

*Training Course
Empower & Facilitate
Part 2*

Session Outline

1. Topic of the workshop/Session	Simulation game "Virgin Island"
2. Date, Time	03.03.2026., 17:30-18:30
3. Prep team member(s) who wrote the outline	Andželika, Yehor, David
4. Aim and Objectives of your workshop	<p>team-building</p> <p>To raise awareness about exclusion mechanisms in groups and society, and to reflect on how personal values influence decisions when resources are limited.</p> <ol style="list-style-type: none"> 1. Recognize group dynamics under pressure 2. Increase awareness of power and exclusion 3. Strengthen ethical decision-making 4. Develop empathy and emotional awareness 5. Transfer learning to real-life contexts
5. Target group	young people 16-30, youth workers
6. Programme (Step by step explanation – including timing: Imagine I want to run your workshop, explain it in a way so that I can organize it by myself)	<p>1) Room setup and entry (5 min)</p> <p>Before participants enter:</p> <ul style="list-style-type: none"> • Arrange chairs in 2–3 columns like a plane. • Place 2 chairs at the front labeled "Pilots". • Optional: soft plane/airport ambience music. <p>As participants enter:</p> <ul style="list-style-type: none"> • Steward welcomes them "on board." • Give each person a sealed role card (or folded card). <p>Instruction (say clearly):</p> <p>"Please don't open your card yet, and don't show it to anyone. Just take a seat anywhere."</p> <p>2) Boarding story + imagination warm-up (7–10 min)</p>

3) The crash (2–3 min)

Music for that

[14:41, 03.03.2026] Andželika Ivaščenko: 4) The dying pilot delivers the rules (3–4 min)

Pilot acts injured and announces the core challenge.

Pilot script (adapt as you like):

"We crashed on an isolated Virgin Island. Rescue is uncertain. Resources are limited. I'm not going to make it... so listen carefully."

RULES (announce slowly)

1. You have 5 minutes to get to know each other (quick introductions).
2. Then you have 30 minutes to decide who stays alive on the island.
3. Only 6 people can remain. Everyone else must leave the island (die).
4. You cannot sacrifice yourself. (No volunteering.)
5. Decisions happen by group vote each round.
6. When you hear the bell, someone must leave immediately.
7. People who leave must exit the space and stay silent (observer zone).

5) "Get to know each other" phase (5 min)

Goal: fast connection before conflict.

Use a rapid format:

- Name
- Role in real life (optional)
- One strength you bring to survival ("I'm calm under pressure / I'm practical / I can build things / I can mediate")

Keep it moving. Use timer. Stop firmly at 5 minutes.

6) Main survival negotiation + eliminations (30 min)

Goal: reduce group to 6 via timed voting rounds.

A) How voting works (choose one)

Option 1: Majority vote (simple)

- Every round, group votes for one person to leave.
- Person with most votes leaves immediately when bell rings.

B) Bell / elimination timing (IMPORTANT)

You said: "every 2 minutes one participant leaves."

That works perfectly if you have 21 participants:

- 21 → keep 6 = eliminate 15
- 15 eliminations × 2 minutes = 30 minutes

If you have 30 participants, eliminating down to 6 means 24 eliminations:

- With 2-minute intervals you'd need 48 minutes, not 30.

So use whichever fits your reality:

Timing solution you can use without changing your concept

- If group is ~21 people: ring every 2 minutes (exactly as you want).
- If group is bigger (e.g., 30): keep 30 minutes, but ring every 1 min 15 sec ($30 \div 24 \approx 1.25$ min).
- Alternative: ring every 2 minutes but eliminate 2 people in some rounds (e.g., every 4 minutes ring = 2 leave).

C) Facilitation during the 30 minutes

Your job is to hold the structure, not solve the ethics.

Every round (repeat cycle):


1. Announcement (10 sec): "You have 90 seconds before the next bell."
2. Participants negotiate / persuade / form alliances.
3. 30 seconds before bell: "Final decision time."
4. Bell rings: vote closes → one person leaves.
5. Steward escorts person out (no talking, no arguing).

7) End condition (1 min)

When 6 remain, stop instantly.

Narrator line:

"The island is silent. Six remain. The rescue helicopter sound appears in the distance..."

