

# TOOLKIT

FOR YOUTH PERSONAL  
DEVELOPMENT



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# 1. METHODOLOGY

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The project places a strong emphasis on empowering young people and youth workers as catalysts for positive change. Its primary objectives are to promote active citizenship, instill entrepreneurial skills tailored for self-empowerment and resource management, foster a green mindset, and enhance social inclusion. The initiative targets a diverse group, particularly those from disadvantaged or at risk backgrounds. Key thematic areas encompass innovative methodologies for sustained youth engagement, the cultivation of essential soft skills not covered in formal education, and the provision of training for youth workers to organize compelling activities that meaningfully support young people. Specifically tailored for diverse and disadvantaged groups, the project aims to equip youth workers with innovative methods to sustain long-term engagement.

The methodology behind mentoring young people involves a structured and supportive approach to guide and empower them personal and professional development. This process typically includes some key elements, such as establishing a trust relation between the mentor and the mentee, setting clear goals and keeping a clear communication throughout all the process.

This Toolkit is complemented with the main output of the project, the Youth Mentor's Guide. Both seek to enhance the capabilities of youth workers in guiding young people through change processes. These address the need for clear direction, understanding of post-pandemic change dynamics, and effective means of maintaining young people's engagement.

The "Small Waves of Change - Toolkit for Youth Personal Development" is a structured program designed to address the identified need for a practical and accessible guide for personal development within the five local communities of the project partners. The program's core objective is to empower young people to take control of their own personal development, thus enabling them to navigate through major life changes and maintain optimal mental, emotional, and relational well-being. The program recognizes that a sense of control is crucial in countering external uncertainties. By providing young people with the tools to focus intensively on the changes they want to make, the program aims to facilitate their adaptation to new circumstances.

The methodology employed in the program revolves around the concept of "cascade personal development." This approach is rooted in the idea that small, individual changes can lead to a ripple effect, generating larger and more significant transformations over time. By demonstrating this principle through practical application, the program seeks to show that even a small change, when shared and passed on to others, can initiate a chain reaction of positive transformations.

Overall, the toolkit provides a structured framework for young people to engage in their own personal development, empowering them to initiate and sustain positive changes in their lives. Through a combination of clear guidance, relatable examples, and an accessible message, the program aims to equip young individuals with the skills and mindset necessary to navigate challenges and thrive in an ever-changing world.

## 2. RECOMMENDATIONS FOR FACILITATORS

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- Try to know your target group in advance: this will allow you to intercept all the participants' needs and create a stimulating and suitable environment.
- Time Management: it is important to follow the schedule and allocate time to the different exercises accordingly, being aware of when to move on from a topic or when to analyze it deeper as well as possible changes during the implementation.
- Using music during the exercises can be a good way to create a friendly and relaxed atmosphere.
- Adaptability and flexibility are key aspects to be responsive to changing dynamics: adjust your approach based on the needs and progress of the group.
- Try to get in accordance with the participants and try to be well-disposed and inclusive even and especially with those who might prove more hostile.
- Have fun and be equally involved during the exercises: this will make the work pleasant and even more effective.
- Remember, however, one's role: it is fine to have fun, but you must always try to keep a critical, watchful, and attentive eye to make the workshop sessions enjoyable and above all interesting and useful.
- Take into account the possible mobility problems or other difficulties of participants to perform the activities. The facilitator should be responsible for adaptations and help.

# 3. HEALTHY LIFESTYLE

---

A healthy lifestyle refers to a way of life that promotes physical, mental and emotional well-being and reduces the risk of developing chronic diseases or health problems. It involves making conscious choices and adopting behaviors that contribute to overall health and vitality.

In general, although there is no single lifestyle that can be valid for everyone, there are some elements that characterize a healthy lifestyle:

- **Balanced diet:** Consume a variety of nutritious foods that provide essential vitamins, minerals and macronutrients.
- **Stress Management:** Find effective ways to manage and reduce stress through techniques such as meditation, mindfulness, as well as have free time for your hobbies.
- **Physical activity:** Engage in regular exercise or physical activity to maintain or improve cardiovascular health, flexibility, and overall fitness.
- **Adequate sleep:** Getting enough sleep every night is essential for physical and mental well-being.
- **Don't smoke or drink too much:** Avoid smoking and limit alcohol consumption to moderate levels to reduce the risk of various health problems.
- **Hydration:** Stay adequately hydrated by drinking enough water throughout the day to support bodily functions and overall health.
- **Maintain a healthy body weight:** Achieve and maintain a healthy weight through a combination of diet and exercise, which can reduce the risk of obesity-related diseases.
- **Social Connections:** Cultivate and maintain positive social relationships and connections with friends and family, as social well-being is closely linked to overall health.
- **Positive mindset:** Maintaining a positive outlook on life, setting goals and having a purpose can contribute to mental and emotional health.

