



11-21 July 2019, Tatranska Lesna,  
Vysoké Tatry, Slovakia



Erasmus+



## ACTIVITY REPORT & RESOURCES

*This report contains very short description of activities that we did during the training as well as links to a lot of resources that can be useful for the future - in order to develop emotional intelligence in yourself and among young people that you work with!*

### General idea

Emotional intelligence (EQ) is one of the “super” competences of 21<sup>st</sup> century that is considered very crucial not only for successful working career, but also for managing fulfilled private and social life of each person. It includes ability to understand oneself better, to effectively manage and regulate emotions, to motivate oneself, to make mature and responsible choices, to understand others and to empathize, self-empowerment and many other components.



- 9 working days
- 24 participants from 8 countries
- More than 60 h of working together - activities and reflection
- 1 two-days hike in Tatra mountains with individual and group challenges
- 1 Laboratory with 8 activities designed and facilitated by participants (involving also some young people from local community)
- Many follow-up activities in mind for future - to share learnings with colleagues and involve young people in kinesthetic non-formal learning activities in each country

The main aim of this project was to introduce the concept of emotional intelligence to youth work that we do at our organizations by giving the opportunity for 24 youth workers to become more aware about it and developing concrete approaches and tools that can later on be implemented with young people.

To make the learning more powerful and transformational, during this training course we combined more common non-formal learning methods with Outdoor Experiential Learning (OEL) and adventure/hiking experience in Tatra mountains.

# DAY TO DAY PROGRAMME

## Thursday, July 11

- Arrivals in Tatranska Lešná
- Welcome by organizers
- Informal get to know each other activities
  - Name, country, something nice that happened to me this summer
  - ASK to Break the ICE - cards with questions (mingling around and asking and answering the questions to each other in couples) <https://en-gb.facebook.com/ATBTI/>
  - Logistical questions

## Friday, July 12

### Session 1

- Connecting to the local environment and welcome by Maroš
- Saying own name very slowly and clearly and making a move
- Greeting each other in a circle. If there is a eyecontact with someone on other side of circle, changing places and greeting each other on the way (with a clap of hands, with clapping hands and telling the name)
- Practical and logistical announcements
- Sharing backgrounds: Name-country-connection to working with young people
- Meeting and “pre-judging” each other - mingling and walking around, when music stops meeting someone (reminding each other the name) and making “either-or” guesses about each other: Was this person good at Maths at school; Is this person from a big family; Is this person in love now; Is this person rather yoga or aerobic person, etc.
- “4 corners”- people move to different corners according to their answers and have small chats to get to know each other there

- What element is strongest in you: fire, water, air, earth (How do you feel this element in you?)
- How often are you outdoors: always, very often, sometimes, rarely (What do you like doing outdoors)
- Age of youngsters that you work with: Up to 13, 13-15, 16-18, 18+
- Your strongest sense: hearing, seeing, smelling, touching
- Where do you work with young people: Capital, big town, village, countryside