	<p>(You can add a twist if you want, but reflection is usually enough.)</p> <p></p> <p>8) Debrief and reflection (15–30 min)</p> <p>This is the most important part. People may feel judged or emotionally activated.</p> <p>Debrief structure (recommended)</p> <p>A) Emotional check-out (3–5 min)</p> <ul style="list-style-type: none"> • “One word: how do you feel right now?” • Normalize reactions. <p>B) What happened (5–10 min)</p> <ul style="list-style-type: none"> • “How did decisions get made?” • “Who had power, and why?” • “What strategies appeared (alliances, persuasion, silence, leadership)?” <p>C) Meaning + learning (7–15 min)</p> <ul style="list-style-type: none"> • “What values were visible? Survival skills vs morals?” • “When did communication break down?” • “What would you do differently next time?” • “How did it feel to be voted out / to vote someone out?” <p>D) Transfer (2–5 min)</p> <ul style="list-style-type: none"> • “Where do we see similar dynamics in real life teams/projects?” • “What’s one thing you want to practice after this?” <p>In the end tell the message of activity</p> <p>To raise awareness about exclusion mechanisms in groups and society, and to reflect on how personal values influence decisions when resources are limited.</p>
<p>7. Materials and hand-outs needed (add photos/ documents of your handouts, any other appendices)</p>	<p>Flipchart, rules, cards with roles, tape to make island, chairs, speaker, phone with music (plane crash music, shaking music)</p>

**8. Tips for facilitators
(What to be aware of, what to keep in mind)**

Give more time for feedback, shake all the roles with music

*Training Course
Empower & Facilitate
Part 2*

Session Outline

1. Topic of the workshop/Session	Improv Arena: Improvisation and Theatre
2. Date, Time	1st March 2026, 3:30
3. Prep team member(s) who wrote the outline	Abhinav Bhadana , Dmytro Baulin, Muhammad Ans Ur Rehman
4. Aim and Objectives of your workshop	Improving improvisational skills involves stepping outside one's comfort zone and learning to respond confidently and creatively in unplanned situations, rather than relying solely on preparation and rehearsal.
5. Target group	People from 18 to 60
6. Programme (Step by step explanation – including timing: Imagine I want to run your workshop, explain it in a way so that I can organize it by myself)	<p>1. Group Formation Participants are divided randomly into teams. In our case, we formed four teams of five members each; however, the number of teams and participants per team may vary depending on the total number of participants.</p> <p>2. Selection of First Team Each team selects a random situation from a prepared set of scenarios. To determine which team performs first, a simple method such as rock–paper–scissors is used. All the other teams sit in a theatre style.</p> <p>3. Preparation and Performance Time</p> <ul style="list-style-type: none"> • Each team is given one minute to prepare. • Each team has one minute to perform their improvised scenario. <p>4. Scoring System After a team performs, the remaining three teams act as the audience and evaluate the performance. Each audience team awards 3, 2, or 1 point. This process continues until all teams have performed once.</p> <p>5. Rule-Based Performance Rounds</p> <p>After the initial round:</p> <ul style="list-style-type: none"> • The team with the highest total score selects the next situation they will perform. • The team in second place receives: <ul style="list-style-type: none"> ○ A random situation, and

- **One rule** assigned by the first-place team. They must perform according to this rule.

- *Example rules:*

- One character cannot speak.
- One character must say a specific word at the end of every dialogue.

- The third-place team:

- Selects a random situation,
- Performs according to the previous rule(s), and
- Receives **one additional new rule** from the second team.

- The fourth team:

