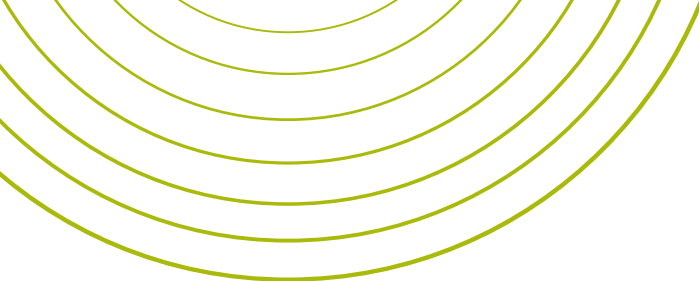
- What qualities helped you find the materials and make successful pairings?
- Have you ever been told that you are observant?
- In what situations has the spirit of observation been of real use to you?
- Which places presented by the tourist information center would you like to visit?

Duration: aprox. 50 de min.

## **Activity "What changed?"**

The facilitator explains the following to the group: "Like any other skill of ours, observation can be improved with practice. We have established so far that the spirit of observation is the ability to notice with speed and precision aspects more hidden, but important for the established purposes. This attitude helps to retain details. Next you will have the opportunity to exercise your spirit of observation. One at a time, you will take 10 steps away from the group and be blindfolded. When you return to the group you will have to identify at least one aspect that has changed since you left."





Possible changes: untying the shoelace, changing the position of the group members, switching shirts or caps between the group members, changing the way their hair is arranged, etc.

All participants who wish can do this exercise, those who wish can even repeat it.

**To make the game more accessible, spotting a single change is the player's success and certification that they are observant.**

As a variant, the identification of changes can be timed, each participant will have one minute to detect what has changed.

Discussions possible upon completion of the game:

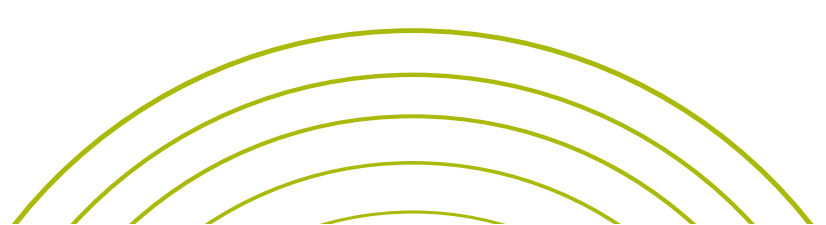
- How was it for you to identify what changed in the group?
- What work strategies were helpful?
- Do you know people in real life who are observant?
- What was it like working under time pressure?
- How satisfied are you with how you worked?
- How can this exercise help you in the future?

Duration: 60 min.

### **Interactive assessment: "I noticed about you that..."**

- At the end of the activity, there will be a gallery tour, and the participants will fill in the wording "I noticed about you that" referring to the colleague on their right.
- The focus will be on honest, open communication that captures both positive aspects and those that can be optimized in the behavior and way of being of the participants.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





## Activity VIII

### **Areas of development**

Physical, emotional, social, intellectual, spiritual, character development

### **Name of the activity**

Attention and coordination

### **Location**

Outdoors

### **Duration**

3 hours

### **Participants**

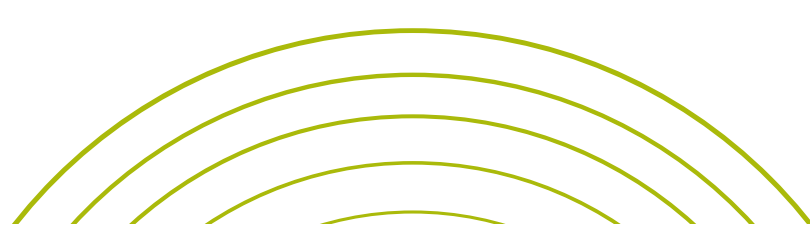
A patrol (4-9 rovers) and an approximately equal group of invited young people (with mild disabilities, refugees or members of vulnerable groups), adult volunteers

### **Goals of the activity**

- they use their personal capabilities and potential
- is expressed through different forms of communication
- contributes to the climate of collaboration within the group
- are involved in their own development
- they use their knowledge in an innovative way

### **Description of the activity**

Today's activities will require more attention qualities as well as good coordination.





## Game "Travelling ball".

Necessary materials: 2 plastic PET bottles, 0.5 L, 2 small balls, 2 cardboard cups, one marker for each participant.