Over the next few pages there are various exercises that will allow you to increase awareness on the topic, evaluating the areas of daily life, defining healthy habits to include in our diet as well as having the opportunity to start planning your own healthy lifestyle .

Furthermore, there will be an opportunity to analyze one's diet and the usefulness of sport in developing and defining a healthy lifestyle.



### 3.1. WHAT CAN BE CONSIDERED HEALTHY?

YOUTH  20 - 25

45 minutes

OBJECTIVES	MATERIALS	SPACE
Raising awareness on healthy lifestyle	Pens A4 papers Flipchart Blackboard Markers	Indoor or outdoor space with tables or places where participants can sit and draw

#### Description

Each participant receives a sheet where they record all their daily actions/habits, from waking up to going to sleep. In doing so, they have to divide it into 3 areas: professional, personal (e.g. hobbies, leisure) and self-care (10 minutes).

Then, in pairs each participant shares their aspects with the other person (10 minutes).

Afterwards, the facilitator will present some notes with good practices, writing it on a A3 paper/flipchart (the suggestions are inspired and taken by one of the results – The Brochure: Tips&Tricks - of The Book of Life project). (10 minutes)

[chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://bookoflife.infoproject.eu/wp-content/uploads/2023/05/1.-TIPSTRICKS\\_Brochure.pdf](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://bookoflife.infoproject.eu/wp-content/uploads/2023/05/1.-TIPSTRICKS_Brochure.pdf)

Based on the feedback received from the other person and on the indications provided by the facilitator, each participant has to develop a daily plan, incorporating at least 3 healthier activities (10 minutes).

At the end, new pairs are formed and the participants share the result with the other person, indicating when they will start developing them in their daily life.

#### Debriefing:

Do You already use a daily plan?

Do you think to increase the activities that makes your life healthier?

Do you fell inspired by the others habits?

## 3.2. EVALUATE THE AREAS OF THE DAILY LIFE

YOUTH



12 - 20

45 minutes

OBJECTIVES	MATERIALS	SPACE
Self-awareness Self evaluation of the lifestyle	A4 papers Colored pens Music	No special requirements

### Description

The participants are asked to draw, on a A4 paper, some shapes (can be squares, circles, other forms, as they feel to represent), one for each of the following dimensions of their life:

- Nutrition (eating habits);
- Physical activity;
- Emotional wellbeing;
- Social activity;
- Daily schedule/ time management.

In each of the shape, they need to reflect, evaluate and write the energy they invest in that area of their life, the costs they need to pay/ invest and the benefits they get from that area. (10 min)

In pairs, they will share their reflections (15 min) and after the discussion with their pair, they will have another 10 min of individual reflection on the following:

- what they want to keep as habits/ status from what they wrote, on each area.
- what they want to change and what would be the new status of that area of their life, after the achievement of the change.

### Debriefing:

In a round tour, in the big group, each participant will share the most important changes and decisions they make from that moment for a healthy lifestyle (1 min/ participant).

### 3.3. TRY TO GUESS THE HABITS

YOUTH



12 - 20

50 minutes

OBJECTIVES	MATERIALS	SPACE
Self-awareness of healthy /unhealthy habits Understanding the difference between unhealthy and healthy habits	Post-its Box Flipchart for conclusions	No special requirements

#### Description

The participants are receiving 2 pieces of paper (small ones, or post-its) and they will write 1 healthy and 1 unhealthy habit. The mentor put all the papers written by the participants in a box and mix them (5 min). Each participant will extract one habit from the box.