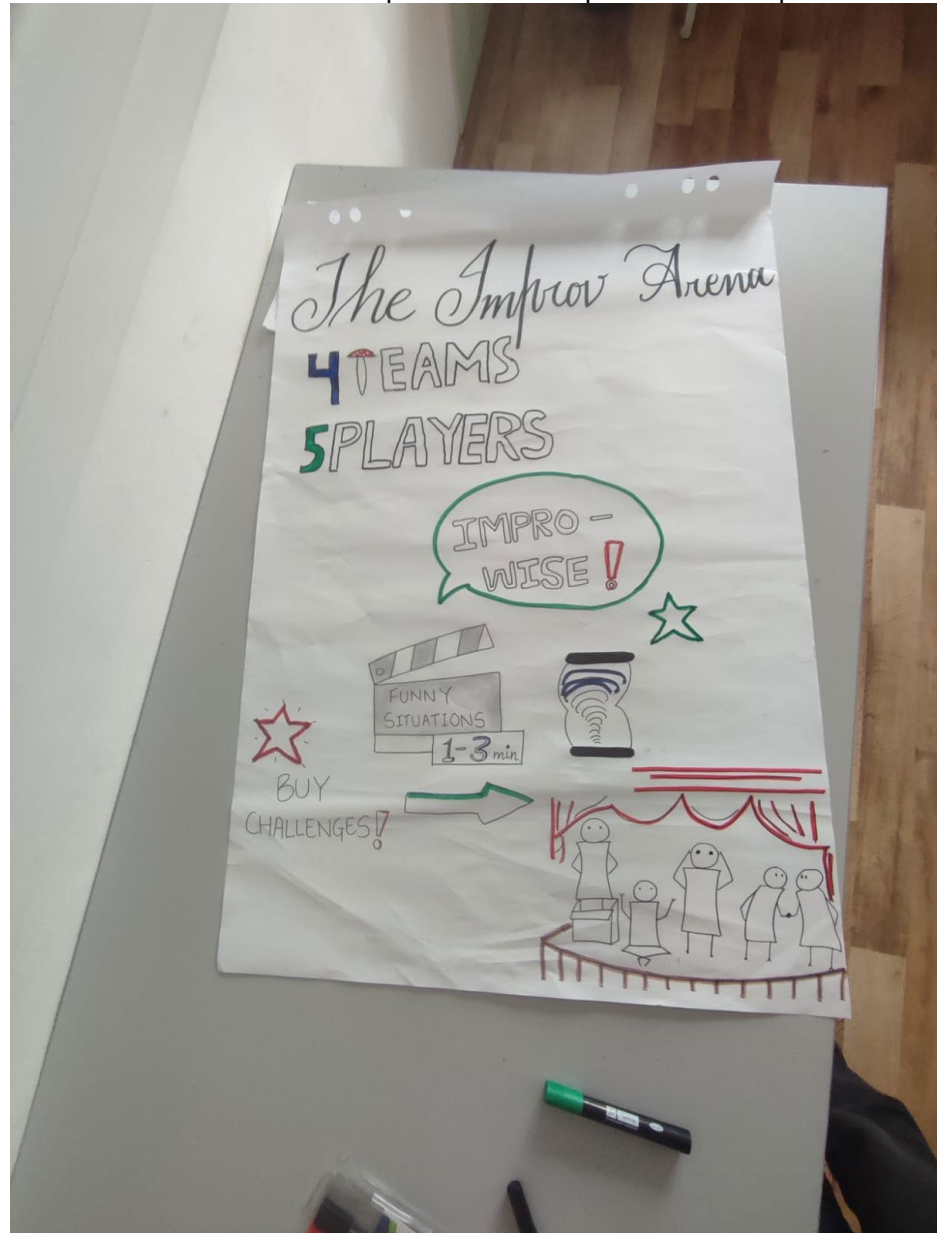
- Selects a situation,
- Performs according to all previous rules, and
- Receives **one additional rule** from the third team.

6. Reflection and Debriefing Session

After the activity, a structured debriefing session is conducted. Questions are directed to the audience to gather their observations and reflections on the performances, teamwork, adaptability, and communication.

Papers and pens are needed to write situations and rules. A paper with a table with team numbers to keep record of their points and their positions.

7. Materials and hand-outs needed (add photos/ documents of your handouts, any other appendices)



8. Tips for facilitators (What to be aware of, what to keep in mind)

To assist participants, a list of pre-written rules is prepared. Teams may choose from this list when assigning rules to other teams.

Write rules on a flipchart or on paper and distribute them to help participants understand better.

This activity is fast paced so at the end give some time to participants to relax and calm down a bit, e.g during performance they would be sitting in a theatre style so ask them to sit in a circle, so they can relax.