1. The coordinator explains to those present that the ball will have to travel from the PET plastic cap to the cardboard cup 3 m away with the help of the carts handled by each participant. The ball can only be touched with the tip of the marker cover.
2. If the ball falls before the participants reach the plastic cup with it, the game restarts. Those present are divided into 2 teams, which will work separately to avoid crowding.
3. After both teams have managed to carry the traveling ball from the glass to the glass, the game can be organized as a team competition.

Duration: aprox. 15 min.

## Game "Don't let the ball drop".

Material required: 2 PET water bottles, 0.5 L, half full.

The game takes place in a circle and has the following stages:

1. The circle is tight, participants throw a bottle from one to another and are allowed to speak.
2. The circle becomes wider, participants throw a bottle from one to another and are not allowed to speak.
3. Participants throw 2 bottles from one to another, they are allowed to speak, and the circle remains the same.
4. The circle becomes even wider, the 2 bottles remain in play, the participants cannot talk to each other.

The aim of the game is not to let the ball fall, but to catch it in time. A sound (e.g. police siren) can be set for when the bottle hits the ground. This must be recovered as soon as possible.

- The game can also be played as a competition, those who fail to catch the bottle being eliminated, the last 2 participants who remain in the game are the winners.

Duration: aprox. 15 min.





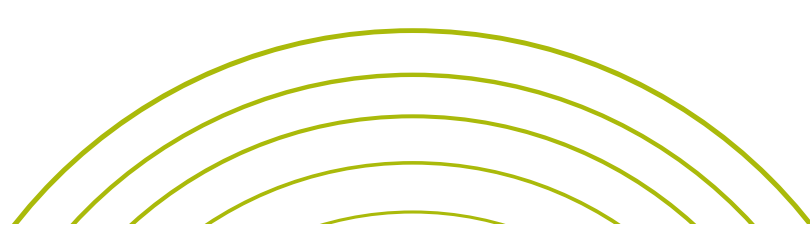
Possible discussions:

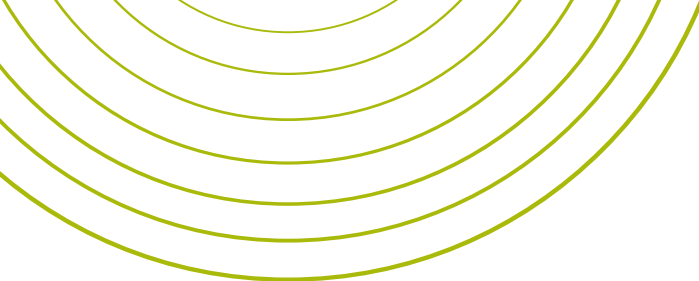
- What aspects did you practice during the game?
- What have you done to improve your results?

## **„Fake news“**

1. The group sits comfortably on the grass, forming a semicircle.
2. The coordinator presents them with the task: "The University newspaper in your locality is launched next week.
3. Volunteer editors posted notices throughout the city to solicit articles from people with a passion for journalism. Certain topics were not established in which the articles should fall, therefore, hundreds of articles were sent to the newspaper's email, some of which aroused the curiosity and attention of the editors. More precisely, the editors are not sure that all of this is true and need your informed opinion.
4. You will have to determine which of the following news stories are true (worth publishing) and which are false (publishing them would discredit the university newspaper from the start).
5. First, the group is presented with potential signs of fake news, in the form of a handout:
  - Headlines that promise the sensational
  - Insistent capitalization of words or groups of words throughout articles
  - Repeated spelling mistakes
  - Translation errors
  - Punctuation that induces drama (!!!, ???)
  - Evasive wording ("it was found out that", "it was stated in a recent conference", "this is what a journalist said")
  - They often lead to conjecture and the launch of rumors or conspiracies
  - The author's reputation cannot be verified, the author of the news cannot be contacted.

The group is then given a list of titles to identify, through discussion, the false ones:

1. The state of health of the President of Romania is increasingly fragile!!!
  2. We were not fundamentalists regarding inflation targeting-BNR.
  3. Life on the moon will be possible from 2023???
- 

- 
4. Sensational! The price at the pump ended up below the price they had started at fuel prices.
  5. Shock! A female passenger was robbed while traveling on a high-speed train in France.
  6. The corn crop in Romania is almost totally compromised due to drought.
  7. Forest fires are wreaking havoc in the Czech Republic and other central European countries.
  8. Mark Twain struggled to live in poverty in London.
  9. The great champion Phelps personally congratulated the Romanian swimmer David Popovici.
  10. A factory in Germany extracted glycerin from the corpses of those who fell in war. The technological process described in detail.