They will be split into groups of 4-5 people. One of the participants will read the habit they took, talking about his/her experience with the habit, without naming the habit. The others will guess the habit and after guessing, they will discuss the habit, deciding in which way is healthy or unhealthy. They will repeat, until each participant is talking about the habit they took from the box. (35 min)

#### Debriefing:

Psychoeducation related with terms of healthy/unhealthy habits, underlining the fact that, even if some habits are unhealthy, what matters is the balance, attitude, and willingness to change - the non-pathologizing attitude of the mentor toward the unhealthy habits - transforming the blame and guilt in the will of change. (10 min)



### 3.4. MY RIGHT OF A HEALTHY LIFESTYLE

YOUTH



20 - 25

50 minutes

OBJECTIVES	MATERIALS	SPACE
Finding concrete solutions Underline the importance of the topic of healthy lifestyle to ensure the wellbeing of the people	Scenario printed on a paper/drawn on a flip chart A3 papers Pens Markers	To have enough space to create an environment with the Council

#### Description

The facilitator presents the scenario and the current situation, in which the participants find themselves. (5 minutes)

Scenario:

You are a resident/citizen of the beautiful “Sunny Country”, which is facing a strong increase in the price level (due to inflation) and other external causes. The government has decided to tax many healthy long-distance products (such as avocados, very healthy products that are not possible to produce at the local level) as well as all those not considered primary, keeping the other prices stable (for items such as bread, pasta, water).

Citizens don’t agree with these policies, as for them it starts to be very difficult to buy the products and healthy food they would like.

You belong to a party that cares about the welfare of its citizens. Economical and health aspects are key to ensuring the wellbeing of the citizens of the country. You have 20 minutes to draw up a proposal that is going to be presented to the government (25 minutes).

The proposal should include realistic solutions to allow citizens to be able to eat healthy food in the right place.

Once the proposals are ready, each group will have 2 minutes to present it, underlining why their proposal should be the favorite one (10 minutes)

#### Debriefing:

suggested question:

Why the winning proposal is more compelling?

Do you think that government has to take care of healthy product and protect them?

Do you know any laws at local or European level that guarantee the good quality of the products we eat?

(5 minutes)

### 3.5. PERSONAL PLAN FOR A HEALTHY LIFESTYLE

YOUTH  12 - 20

45 minutes

OBJECTIVES	MATERIALS	SPACE
Planning the change for a healthy lifestyle	A4 papers Annex	No special requirements

#### Description

The Facilitator gives each participant the annex of the exercise and they have to write what the following terms mean to them:

- eating
- physical activity
- emotional health
- mental health
- relational health (social)
- toxic habits

The participants need to split into small steps/ detailed actions that they can do to achieve health in each of the above fields.

After that, they need to go and discuss with the others from the group. When someone is talking, the other is only listening, not giving advice or recommendations, but they can ask clarification questions, in order to make clear for the person, the actions proposed.

#### Debriefing:

- What is the first step that you can do for a healthy lifestyle?
- How do you plan to implement it?



Annex

<b>Eating</b>	
<b>Physical activity</b>	
<b>Emotional health</b>	
<b>Mental health</b>	
<b>Relational health</b>	
<b>Toxic habits</b>	

### 3.6. MY OWN CHALLENGE

YOUTH  20 - 25

40 minutes

OBJECTIVES	MATERIALS	SPACE
Dealing with daily obstacles, finding ways to	A4 papers Pens Speaker	Indoor / outdoor

#### Description

Each participant starts working alone, thinking about what are the main challenges in his life, in terms of a healthy lifestyle. They have 5-7 minutes to write down on an A4 sheet of paper 5 questions they would like to receive an answer to. (10 minutes)

The facilitator creates small groups (ideally 5 people per group).

Each person receives 1 sheet of A4 paper (which is not theirs) and provides an answer to the first question they find on the sheet. Then, continue with the next round, where each participant answers the following question and so on, until all participants have answered all the questions and are back in possession of their original sheet. (15 minutes)

In the end, when the participants receives their original paper, they can take a look and choose the 3 most suitable and applicable solutions/answers for their life. and share in pairs what they think about it and how they think to fit it into the daily schedule. (10 minutes)

#### Debriefing

Participants share in pairs what they think about the solution chosen and how they think to fit it into the daily schedule. (10 minutes)

#### Tips for facilitators

Especially during the self-assessment parts, it would be great to have some music in the background.

### 3.7. PROBLEM TREE ANALYSIS

YOUTH  20 - 25

60 minutes

OBJECTIVES	MATERIALS	SPACE
Analyzing in depth the problems, their causes and effects, in order to define the appropriate solutions	Post it A4 paper Problem Tree Analysis draw	No special requirements

#### Description

Each participant thinks about which obstacles/problems prevent him from following a healthy lifestyle on a daily basis. Each participant has to identify 3 obstacles/problems, writing each one on a different post-it. All problems will be placed on a whiteboard. (5 minutes)

Once all the different obstacles have been grouped, the facilitator creates small groups of 3/4 participants. Each group will choose the problem they want to analyze, among all those previously proposed.