*Training Course
Empower & Facilitate
Part 2*

Session Outline

1. Topic of the workshop/Session	CULTURAL DIFFERENCES
2. Date, Time	01-03-2026, 17:00-18:00
3. Prep team member(s) who wrote the outline	RUSLAN HUDA AASHER DISCUSSED THE ACTIVITIES THE RULES AND FORMULATED THE WHOLE PROCESS
4. Aim and Objectives of your workshop	OUR AIM WAS TO SHOW HOW DIFFERENT CULTURES VARY FROM EACH OTHER AND WANTED TO SHOW THE GENERAL PERCEPTION PEOPLE HAD ABOUT DIFFERENT CULTURES AND ETHNICITIES AND REGIONS. WE TRIED TO EDUCATE A BIT ABOUT THE SIMILARITIES AND DIFFERENCES BETWEEN PEOPLE FROM DIFFERENT AREAS AND SHOW STEREOTYPES THAT EXIST IN OUR SOCIETY
5. Target group	PEOPLE OF EVERY AGE
6. Programme (Step by step explanation – including timing: Imagine I want to run your workshop, explain it in a way so that I can organize it by myself)	<ol style="list-style-type: none"> 1. INTRODUCTION OF THE TOPIC : CULTURAL DIFFERENCES 2. INTRODUCTION OF THE GAME (WHO AM I) : GAVE EVERY PERSON A DIFFERENT COUNTRY, ATTACHED IT TO THEIR BACK SO THEY COULD NOT SEE, ASKED THEM TO MOVE AROUND AND GUESS THEIR COUNTRY BY ASKING CULTURAL QUESTIONS. 3. HAD A REFLECTION ABOUT THE ACTIVITY 4. INTRODUCTION OF THE SECOND GAME: MAKE 4 TEAMS, ASK TEAMS TO SELECT A COUNTRY AND WRITE STEREOTYPES THEY KNOW ABOUT THE COUNTRY ON A PIECE OF PAPER, COLLECTED THEM AND CHANGED BETWEEN GROUPS AND ASKED PEOPLE TO GUESS WHICH COUNTRY IT WAS. 5. REFLECTION ABOUT THE SECOND ACTIVITY
7. Materials and hand-outs needed (add photos/ documents of your handouts, any other appendices)	<ol style="list-style-type: none"> 1. PENS 2. TAPE 3. COLOURED PAPER 4. NORMAL PAPER 5. FLIPCHART
8. Tips for facilitators (What to be aware of, what to keep in mind)	<ol style="list-style-type: none"> 1. SOME PEOPLE CAN BE SENSITIVE ABOUT STEREOTYPES 2. TIME MANAGEMENT

*Training Course
Empower & Facilitate
Part 2*

Session Outline

1. Topic of the workshop/Session	SMARTPHONE ADDICTION
2. Date, Time	3/3/2026 10:00AM
3. Prep team member(s) who wrote the outline	ILIAS MINAS, EVANGELOS THEODORAKIS, ALIREZA XXXX
4. Aim and Objectives of your workshop	The aim of the session is to draw awareness that smartphone addiction is still a social problem and it should not be normalised. Then challenge participants already existing opinions around this topic by experiencing both sides (agree/disagree with controversial statements of this topic). Finally in the reflection part they are going to end up with a list of solutions to keep a more balanced use of their smartphone.
5. Target group	Smartphone users
6. Programme (Step by step explanation – including timing: Imagine I want to run your workshop, explain it in a way so that I can organize it by myself)	<p>-Introduction → 10 min Welcome the participants and introduce them to the topic and the 3 parts of the workshop (1.Introduction, 2.Main activity, 3.Reflection).</p> <p>Then there is a premade google forms survey with 2 questions (</p> <p>1.On average, how many hours per day do you <u>THINK</u> you use your smartphone (daily average screen time)?</p> <p>2.On average, how many hours per day do you <u>ACTIVELY</u> use your smartphone (daily average screen time)?</p> <p>For android: Settings > Digital Wellbeing & parental controls</p> <p>For IOS: Settings > Screen Time)</p> <p>The data go directly to the google data base and we compare the data with visual pies with the use of the projector.</p> <p>Then we ask 2 quick questions (</p> <p>-Question 1: Who guessed their screen time wrong? (More than one hour difference)</p> <p>-Question 2: Who is satisfied with the amount of time you actually spent on your smartphones?)</p> <p>-Main Activity → 30 min Debate tournament</p> <p><u>Structure</u> 4 Teams 3 Rounds 1 final Winner</p> <p><u>Round Format</u> 4 Min Thinking Both 4 teams 2 min team A Speaks 2 min team B Speaks 1 min Judges Decide</p> <p>-Round 1 -> Winner advances</p>

	<p>-Round 2 -> Winner advances -Round 3 -> Champion</p> <p><u>Rules</u> Phones away Respect each other No interruptions Stay on time Judge result is final</p> <p>- Reflection → 20 min</p> <ul style="list-style-type: none"> ● Fellings & acts <ul style="list-style-type: none"> ○ How do you feel? ○ What strategies did you use / observe? ● Findings <ul style="list-style-type: none"> ○ What did you learn? ● Future <ul style="list-style-type: none"> ○ Do you want to Apply a change to Real Life and How (one of facilitators writes interactively on a Flipchart "Tips and Tricks")
<p>7. Materials and hand-outs needed (add photos/ documents of your handouts, any other appendices)</p>	<ul style="list-style-type: none"> ● Canva Presentation ● Digital Projector ● Flip charts (Structure Outline, Tips & Tricks) ● Paper Crowns (Judges - Yellow, agree - Green, Disagree red) ● Paper/pen for participant's notes
<p>8. Tips for facilitators (What to be aware of, what to keep in mind)</p>	<ul style="list-style-type: none"> ● It is Hot topic - everybody wants to speak - so try to keep time to reflect at least 20 Minutes. ● A short energizer before starting the session would be useful ● Tips to Improve <ul style="list-style-type: none"> ○ [We observed that during round 3 the 2 teams that are not competing are not involved in the process (they are getting bored)] so a suggestion would be the following: <p>When the 2 teams are competing, the other 2 teams are going to write quick notes that will help the judges in the decision process (they give these notes to the judges to take into consideration in the judges meeting), so the other teams can influence the judges with what they observed, but the judges are responsible for the final decision.</p> ●