**To organize their arguments, participants can check the news on the Internet.**

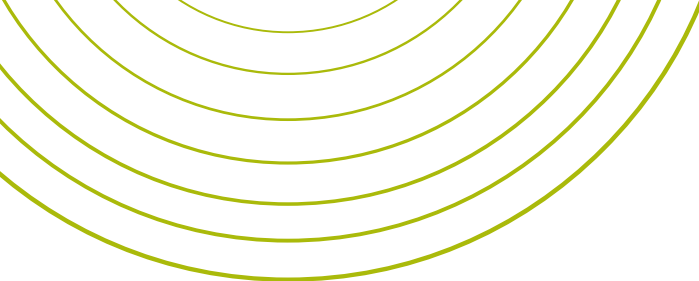
**The exercise ends with the discussion of those established in the group by the coordinator.**

Duration: aprox. 50 min.

### **Activity "Transport without words"**

Materials needed: 4 buckets of 5 L, one glass of 30 ml for each participant.

- The coordinator explains the following to the group: "Attention and coordination are necessary in everything we do. These can be improved through practice and motivation. to ensure our success, it is good to have stable, focused and distributive attention, to coordinate our actions to achieve our goals. Next, you will have the opportunity to prove attention, coordination and other qualities. you will divide into 2 teams.
  - Each team has 2 5 L buckets, one of which is half full, and a 30 ml glass for each participant. The task of each team is to transport the water from the full bucket to the empty bucket in the shortest possible time, without speaking, using all the glasses at their disposal.
- 

- 
- You have 10 minutes to determine your work strategy. From the moment you start handling the glasses, you will no longer be able to communicate with each other through words.
  - After the teams have applied the established strategy and transported water from one bucket to another, a competition between teams can be organized

Possible discussions at the end of the game:

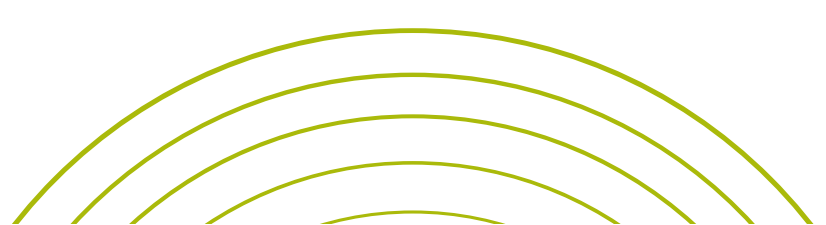
1. What was it like for you to be involved in this task?
2. What work strategies have been found to be useful?
3. What qualities does your attention have?
4. How satisfied are you with your ability to coordinate your movements?
5. What was it like to work as a team?
6. How satisfied are you with how you worked?
7. How can this exercise help you in the future?

Duration: 60 min.

### **Interactive Assessment: "Congratulations for..."**

1. At the end of the activity, there will be a gallery tour, and the participants will complete the wording "Congratulation for..." referring to the colleague on their right.
2. Emphasis will be placed on honest, open communication that captures positive or development aspects of participants' behavior and demeanor.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





# Activity IX

## **Areas of development**

Physical, emotional, social, intellectual, spiritual, character development

## **Name of the activity**

Problem solving

## **Location**

Outdoors

## **Duration**

3 hours

## **Participants**

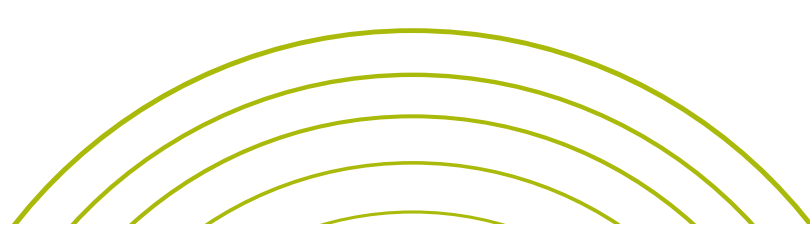
A patrol (4-9 rovers) and an approximately equal group of young guests (with mild disabilities, refugees or members of vulnerable groups), adult volunteers

## **Goals of the activity**

- they use their personal capabilities and potential
- is expressed through different forms of communication
- contributes to the climate of collaboration within the group
- are involved in their own development
- they use their knowledge in an innovative way

## **Description of the activity**

Today's activities will give us the opportunity to solve various problems and more.





## Game "Tangled rope".

Necessary materials: a rope that has about as many meters as there are participants in the group. The rope is on the ground and tangled.