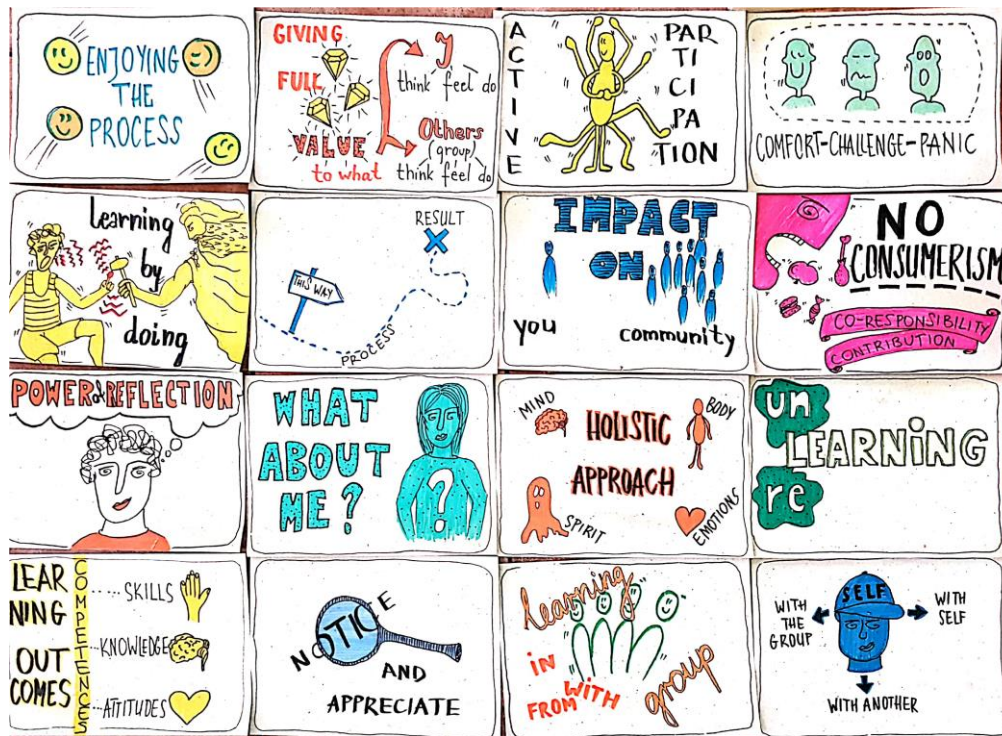


- Reflecting about “My Way” - drawing milestones in our life of being an active person (involvement in youth work) and also connection with outdoors

### Session 2

- Exhibition of “My Way drawings”
- Introduction to objectives, program
- Name remembering - in couples try to remember at least 7 new names of people
- Exploring non-formal learning approach - discussing different principles in couples and sharing most crucial/unclear ones
- Division into families - 4 groups and task to:
  - Get to know each other by sharing “My Way” stories with each other and agreeing on how to support each other
  - Make a family picture/gif/short video
  - Discussing and sharing expectations from the project and possible contribution
- Sharing results through the poster





### Session 3

- Warming up: 2 minutes + 2 minutes moving and talking in couples (one showing moves and other and asking questions, the other answering and repeating the moves; and then swapping the roles)
- Series of exercises with finding a balance in couples and smaller groups (from acro-gymnastics) - emphasis on consciously challenging yourself and playfulness
- Short reflection about the process in smaller groups and then sharing main conclusions in a bigger group

- How were the tasks of previous session for you?
- Mention few adjectives how you felt....
- Which of them were more challenging and which less challenging for YOU? Why?
- In which moments you enjoyed them? When could you observe TRUST in yourself and others (and when not)? What was still missing to fully trust and engage in tasks even more?



- Based on experiences during these tasks, what would be your 2 conclusions/recommendations for the whole group about trusting the group?

### Session 4

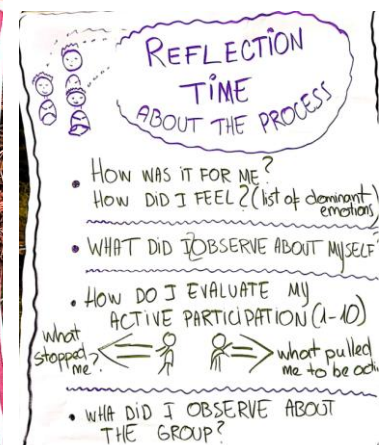
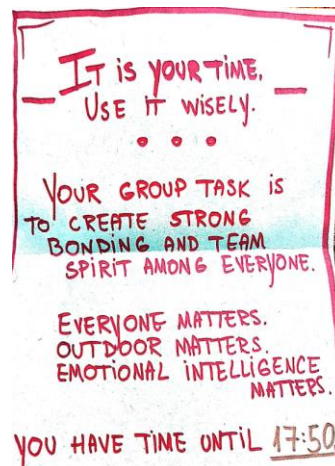
- Continuation of group-building - participants find the task and self-manage the process
- Debriefing - reflection on a personal level and then reflection in the big group

#### Family meeting - discussing the day

- What are the questions you are wondering about today
- What were your "pearls" (most special moments and learnings) and "grains of sand" (disturbing/challenging "things") today?
- Anything else you feel like sharing