*Training Course
Empower & Facilitate
Part 2*

Session Outline

1. Topic of the workshop/Session	Emotional improvisation and emotional regulation.
2. Date, Time	02.03. 10:00-11:00
3. Prep team member(s) who wrote the outline	Kristina, Emre, Emirhan
4. Aim and Objectives of your workshop	Discover and understand our feelings and emotions.
5. Target group	Teenagers.
6. Programme (Step by step explanation – including timing: Imagine I want to run your workshop, explain it in a way so that I can organize it by myself)	<p>1. Emotion Freeze - Energizer(10 minutes)</p> <p>One person is chosen as the “caller.” The caller stands at the front with their back turned, while all other participants stand behind them at the starting line.</p> <p>While the caller’s back is turned, everyone begins walking toward them, similar to the movement in Squid Game.</p> <p>Before the caller turns around, they call out an emotion such as “angry,” “sad,” “happy,” “excited,” etc.</p> <p>When the caller turns around, all players must freeze immediately and make a pose that matches the emotion.</p> <ul style="list-style-type: none"> • Anyone who moves after the caller turns around • Or anyone who does not show the correct emotion → is eliminated. • The game continues until one player manages to reach and touch the caller. • The first person to touch the caller becomes the new caller for the next round. <p>Discussion about flipchart.</p> <p>What is an emotion?</p> <p>So... what is an emotion?</p> <p>It’s basically your brain and body sending you a message.</p>

An emotion is not just "a feeling."

It's your body reacting + your thoughts + an urge to do something.

For example:

- You feel fear → your heart starts racing → you want to escape.
- You feel anger → your body heats up → you want to defend yourself.
- You feel excitement → you get energy → you want to move or talk.

Emotions are fast.

They happen automatically.

They are not weaknesses.

They are signals.

2 Why do we even need emotions?

Imagine life without emotions.

No excitement.

No motivation.

No connection.

No passion.

Sounds boring, right?

Emotions help you:

- know what matters to you
- protect your boundaries
- connect with people
- make decisions

Fear keeps you safe.

Anger tells you something feels unfair.

Sadness shows that something was important.

Emotions are information.

They are not the enemy.

3 Why do we sometimes “explode”?

Okay, let's be honest.


Have you ever said something and thought,

“Why did I just do that?”

That's not because you're crazy.

That's because your brain has two systems:

 Fast brain (emotional, survival mode)

 Slow brain (thinking, logical mode)

When you're stressed, tired, hungry, overwhelmed —

the fast brain takes over.

And it reacts.

You snap.

You shut down.

You overreact.

That's automatic.

Stress makes the pause smaller.

2. Warm-up: The Emotional Walk (10 Minutes)

Have everyone walk freely around the room. As the facilitator, you will give prompts to change their pace and "state."

- 0-3 mins (Physical): "Walk like you're in a huge hurry!" / "Walk as if the floor is made of sticky honey." / "Walk like you're walking on clouds."
- 3-10 mins (Emotional): Introduce feelings. "Walk with immense pride." / "Walk like you're anxious and trying to hide from someone." / "Walk like you just won the lottery!"
- Tip: Encourage them to make eye contact with others and "share" the emotion without speaking.

2. Main Activity: Emotional Remote Control (30 Minutes)

This is the core "Improv" part of the session where emotions take the lead.

- Setup (5 mins): Ask for 2 or 3 volunteers to come to the center. Give them a very simple, mundane scenario.
- Examples: Waiting for a bus, cooking a meal together, or looking for a lost set of keys.