1. The coordinator explains to those present that the tangled rope must be lifted from the grass or the ground by all participants, simultaneously. Participants must use both hands to hold the rope. From the moment the first participant touches the rope, the group members can no longer speak.
2. Also, if a participant has touched the rope, he is not allowed to let go, but only to slide further to the left or to the right with his hands on the rope, if necessary.
3. The group has a few minutes to discuss and decide how they will go about solving the task.
4. This is considered solved if all the participants can form a string, holding the rope with both hands and if there are no knots along its route.
5. If participants wish, they can retake the task. In this way, they may find that repetition improves problem solving time.

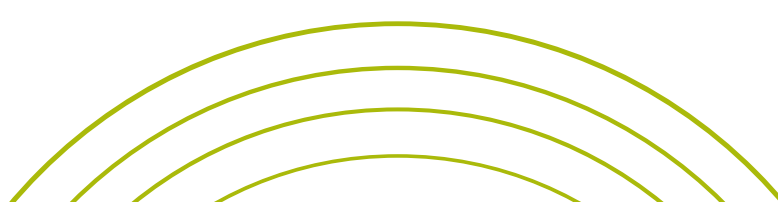
Duration: aprox. 15 min.

## Game "Tangled arms".

1. The game is played in a circle.
2. The participants hold hands crossed, like this: with the left hand they hold the right hand of the colleague on the right, and with the right hand they hold the left hand of the colleague on the left.
3. The task for the group is explained by the coordinator as follows: "Without releasing your hands at any moment, you must still face the inside of the circle, but with your hands untied."

Duration: aprox. 10 min.

Possible discussions:

- What aspects did you practice during the game?
  - How do you feel you contributed to the task?
- 

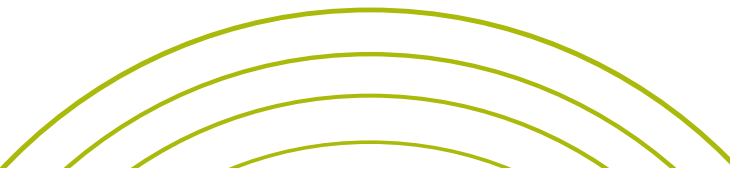


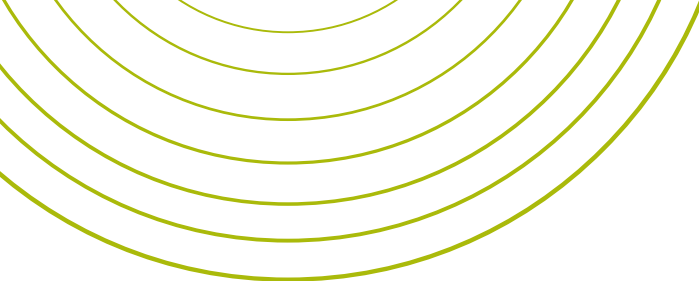
## „ Problems, problems“

Materials needed: situation cards, sufficient writing instruments

- The group sits comfortably on the grass, forming a semicircle.
- The coordinator presents the task: "The director of the kindergarten in your locality is faced with the following problematic situations. Please write down as many possible solutions to these as possible.
- The group is presented with cards with problem situations. For each situation to be addressed, the group has a maximum of 5 minutes. Participants may decide to work the situations together or in small groups to make efficient use of time.

Here are the situations:

1. Electricity and gas prices have risen so much that the kindergarten can no longer pay its bills on time. This situation occurs during the school year, and children come to kindergarten every day.
  2. The building permit for the wheelchair ramp is delayed and the school year starts in 3 weeks.
  3. A kindergarten abroad wants to conclude a collaboration on the topic of "sport and its benefits for children aged 3-6", but our kindergarten does not have a gym.
  4. Kindergarten's birthday is coming, everyone wants a lavish party, but at the moment there is no money for it.
  5. Last night, a strong storm broke a tree in the yard of the kindergarten and it knocked down a piece of the fence. All children are curious to see what lies beyond the kindergarten fence.
  6. In this school year, 4 children with special educational needs are enrolled, but there are no staff trained for them in the unit. How can you integrate the children as well as possible?
  7. Toys, books and furniture in the activity rooms are outdated and damaged. Identify ways to replenish the toy fund.
  8. Parents expressed their dissatisfaction with the food in the canteen. What can you do about it?
  9. A young teacher repeatedly raises her voice at the children she works with. what to do?
  10. Parents insist on bringing children with respiratory ailments to kindergarten, reasoning that they have no one to leave them with at home while they are at work.
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- The exercise ends with the presentation of the solutions identified in the group. It is possible that during the presentation new and new plausible solutions will appear, which will join those already noted.
  - The solution lists can then be sent to the city-wide Student Council. Its representatives can present them to school principals as a community contribution.