### Evening Program

Movie quizzz - showing and guessing the movies without sounds

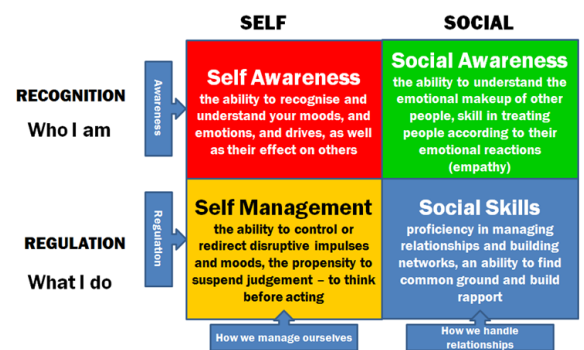


## Saturday, July 13

### Session 1&2

- Morning warm-up exercise “Diamonds” (dancing in groups of 4)
- Intro to the day and launching Služba (community service) task - 1<sup>st</sup> family to volunteer
- Reflection questions about Emotional and Social Intelligence:
  - what do I know already about Emotional Intelligence?
  - why does it matter?
  - what questions do I have about Emotional Intelligence?
- Theory input to Emotional and Social intelligence with questions for reflection and practical tasks ([https://drive.google.com/file/d/1Vc3NjvegJxGWfsWQJOOb0OPx4UdfdsU\\_a/view?usp=sharing](https://drive.google.com/file/d/1Vc3NjvegJxGWfsWQJOOb0OPx4UdfdsU_a/view?usp=sharing))
  - What is Emotional Intelligence? How does it determine success in other areas of life?
  - Task in groups - answering questions: What are skills of youth workers? What are challenges of youth workers?  
Understanding - Is it about EQ or IQ - what is needed more?
  - History of EI
  - How does our brain work?
  - Studies about EI
  - Four dimensions of EI.

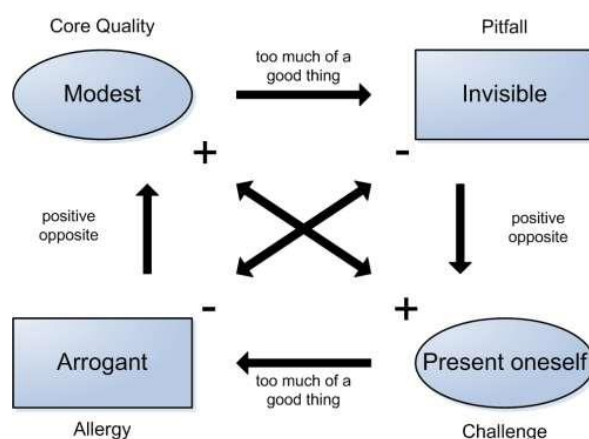
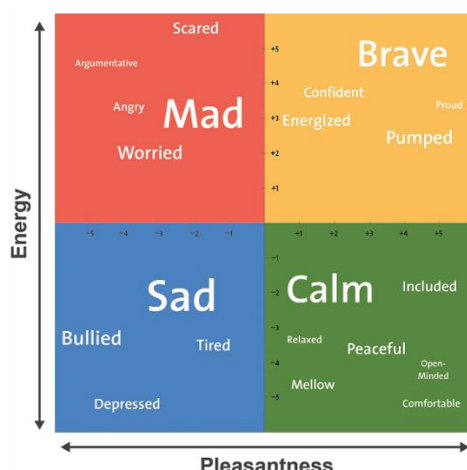
#### Emotional Intelligence



- Task: Sharing in pairs situations when low EI influenced intellectual abilities when high EI influenced intellectual abilities.
- TED talk: What makes a good life? Lessons from the longest study on happiness.  
(<https://www.youtube.com/watch?v=8KkKuTCFvzI&t=30s>)

### Session 2

- Intro to self-awareness and methods: Mood meter and Core qualities.  
([http://elearning.pepdenhaag.nl/discover-your-talents/story\\_content/external\\_files/Ofman%20Core%20Qualities.pdf](http://elearning.pepdenhaag.nl/discover-your-talents/story_content/external_files/Ofman%20Core%20Qualities.pdf), created by Daniel Ofman and <http://ei.yale.edu/mood-meter-app/>, created by Yale Center for Emotional Intelligence)





### Session 3

- Meeting and walking to the forest with little theory input and framework about practicing being your best version of your-self
- Warm-up exercises, safety instructions
- Low rope exercises "Spider-pig", V-shape walk, Paralell walk, Slackline walk - focus on personal challenges and group support
- Reflection time in pairs
  - How was this afternoon session for you?
  - What are the things you noticed about yourself and your emotions during this exercise? How your emotions were expressed and how conscious were you about managing your emotions?
  - Did you manage to focus on your IDEAL "I"? When did you manage...and when not that much?!!
  - To what extent did you manage to challenge yourself by being on the ropes and and to what extent you managed to be in a supporting role for others? Was it balanced and fair? Was it similar to how you usually act in life?
  - Some questions/issues for further reflection...



### Session 4

- Reflection - binging up the pearls in the big group (sharing main conclusions from experience on the ropes)
- Intro to self-management - what does it mean to manage one self, manage emotions. What are the strategies used when stress level increases? Introducing different aspects of self-management.
- Video - Marshmallow Experiment and how is it linked to self-management.