- Action (20 mins):
 - The group starts acting out the scene normally.
 - At any point, the facilitator (you) shouts "FREEZE!" followed by a specific emotion (e.g., "ANGER!").
 - The actors must unfreeze and continue the exact same scene, but now fueled by that extreme emotion.
 - Repeat this every few minutes with new emotions: "OVERWHELMING JOY!", "DEEP SADNESS!", "PARANOIA!", "CONFUSION!"
 - Rotation (5 mins): Switch volunteers and try 1 or 2 more quick rounds so more people can participate.
4. Closing & Debriefing (10 Minutes)
- Gather everyone in a circle for a quick reflection. Everyone need to draw his emotions today and put on a flipchart and say some words.
- Use the following questions:
- "How did it feel physically to switch from one extreme emotion to another so quickly?"
 - "Which emotion was the easiest to portray? Which was the most uncomfortable?"
 - "In real life, do we control our emotions, or do they control us?"
 - Check-out: Ask everyone to share one word that describes their current state or what they are taking away from the session.
- Level 1: Observation & Physicality (The "What")
- "When you switched emotions instantly, what happened to your body? Did your breath, posture, or muscle tension change?"
 - "Which emotion felt 'real' to inhabit, and which one felt like you were just 'acting'?"
 - "As an observer, which transition was the most believable? Why?"
- Level 2: Awareness & Analysis (The "So What")
- "When you were in an extreme emotion, were you still able to notice what your partner was doing, or did you become 'blind' to them?"
 - "In real life, do we use some emotions to mask others? (e.g., Do we act Angry because we are actually Afraid?)"
 - "Which emotion do you find yourself 'muting' or 'hiding' most often in your daily life?"
- Level 3: Transfer to Life (The "Now What")
- "How do these sudden emotional shifts affect the way we make decisions?"
 - "If you had a 'FREEZE!' button in real life, in which situations would you use it?"
 - "How does the intense emotion of someone else (a friend, a boss, a stranger) change your own internal state?"

7. Materials and hand-outs needed (add photos/ documents of your handouts, any other appendices)

EMOTIONAL REGULATION



WHY IS IT IMPORTANT?



Less Stress



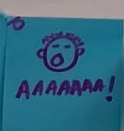
Better Decision



Healthy Relationships



Inner peace
Balance



Techn

Deep Breat

Meditati

Movement

Water

Asking H

Mindfulness

Identify T

Journal

Pause &

Rest &

Consider

**8. Tips for facilitators
(What to be aware of, what to keep in mind)**

The "Clap" Technique: When you shout "FREEZE," a loud clap helps the participants stop instantly and adds energy to the room.

- The Volume Knob: If the scene is going well, you can add a "Volume" command: "Freeze! Now continue with 10% Sadness... now 100% Sadness!"
- Safe Word: Remind them that if an emotion feels too heavy or uncomfortable, they can simply step out of the circle—no questions asked.

*Training Course
Empower & Facilitate
Part 2*

Session Outline

1. Topic of the workshop/Session	The leadership skills
2. Date, Time	02.032026
3. Prep team member(s) who wrote the outline	Volha Stulba Marilena Trifan Marta Correia
4. Aim and Objectives of your workshop	In this activity, participants will engage in a values auction where they have the opportunity to "buy" values using a set amount of currency. The activity aims to help participants identify and prioritize their personal values by considering the value they place on each item in the auction.
5. Target group	erasmus Youth participants
6. Programme (Step by step explanation – including timing: Imagine I want to run your workshop, explain it in a way so that I can organize it by myself)	-energiser(10) - auction(25) - implementation game(10) - debriefing(15)

The
QUALITIES OF A GREAT LEADER
 IN AN AGE OF DISRUPTION

1 Empowerment

Leaders closer to the work can make quicker and more informed decisions based on data, research, best practices, and proximity to the customer.

Problem Solving

Problem-solvers use a continuous approach to challenge the status quo rather than a one-time fix. They realize that...

2 Engagement

Join your teams in the trenches to not only stay grounded in the realities of the business, but also to inspire them to unleash their passions and talents around a shared vision.

Transparency

Transparent leaders build trust through authenticity, vulnerability, and drives...

3 Influence

Being able to influence others without having direct authority is extremely important. Positive influence sparks motivation and engagement.

Adaptability

An adaptable leader navigates with unpredictability, maintains confidence in their vision, and personal and creative...

4 Innovation

Leaders at all levels must incubate and incentivize creativity and innovation by supporting experimentation and learning, including the permission to fail.

Empathy

Exuding empathy through active listening and humility leads to better performance...

5 Communication

Strong communication fosters alignment on activities, resources, and priorities. It also promotes the sharing of results, insights, and best practices across the organization.