Duration: aprox. 60 min.

### **Activity "Tangled ropes"**

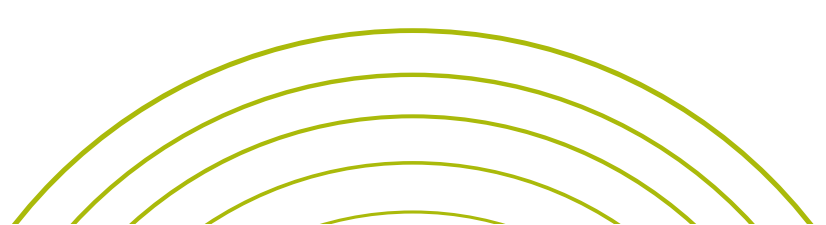
Necessary materials: a piece of string for each participant, string length approximately 1.5 m.

1. The coordinator explains the following to the group: "Sometimes, the problems we encounter cannot be solved with usual, classic ways.
2. The task you will receive invites you to think beyond what you already usually do. Each of you will get a piece of string that you will knot at both ends so that you get 2 small circles. In these circles you will place your wrists. You will work in pairs and cross your strings with another participant.
3. Your task is to separate without removing your strings, without cutting them, without untying the knots that hold your wrists, and without removing each other's strings.
4. If after numerous attempts the participants do not manage to break away from their pairs, the coordinator explains and shows them the solution.

Possible discussions at the end of the game:

- How was this task for you?
- What work strategies have been found to be useful?
- How satisfied are you with the way you handled the problem?
- What was it like to solve problems as a team?
- How can these exercises help you in the future?

Duration: 50 min.

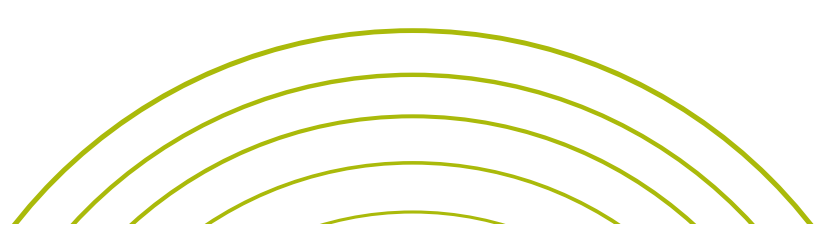




**Interactive assessment: "My favorite moment today was..."**

1. At the end of the activity, there will be a gallery tour, and the participants will complete the formulation "My favorite moment today was..." referring to a successful aspect and justifying their choice.
2. Emphasis will be placed on honest, open communication that captures positive or development aspects of behavior and problem-solving.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**





# Activity X

## **Areas of development**

Physical, emotional, social, intellectual, spiritual, character development

## **Name of the activity**

Choices and taking responsibility

## **Location**

Outdoors

## **Duration**

3 hours

## **Participants**

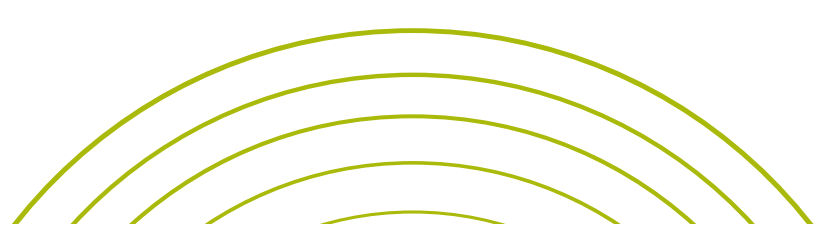
A patrol (4-9 rovers) and an approximately equal group of young guests (with mild disabilities, refugees or members of vulnerable groups), adult volunteers

## **Goals of the activity**

- they use their personal capabilities and potential
- is expressed through different forms of communication
- contributes to the climate of collaboration within the group
- are involved in their own development
- they use their knowledge in an innovative way

## **Description of the activity**

We all have plans for the future, and today's activity will be dedicated to the choices we make.