Family meeting - discussing the questions:

- **F**eelings - How did you - different members of your family feel today (at different points...)?
- **F**indings - What are your main discoveries, learning points from today? What ideas/activities could you transfer to a future Youth Exchange?
- **F**eed-back - What do you think about the CME so far? What do you expect from tomorrow? Anything else you would like us to know...

Evening by the Fireplace - organized by Horsky family

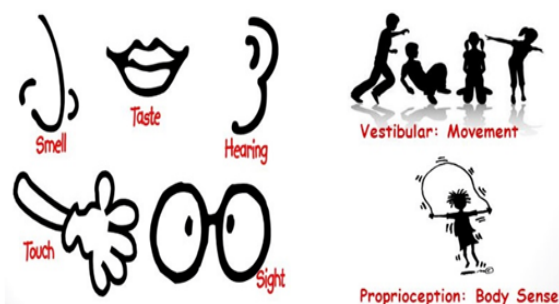
## Sunday, July 14

### Session 1

- Intro to the day
- SOLO Challenge in Nature with/through Senses and reflection in groups of 3 after that

**SOLO TASK: During 1 hour to observe and pay special attention to your senses**

- The space you have is max. 10 square meters
- Your start by challenging yourself and eating an orange for 25 minutes :)
- Remember that everything we do involves at least 2 senses...
- These are the 7 sensory systems – enjoy exploring how they work in you in the nature!



### Questions for Reflection

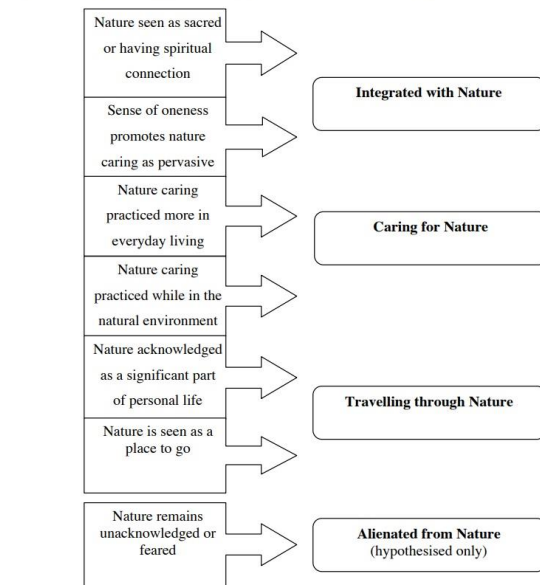
1. How was this task for you – what went well and what was challenging?
2. To what extent did you manage to focus on the task – to sense the nature in different ways throughout the given time – and to what extent were you distracted and did something else (started thinking about other things, etc.)?! Why?
3. Which of the senses were you using the most during the exercise? And which generally are your most developed and least developed senses?
4. What did you discover about the nature and your relationship with the nature during this exercise?
5. What did you discover about yourself?



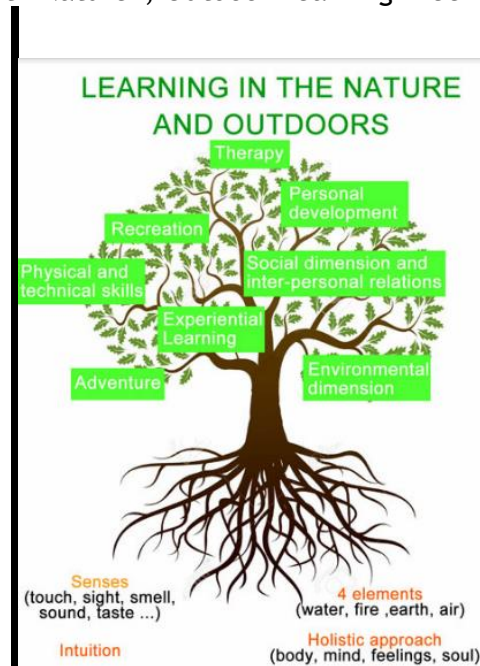
## Session 2

- Sharing “pearls” from the SOLO task in the nature
- Introduction to “Learning from/through/with Nature”, Outdoor Learning Tree model