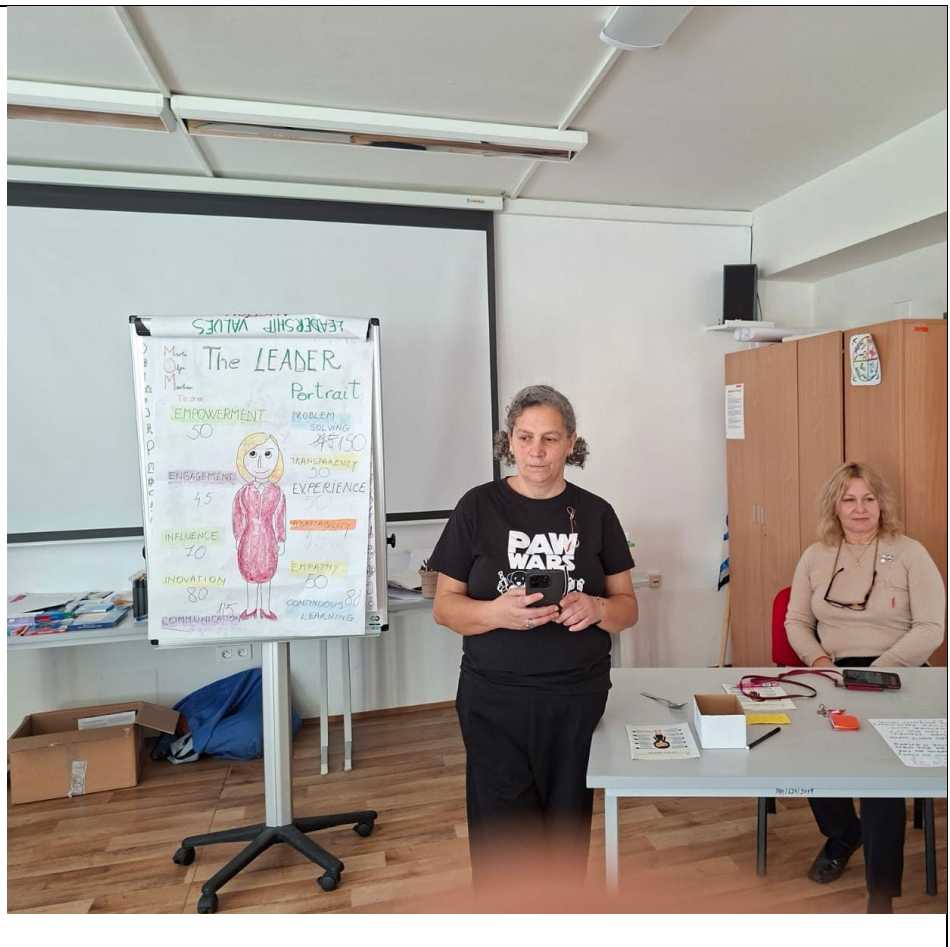
Continuous Learning

Leaders must continuously update their knowledge, seek out new perspectives, and sharpen skills...



7. Materials and hand-outs needed (add photos/ documents of your handouts, any other appendices)





--	--

MINEFIELD

ENERGIZER'S RULES



1. The player must be "blindfolded" starting.
2. Only the player's team will give instructions.
3. The player cannot remove the
4. It's not allowed to move objects
5. If the object is damaged or moved, the team is eliminated.

Not allowed:

- Touching the player
- Moving the objects
- The other team to make distracting noises.

TIME: 1 MIN / TEAM

Begin by explaining the purpose of the activity: to explore and determine personal values through a simulated auction.
Prepare a list of 50+ values on separate cards or display them digitally for participants to see.
Ensure learners have time to review all of the values in advance, before the bidding process begins.
Invite them to identify at least 5 values that they would like to bid on before bidding starts
Distribute a predetermined amount of auction currency (e.g., play money, tokens, virtual dots) to each participant.
Explain the auction rules: Participants will bid on the values they find most important by using their auction currency. They can choose to spend all their money on one value of great importance, for example or distribute it across multiple values.
Begin by explaining the purpose of the activity: to explore and determine personal values through a simulated auction.
Ensure learners have time to review all of the values in advance, before the bidding process begins.
Invite them to identify at least 5 values that they would like to bid on before bidding starts
Distribute a predetermined amount of auction currency (e.g., play money, tokens, virtual dots) to each participant.
Explain the auction rules: Participants will bid on the values they find most important by using their auction currency. They can choose to spend all their money on one value of great importance, for example or distribute it across multiple values.

3 Time Limit

- * You have **18 minutes**.
- * The clock starts when the facilitator says "Go."
- * No building before the timer begins.