## Game "Challenges race".

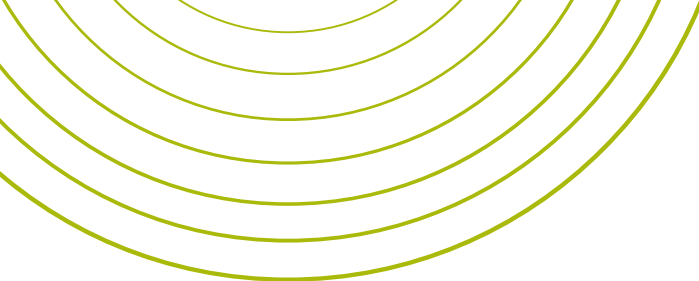
1. The coordinator asks the participants to form groups of 3, according to their preferences. The participants in each group are numbered from 1 to 3.
2. Thus, 3 teams are formed from people who know each other less, like this: participants with number one form team one, participants with number 2 form team 2 and so on.
3. The teams stand a short distance from each other, and the coordinator starts the game, asking them to send a different person to the middle for each challenge that follows:
  - a person who tells a very successful joke
  - a person who has the highest number in the shoe
  - a person to choose the funniest name for the team he is a part of
  - a person who can best imitate the coordinator
  - a person who best imitates a racing car
  - a person who correctly performs push-ups, etc
4. The final challenge is for the teams to prepare a choreography in one minute as successful as possible, then present it to the other teams and a the coordinator.
5. At the end, a winning team can be designated.

Duration: aprox. 15 min.

## Game "Hot choices"

Materials needed: cards with the following items: a matchbox, a beer shuttle, a knapsack with 12 water bottles, 5 thick hoodies, a first aid kit, a transistor radio, an axe, a 12-bullet gun, a pouch with 25 magazines, compass, a 4-person inflatable lifeboat, a sewing kit, a bag with 5 large blankets, flashlight, bug spray.

- The game is played in a circle. It is explained to the participants that the plane they were traveling in had to make a forced landing on an uninhabited island. In 10 minutes, the badly damaged plane is going to explode. There are 15 items on board of which only 3 can be taken by the group.
  - Discussing for 10 minutes, the group must unanimously decide which are the 3 objects they will take from the plane.
- 

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- If the decision is not unanimous, the plane will explode and they will not be able to take any of the objects.
  - When the group presents the 3 chosen objects, the coordinator congratulates them and tells them that this way they were able to live safely on the island. then they were found by a ship that took them all away.

Possible discussions:

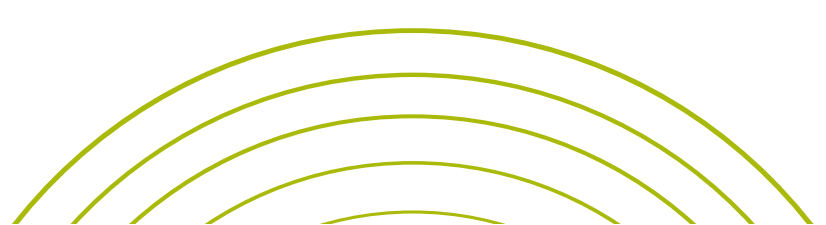
- What aspects do you feel you have practiced throughout the game?
- How do you feel you contributed to the task?

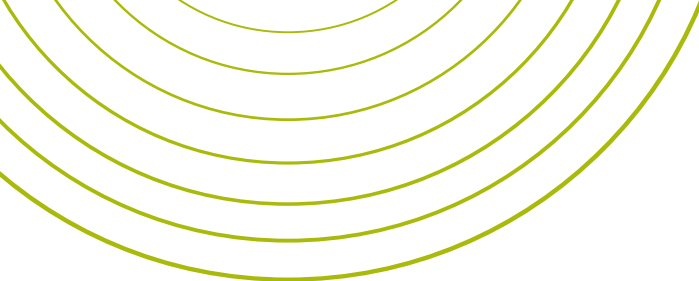
Duration: aprox. 30 min.

### **Game „What do I bring to the party“.**

1. The group sits comfortably on the grass, forming a semicircle.
2. The coordinator presents the exercise: "At the end of this week we will have a party. We hope it will be as successful as possible. The time and venue will be announced later. For now we'll focus on how to get into the party. You are all invited, of course, but only some of you will actually be welcome. As in life, you need to bring something with you to the party, something that will please the host. I am the host and even I have to bring something. So I thought I'd bring a pear. (It is important that the organizer/coordinator names something affordable).
3. Now, think about it, and if you've found something to bring to the party, please let me know.
4. The objects proposed by the participants as an entry ticket are taken into account or not by the coordinator, depending on the criteria established by him.
5. The criteria are not presented to the group until the end of the game.

Possible criteria:

- Words that start with the P letter
  - 4 letter words
  - Feminine nouns
  - A combination of 2 or more of the above criteria
- 



The game continues until all participants have identified the criteria for selecting objects that will represent the valid entry ticket.

Participants can also choose not to come to the party.

**After this first round, led by the coordinator, a second one can be held, led by a participant from the group. It will change the criteria for admission to the party.**

Suggestions:

- words containing the letter x
- words that contain repeated sounds or syllables
- words that have two meanings, etc

Duration: aprox. 40 min.