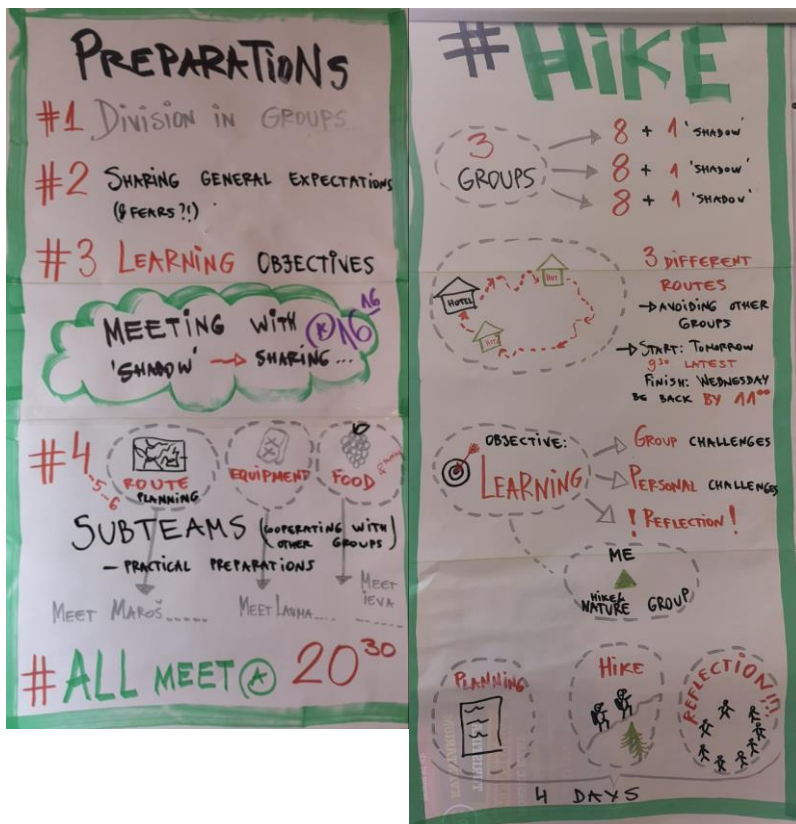
Figure 1. Diagram of Significant Signposts to Human Relationships With Nature



Outdoor Education for Human/Nature Relationships - Dr Peter Martin  
[https://www.latrobe.edu.au/education/downloads/martin\\_p\\_human\\_nature\\_relationships.pdf](https://www.latrobe.edu.au/education/downloads/martin_p_human_nature_relationships.pdf)



- Introduction to the Hike
- Division in groups
- Input and tips on practical preparations for Hike



## Session 3

- Preparations in newly established hiking teams - educational part and practical
- Meeting with “shadows” and discussing the set individual and group challenges as well as practical issues related to hike

## Session 4

- Preparations in hiking teams - equipment, food, maps



## Monday-Tuesday, July 15 - 16

Challenge hike in the mountains in 3 teams and camping outdoors with educational tasks on the way and reflection

### Challenge Hike for Learning - description

#### Main objective

Experiencing the hike together as a team and doing different personal and group challenges and learning about the Emotional and Social intelligence from the experience.

Conscious focus on self-awareness, self-management, empathy and relationship management.

#### How?

- 3 teams
- Each team doing a different route (even if similar, not walking together and spending evenings separately)
- Planning the hike programme so that on every day at least 1.5-2 h are devoted to educational part (doing challenges and reflecting)
- Start of the hike (leaving Tatrianska Lešná): tomorrow, 9.30 a.m. the latest
- Being back to the camping place: by 11.00 on July 17th
- Each team accompanied with invisible "shadows" (Maroš, Lauma and Ieva)

### PREPARATIONS

#### Step 1

Division in groups..

#### Step 2

Closer getting to know each other in the team and sharing:

- Expectations about the hike - group vision
- Resources in the group (what are members of group good at, weaknesses, special needs to be taken into account...)
- How you see successful cooperation in the team and what do you expect from each other
- How you will make sure about keeping up the group spirit

#### Step 3

Setting the learning objectives and making a plan on how to make sure that you fulfill them (time, coordinators, space, etc.).

- Discussing personal development areas in relation to EQ and formulate at least 1 concrete personal challenge for each member. It should be relevant, realistic and specific enough (something you want to work on in yourself).
- Deciding on 6 group challenges (see some ideas on another page..)
- Make sure that there are people who are responsible for making sure that the hike is not "just a hike", but each day there is a time for group challenges and every evening group comes together for a reflection
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#### Step 4

Make a division of tasks/responsibilities in the group to speed up the preparation process - but it does not mean that also during the hike the division of responsibilities should stay the same...it is crucial that you try yourself during the hike in different roles!