Once chosen, the first step is to analyze the causes, i.e. document the causes of the problem. What are the root causes of the problem? Start by discussing each cause, one by one, adding them below the line in the roots section (hidden part). (10 minutes)

When similar causes are mentioned, these can be grouped and labeled with a theme (creating a cluster). (5 minutes)

Participants repeat the process for branching effects, this time thinking about the visible effects and consequences of the problem. (10 minutes). Once the effects are documented, they are grouped and labeled with a theme (5 minutes).

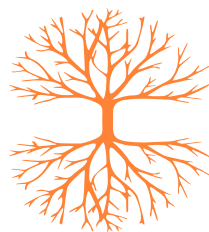
With the complete picture of the situation, the participants then propose some solutions to overcome this obstacle (10 minutes).

Finally, each group presents the results of their analysis of the problem tree.

#### Debriefing

Do you ever thought on the hidden part of your obstavles to have a healthy lifestyle?

Do you think that the solution proposed could be followed everyday?





### 3.8. RELATIONAL HEALTH

OBJECTIVES	MATERIALS	SPACE
Self-evaluating the relations Awareness of changing actions	Flipchart papers Markers A4 papers Pens	No special requirements

**Description**

The participants are asked to look and analyze the following:

1. How many people they have in their phone agenda
2. How many people they have as friends on Facebook/ Instagram
3. With how many people they interacted in the last week

For each of these categories, they will select 10 people/ category, with which they interacted the most (with most phone calls/ messages/ physical interaction) and what was the mental and emotional outcome from these relations - how they felt, what they learned, realized, etc. They will evaluate these relations from 1 to 10 (1 - not healthy, 10 - healthy relation). Before that, the mentor is explaining what a functional/ healthy relation means.

For each relation, they will write a small step as change in the relationship, that is in their control (the mentor is explaining that the change we can make is under our control and we cannot propose to change a relationship with the change of the other person), that would increase the grade they give to the relationship - 1 change per point. For example, if they consider the relation to be on 6, what small action would bring the relation to 7?

The mentor is splitting the group in small groups of 4 people and they need to write on a flipchart paper, at least 10 examples of small changes they can do for changing the quality of their relationship. They need to include actions for at least 3 categories of relations: familial, colleagues (from work or studies) and friends.

**Debriefing:**

The mentor is underlining the necessity of reflection of our relationships and the constant work we need to do in order to maintain healthy relations in our lives.

### 3.9. SHARING ABOUT YOURSELF

YOUTH  12 - 20

40 minutes

OBJECTIVES	MATERIALS	SPACE
Learning how to make the distinction between positive /negative Self-awareness about self-story	None	No special requirements

#### Description

The participants are split into groups of 3 people

Each round, the first step is that 1 person shares an experience about himself/herself to the second person, without the third hearing.

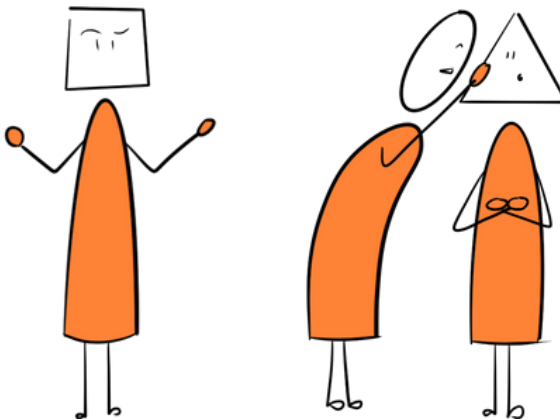
The 2nd step is re-telling the story to the third one, but underlining only the positive aspects (without interpretations, from an observer position).

The third step is re-telling the story to the first one

The first one is sharing into the group what surprised him and how he felt when he heard his experience from another perspective

#### Debriefing:

- What can you observe when you hear your story from an observer's position?
- How can you use this exercise to build a healthy lifestyle?



### 3.10. MINDFULL - FULL MIND

YOUTH  15 - 20

60 - 90 minutes

OBJECTIVES	MATERIALS	SPACE
Understanding the concept of Mindfulness and Meditation Practicing some mindfulness techniques and how we can integrate them in daily life Realizing the benefits of meditation	Watercolors Dark chocolate or any other food related item Visualization script - annex	First part with the definitions

#### Description

Intro: Grounding exercise:

Share 5 things you can see, four things you can touch, three things you can hear, two things you can smell, and one thing you can taste.