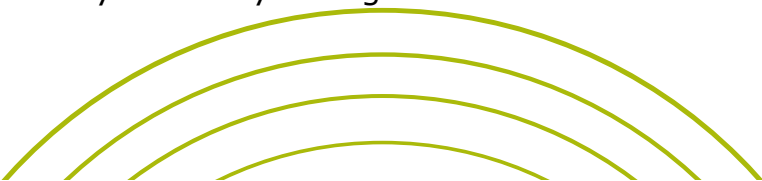
## Activity "My choices and I"

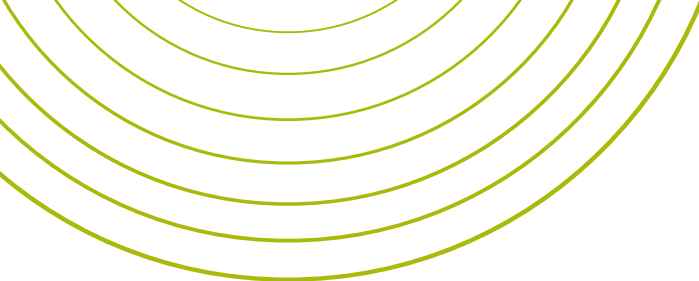
Materials needed: sheets of A5 paper, colored pencils, sticks, depending on the possibilities

- The coordinator presents the task to the group: "You all know that the choices you make now will influence how your life will unfold in the future. The way you look is determined not only by genetic inheritance, but also by other aspects:

- 1.If you eat healthy or not
- 2.If you exercise more or less
- 3.If you smoke, drink alcohol, or not
- 4.Whether you are getting enough rest or not
- 5.Whether you follow hygiene rules or not
- 6.If you go to the doctor when you don't feel well or not, etc

- Also, your intellectual and emotional well-being is influenced by aspects such as:

- 1.If you are studying/professing in the desired field or not
  - 2.If you have completed all desired levels of study
  - 3.If you have the support of your family of origin or not
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4. Whether you currently have a partner or not
  5. Whether you work in a safe atmosphere or not
  6. Whether you have a circle of friends or not
  7. If you have free time or not
  8. Whether you have financial resources for your plans or not, etc.

- I invite you to take the time to think about as many of these aspects as you can. You can see with your mind's eye what stage you are in now.
- Have paper and writing instruments available. find a comfortable place to sit and draw, like this:
  1. on one side of the paper you will draw yourself in the present moment. You can work as detailed as you want, you can add words that represent your state at the moment.
  2. on the other side of the paper you will draw yourself as you expect to be and look like in 5 years. Consider that this image is influenced by the choices you make now.

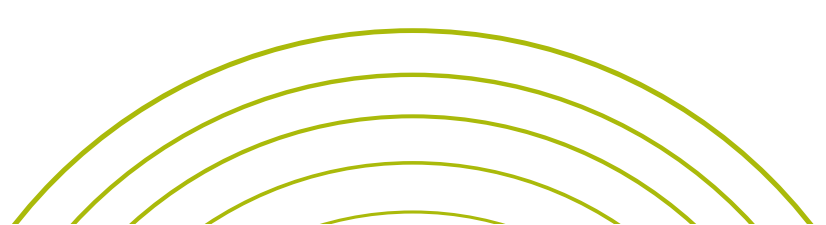
At the end of this exercise, the participants can choose whether or not to present their drawings.

Duration: aprox. 60 min.

### **Interactive assessment: "I am..."**

1. At the end of the activity, there will be a gallery tour, and the participants will complete the statement "I am..." referring to themselves, using a few words to describe how are they feeling after the activity.