- **Route planning - navigation team** - checking out the map and routes, cooperating with other groups' navigators and meeting with Maroš in order to find out peculiarities of each route (getting familiar with map, checking out internet maps, GPS, etc.)
- **Equipment team** - checking the common equipment, making sure that all team members have all necessary things with them (and leave home the unnecessary..), overseeing the packing of all group members and identifying what is missing and figuring out if any things can be borrowed (during the hiking - being aware, where are the group things!)
- **Food team** - planning the food menu of team (+ 1 "shadow"), consulting it with us (getting "green light" and tips on local products), shopping (see who could be driving to shop at \_\_\_\_\_), packing it and making sure that you have all items for preparing the food. The money limitation for food for each team is: 100 EUR (Including items (warm water?!)) purchased at the hut). Remember to keep all the bills and bring them to Maroš!

#### Step 5

Consultations with the Organizers team (shadows):

- clarifying the plan for hiking and getting "green light" for it
- cross-checking the food list (food team)
- sharing the individual and group challenges
- clarifying other questions...

#### Step 6

- Receiving equipment
- Packing

#### Step 7

- Meeting up in a coordination meeting after the dinner - all together

### Group Challenges - Special Missions



Each team should choose at least 8 of the tasks. These are just our proposals, but if you have other relevant ideas, formulate them and we might give “green light” for them :)

1. To make at least 200 steps (~150 m) bare feet - everyone in the group
2. In 5 different places all together lay down in the grass and stay for 5 minutes in complete silence.
3. Make a study - ask 10 people - what trully makes them happy in life? Also ask to tell the happiest moment of life that they can remember. Write down your conclusions.
4. Climb one mountain peak.
5. Each person teaches others one skill - it can be technical skill or soft skill that people could use in their daily life.
6. Meet a local sherpa and get to know his story - childhood, how he became sherpa, interesting moments, challenges, how does he sees his future...
7. Blind walk (for each person in the group) for 15 minutes
8. Silence walk - no talking for 1.5 hours - the whole group
9. Spotlight: questions/comments/shower of compliments&love for each person of the team for at least 5 minutes each
10. Create your own challenge task. First, do it yourself, then “shadow”will send it to other groups and they will also have to make it
11. Make an outdoor wedding and make a video of it.



Late evening - meeting with “shadows” and discussing the set individual and group challenges as well as practical issues related to hike

## 17 July

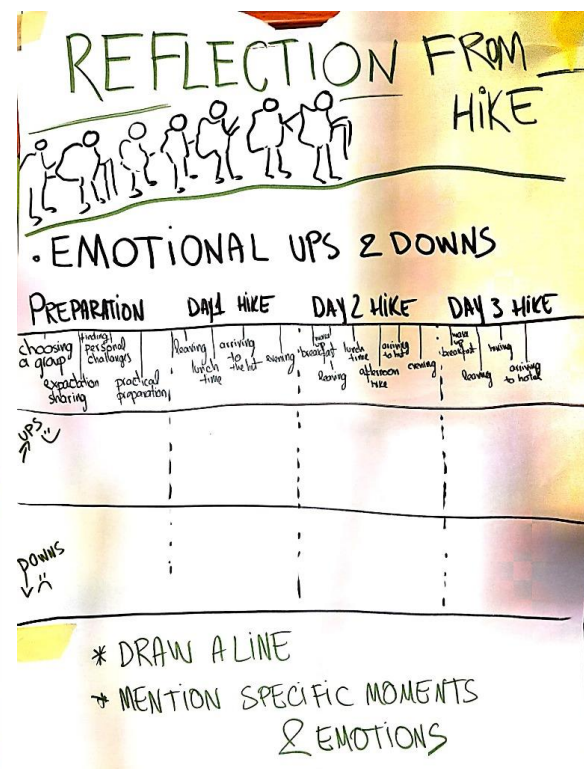
Morning/lunch time

- Return to the Hotel
- Rest, shower, taking care of hiking equipment

## Sessions 3 and 4

- Welcome back and speed-dating sharing impressions in between the people of 3 groups
- Time for reflection about the Hike on personal level: drawing Ups and DOWNs emotional line, and answering the questions:

- What I was frustrated about? (individual, group, external conditions level)
- What did I appreciate the most? (individual, group, external conditions level)
- When was I at my best self? When did I realize that I was far from it?
- Taking into consideration knowledge and experience we have now, what are my 1- 2 recommendations for improving this hike experience if doing it again?