4 Building Rules

- * The structure must be **free-standing** (no holding it at the end).
- * You may **break the spaghetti**, cut the tape, and cut the string.
- * You may use **all or part** of the materials.
- * The entire marshmallow must be on top (not cut into pieces unless the facilitator allows it — typically it must remain whole).
- * The structure must stand on its own for measurement.

5 Measuring & Winning

- * At the end of 18 minutes, all building stops immediately.
- * The structure must stand unassisted.
- * Height is measured from the **table surface to the top of the marshmallow**.
- * The **tallest structure wins**.

	<p>## 6 Disqualification Conditions</p> <ul style="list-style-type: none"> * If a team is touching their structure at the time of measurement, it does not count. * If the marshmallow is not fully supported on top, it does not count. * If the structure collapses before measurement, the last standing height counts (or zero, depending on facilitator rule)
<p>8. Tips for facilitators (What to be aware of, what to</p>	<p>Debrief Questions</p> <p>Think about the values you "bought" in the auction. What did you learn about what matters most to you and how important these values are in your life?</p> <p>Think about the difficulties you faced during the auction. How did you decide which values to bid on and how much "currency" to use?</p> <p>Share one value that surprised you or had a significant impact on your decision-making during the auction. Why did it stand out to you?</p> <p>How do the values you prioritized in the auction align with your everyday choices and actions? How might they influence your personal and professional relationships?</p> <p>When you think back on what you did, how can you use the values you cared about more when you make decisions? How can you live a life that sticks more to your values?</p> <p>How did everyone feel about having to bid on personal values for money?</p>

*Training Course
Empower & Facilitate
Part 2*

Session Outline

1. Topic of the workshop/Session	Title: Melody Beyond Language How music connects us beyond vocabulary, beyond grammar, beyond language. Even when we don't understand the lyrics, we still get something. Music speaks directly to emotions, it creates meaning without translation.
2. Date, Time	2nd of March 2026, 15.30-16.30
3. Prep team member(s) who wrote the outline	Sude, Zoe, Yağmur.
4. Aim and Objectives of your workshop	Through this activity, we aim to show that art -especially music- is a universal language that empowers, unites, and moves us all.
5. Target group	Mostly adults. (15+ years old)
6. Programme (Step by step explanation – including timing: Imagine I want to run your workshop, explain it in a way so that I can organize it by myself)	<p>Introduction (10 min):</p> <ul style="list-style-type: none"> -introduce the facilitators -introduction of the topic -Asking questions to prepare participants to the topic. (How often do you listen to music? / Do you usually listen to songs in your native language or language you understand?) <p>Main Activity (30 min):</p> <p>Every person selected a role from the box and recommended to not open the letter. (we prepare the roles before the activity.) We asked them to make 4 groups of 4-5 people randomly. We gave each group a song that is not from their native language and they don't understand the meaning of the lyrics. (Before the workshop we created a playlist and asked everyone to add songs from their native language.) Then we asked them to see what is their role and show each other in the team. We gave them 6 min to listen to the song and prepare a skit according to their roles. After that, every group was asked to perform its skits in 1 min. After each team we asked the questions: What do you think the song was about? / How did you feel when you first listen it? Then we go with the next group. After we finished the first part we continue with the second part. In that part we asked for them to select their own songs and perform a skit again with the same roles.</p> <p>Reflection (15 min):</p> <p>After the second one also finished we end up the activity with the reflection: -How do you feel?</p>

	<ul style="list-style-type: none"> -What was your first emotion when you heard a song you don't understand? -What clues did you use to understand the song (tempo, rhythm, moods, etc.)? -How did your assigned role shaped what you did in the group? -Is the melody enough for you to get the feeling and the meaning of the song? -Are the lyrics important? -Do you listen to music according to your mood, in your daily life? -Does your mood affect the selection of the songs that you're listening? -Does anyone want to share anything else?
<p>7. Materials and hand-outs needed (add photos/ documents of your handouts, any other appendices)</p>	<p>Link of the playlist: https://open.spotify.com/playlist/2z96b8loU9MXUBRhn1DRG2?si=0qPzZeyRRL-5ZiGFC8NhVw&pi=O6faTwrZRciJ6</p> <p>The flipchart:</p>



8. Tips for facilitators (What to be aware of, what to keep in mind)

- Probably it would work better if the second activity (easiest one) would be the first.
- Try to see this as an opportunity to grow and learn so choose the part you're more uncomfortable with. (introduction - activity/main part - reflection)
- Be flexible and go with the flow of the group.
- Always have a plan B or sometimes with plan C.