**At the end, participants are rewarded according to the available options. A group photo may be taken.**



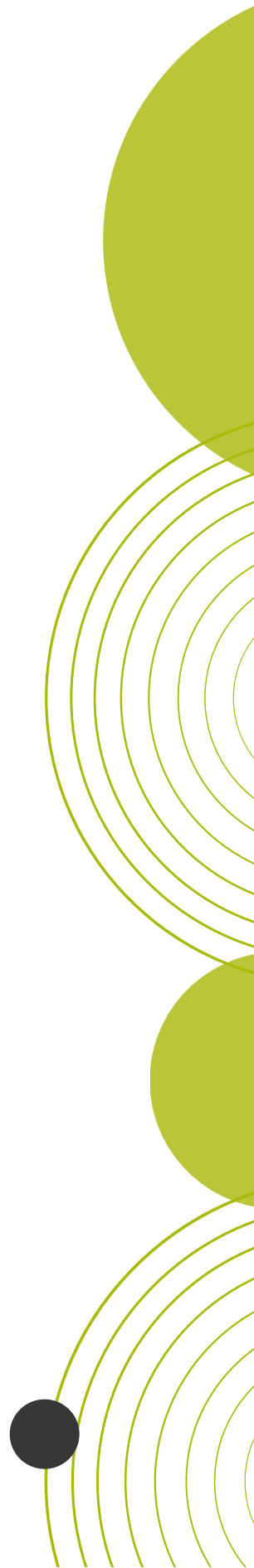
# INSTEAD OF GOODBYE

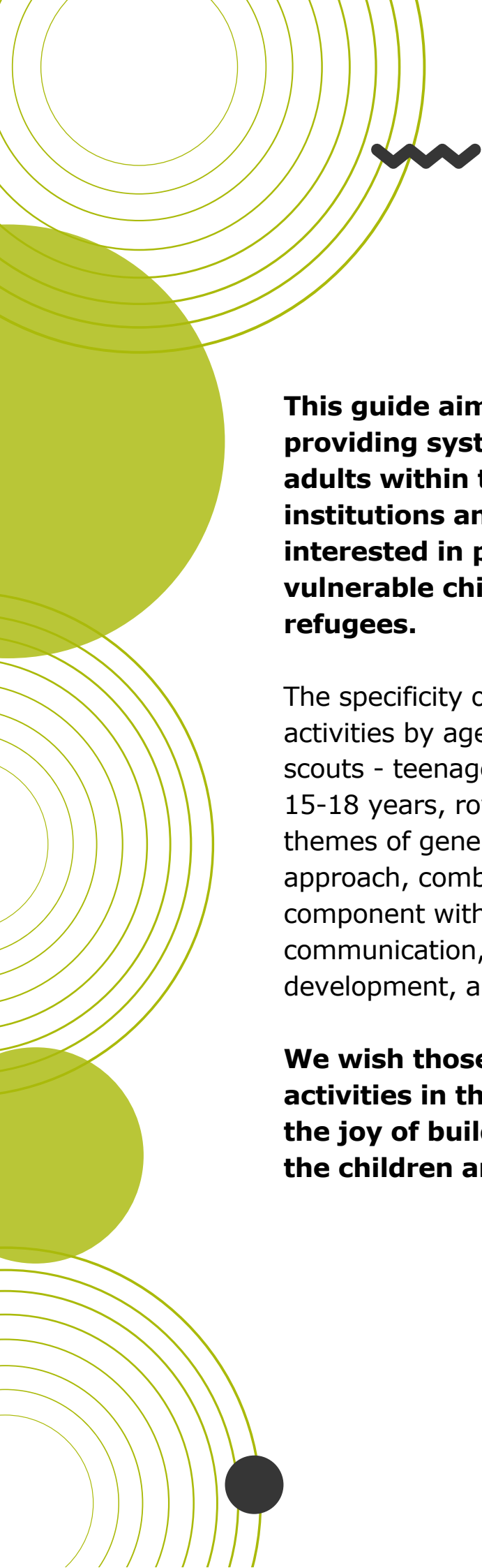


Since its re-establishment in 1990 until today, the National Organization of Romanian Scouts has offered young people the chance to engage in diverse activities, created opportunities for personal development, encouraged diversity and equality, encouraged children and young people to make new friendships.

**Since the outbreak of the military conflict in Ukraine, it has promoted the settlement of this dispute in accordance with international law, with respect for human rights, territorial integrity and sovereignty of nations.**

Scouts from Local Centres have carried out numerous actions to support and help Ukrainian children, young people and their families within the framework of the Ukraine Solidarity project. Moreover, this project has been developed with an educational part, where they worked intensively to provide valuable materials to be used in working with refugee children and young people by dedicated people.





**This guide aims to continue the tradition of providing systematised and useful materials for adults within the NCRO, as well as other institutions and organisations in the country, all interested in providing assistance and support to vulnerable children and young people, including refugees.**

The specificity of the guide is the structuring of the activities by age categories (cubs - children 7-10 years, scouts - teenagers 11-14 years, explorers - teenagers 15-18 years, rovers, young people 19-23 years), on themes of general interest, with a multidimensional approach, combining exercises with a physical component with those involving knowledge, communication, collaboration, reflection, personal development, anchoring in one's own resources, etc.

**We wish those who will go through and apply the activities in this guide good luck, inspiration and the joy of building a better world together with the children and young beneficiaries.**



Be prepared!