- Sharing the reflections in Hiking groups
- Giving and receiving feedback - "hot chair"

**18 July**

### Session 1

- Rest after the hike



### Session 2

- Morning intro
- One by one sharing the main pearls (reflections) of the hike in the big group.
- Introduction to the concept of Laboratory - transferring experience, combining outdoor experiential learning with Emotional intelligence
- Dividing into Laboratory teams (2-3 people per team), taking into account target groups, relation to youngsters, focus on the specific aspect of EI.
- Explaining theory - How to design and choose the activity?



- Practical information about Laboratory - purpose, timing, resources, consultations, description of activities.

### Session 3 - Session 4

- Preparation of Laboratories in teams
- Consultations about activities in Laboratories with Ieva and Lauma.

### Evening

Movie night - planned movie "Touching the void" -

<https://www.youtube.com/watch?v=G4LD9vQ3Fjs>

**19 July**

### Session 1-4

- Morning intro
- Final preparations for Laboratories

4 rounds of Learning sessions of Laboratory + Feedback:

#### Session design:

- Where the chosen methods adequate and suitable for the group?
- How wisely was the environment and learning in outdoors used?
- Was there an opening and closing? Good time-keeping?

#### Team work:

- Division of tasks,
- Support to each other,
- Balance of involvement (no domination...),
- Diverse roles at different times,
- Smooth cooperation.

#### Facilitation:

- Clear instructions, body language, personal charisma,
- Balance between orientation on process and achieving results,
- Reactions on unexpected things and flexibility,
- „Non-formal” approach of facilitation.

#### Connection with the participants:

- „Seeing” what is going on and ability to respond to group needs and reactions,
- Ability to motivate and involve (all) participants,
- Inclusion of people who seem to be „out”,
- Friendly and equal approach,



- „Providing the space for participants to think instead of giving the right answers” ...

#### Debriefing:

- Was there debriefing?
- How well was it structured?
- How well was it facilitated?
- Did debriefing help the participants to achieve the learning points of the session?
- To what extent did debriefing help to connect learning from the activity to real life?

#### Emotional intelligence competences developed:

- Is it clear which EI skills, attitudes and knowledge were developed?
- Were these learning outcomes clear enough?
- Do they cover deeper layers or just the surface level?
- How well was outdoor experiential learning combined with emotional intelligence?

- Reflecting about the day - choosing a symbol that represents the day and sharing it with family



#### Evening

Slovak traditional dinner

## Saturday, July 20

### Session 1

- Morning energizer on “introverted people from North who avoid the eye contact”
- Summing up the Laboratory by discussing statements (agreeing or disagreeing) - firstly in family groups and then discussing the most “controversial”

- Any activity that takes place outside buildings could be OEL activity
- Real outdoor and adventure activities require certified instructors
- Adventure and Outdoor activities need to be risky in order to be powerful
- Facilitation is very different from teaching and therapy
- Facilitators should be part of the group
- Part of facilitator's job is to entertain
- The most important in facilitation is the process
- To be a good facilitator means to create a comfort zone for participants
- Activity can be considered successful if the participants liked it
- All Outdoor Activities for Youth should be educational
- All Emotional Intelligence Activities for Youth should be educational
- If this is not funny, it is not a good activity for youth
- All young people are good
- Working alone is better than in the team
- If there is not time for debriefing, it's better to skip it
- Facilitator should not be too passionate and get emotionally involved
- If team work in facilitation team is good then activity is very successful
- Facilitator should be ready that always something will go wrong
- Emotional Intelligence can be learned
- Facilitator can lead EI activities only if he/she has high EI
- In overall youngsters have lower EI than adults
- When designing activities, It is challenging to combine OEL with EI.
- When person starts to cry in the group, it is important to do something - hug, cuddle
- Young people should talk more about their emotions and their management
- There has to be reflection after each activity



## Session 2

- “Speed-dating” in two concentric circles to prepare to share the experiences from this training (one person playing a role of taxi driver, family member/friend, youth work colleague, youngster, local newspaper journalist and the other one being “you when you come back from the training”)
- Summing up the outcomes from this project on a personal level and as a youth worker - drawing a poster with methods, “pearls”/conclusions, approaches that you plan to use back at home and sharing the outcomes in couples during the walk

## Session 3&4

- Energizer summing up experiences from this training - “Everybody who....change places”
- Introduction to follow-up of the project emphasizing the importance of doing follow-up activities with youth

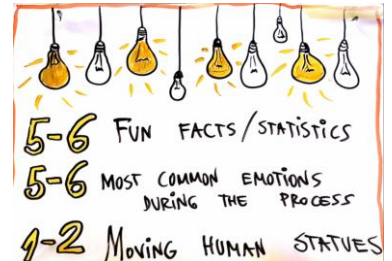


- Planning of follow-up activities in national groups - by drawing a poster and presenting the ideas in 1 min presentations

- Family group meeting and sharing results in the circle

- Chin-chan-chau ritual - meeting and choosing a number and according to the number “saying goodbye” to each other: 1. Looking in eyes; 2. Hugging; 3. Compliments

- Closing ritual with looking in the eyes
- Filling Evaluation Forms



## Evening - Youthpass ceremony



## RESOURCES

### About Emotional Intelligence

- Emotional Intelligence from Theory to Everyday Practice: <https://www.youtube.com/watch?v=e8JMWtwdLQ4>
- Emotional Intelligence - [https://www.mindtools.com/pages/article/newCDV\\_59.htm](https://www.mindtools.com/pages/article/newCDV_59.htm)
- 50 Tips to improve your Emotional Intelligence - <https://www.rochemartin.com/blog/50-tips-improving-emotional-intelligence/>
- Why EI can be more important than IQ - <https://www.irishtimes.com/life-and-style/health-family/emotional-intelligence-why-ei-can-be-more-important-than-iq-1.2953573>
- Training Manual for Trainers on Emotional Intelligence - [file:///Users/zhvania/Downloads/Emotional\\_Intelligence\\_A\\_Training\\_Manual%20\(2\).pdf](file:///Users/zhvania/Downloads/Emotional_Intelligence_A_Training_Manual%20(2).pdf)
- Daniel Goleman on Focus: The Secret of High Performance and Fulfilment: <https://www.youtube.com/watch?v=HTfYv3IEOqM&t=1899s>
- Yale Center for Emotional Intelligence <http://ei.yale.edu/>
- Tony Robbins on 6 human needs - <https://www.youtube.com/watch?v=NNnEAQo1dBQ>

### **About Learning in the Nature and Outdoors**

- Mortlock -stages of adventure: <http://www.wilderdom.com/philosophy/MortlockAdventureAlternative.html>
- Purposes, Goals & Aims of Outdoor Education: <http://www.wilderdom.com/definitions/MethodPurpose.html>
- Deep ecology Naess: <http://www.deepecology.org/platform.htm>
- Adventure dramaturgy waves [https://www.researchgate.net/figure/The-dramaturgy-wave-adapted-from-Martin-2001a\\_fig1\\_313032089](https://www.researchgate.net/figure/The-dramaturgy-wave-adapted-from-Martin-2001a_fig1_313032089)
- European Institute for Outdoor Adventure Education and Experiential Learning (EOE): <http://www.eoe-network.eu/home/>
- Journal of Experiential Education: <http://journals.sagepub.com/home/jee>
- Institute for Outdoor Learning: <https://www.outdoor-learning.org/>

### **About Youth Work and Non-formal Education**

- A link to SALTO website, where you can find further training opportunities (European Training calendar), Methods and tools (Toolbox) and different thematic publications and documents (Resource centers) <https://www.salto-youth.net>
- A link to Council of Europe's Youth Work Portfolio - more clarity on what are the competences that youth workers should have <https://rm.coe.int/1680699d85>
- Training kits on different topics related to youth work and managing organizations <http://pjp-eu.coe.int/en/web/youth-partnership/t-kits>
- Handbook on understanding youth work <http://mitteformaalne.archimedes.ee/wp-content/uploads/2014/07/handbook-for-people-working-with-youth-groups-en-web-version.pdf>
- Manual for youth workers on Ecocentric Development and Positive Psychology: <https://learningforchange.net/wp-content/uploads/2018/06/Manual-ACHIEVE-EN-online-1.pdf>
- Publications of World Association of Girl Guides and Girl Scouts: <https://www.waggs.org/en/resources/resource-listing>
- A link to great publications on different aspects of Inclusion - by SALTO Inclusion <https://www.salto-youth.net/rc/inclusion/inclusionpublications>
- Video channel with videos about Erasmus+ and youth exchanges <https://www.youtube.com/channel/UCBA7l7XjM4C6kWqxAg8Ml8w/playlists>

Report prepared by the team: Ieva Grundšteine and Lauma Žubule (Latvia) and Maroš Brodanský (Slovakia) (2019)