We start with definitions of mindfulness and meditation separately. First we ask participants to write one word they think of the terms and then they gather in groups of 3 and we try to define it as a group altogether. We share as a group thoughts. (20min)

Some videos to show: You can choose which one you think will resonate more with your target group.

<https://www.youtube.com/watch?v=ULJSacYFzzQ&t=3s>

<https://www.youtube.com/watch?v=w6T02g5hnT4>

<https://www.youtube.com/watch?v=o-kMJBWk9E0>

<https://www.youtube.com/watch?v=vzKryaN44ss>

Then you practice some mindful techniques preferably outside and maybe in a place where not many people are passing by:

Mindful observation: We go to the nature and we keep one element of nature to observe for couple of minutes

Mindful eating: We give them a piece of chocolate and we take all the sensations

Mindful drawing: We take some watercolors and we paint only with parts of our bodies or with pure elements of nature

Mindful Listening: We have some music and we try to focus on the melody, how it makes us feel and what it does to our body

Mindful Appreciation: Think of something we do every day or something that is automatic, explain how it happened, how it reaches you, for example the food you are eating, how it ended up to you, what was the process. Appreciate each step

Mindful Breathing: Breathing exercises guided by the facilitator. We breathe in 8 seconds and we hold our breath for 4 seconds and then we breathe out in 8 seconds.

A meditation is followed by a script which can be adapted and it is a visualization of various spaces.

And then you put some challenges for the other days or weeks:

Being mindful in some everyday activities:

- Washing hands.
- Stopping at a crosswalk.
- Looking at a clock or your watch.
- Eating.
- Brushing your teeth.
- Taking a shower.
- Dressing and undressing.
- Walking.

Try to think deliberately of the water passing in your hands, or how the water passes through your body, how you stand your feet to walk and the clothes touch your skin.

### **Debriefing:**

- How do you feel after this experience?
- How did the experience influence your body?
- Was this experience something new to you?
- Is there anything that you learned or discovered about yourself?
- Do you feel confident to implement elements of this experience in your daily life?

### **Tips for facilitators**

Try to practice reading the script of the visualization and even adapting it to your audience.

### **Variation proposals/ Adaptations**

You can choose which of the mindful exercises you would like to introduce to your participants and could make more sense to them.

## Annex

### Visualisation

Welcome to the present moment. Before we begin, remind yourself that this time is for you and you alone. Allow no distractions, no worries and no to-do lists to interfere with your time.

Take a moment to make yourself comfortable where you are. Maybe straighten your back or trace gentle circles with the nose, relaxing your neck. Relax your jaw by slightly opening your mouth, loosen up your eyebrows and slowly cover your eyes with your eyelashes. Once you've reached a place of stillness, begin to deepen your breath. In through the nose and out through the mouth.

Turn your attention to your breath and listen to the sound and movement of your everyday breath flowing softly in and out through your nose.

On your next breath, slowly breathe in and quietly count "one."

Breathe out and count "two."

Breathe in and count "three."

Breathe out and count "four."

Continue counting your breaths up to ten.

When you reach number ten, go back to number one and repeat the practice for a couple of seconds.

If your mind wanders during the practice and you lose concentration, that's okay. Just return your attention back to your breath and begin counting from number one.

Take back your attention to your body, starting from your toes, moving them around and then your knees, trying to weigh up your feet, then your hips, how they sit in the chair or couch or the floor, focus your back and how straight it is holding the back of the chair or the pillow.

Slowly go up to your chest and shoulders turning them into circles and then your hands and fingers intertwining them and gently touching your thighs.

You are going to be transported into a new room where I will guide you into it. Just remember to keep your eyes closed and your focus to the present, visualising the scene.

You just carry your body and mind into the scene barefoot.

Imagine an empty room and you are walking there and everything is so easy and smooth.

Suddenly you see a white door showing from the distance, you walk towards it and open it.

When you enter, you see the floor full of eggshells. You are actually walking around eggshells. Lot's of fragile eggs are everywhere around you.

What does it feel like when everything around you is fragile?

Keep walking and observe your feelings.

Now you are out of this room and you are back to the first room where everything is smooth and still. You walk around at ease. Your energy is flowing and spreading into the room and you feel like a feather.

While you are walking imagine that a very heavy weight lands on your shoulders and you are carrying it.

It is far too difficult to walk with so much weight. It is heavy but you keep on walking.  
What does it feel like to walk with so much weight on your shoulders?  
Finally, the weight vanishes into thin air. And you keep walking at ease in the same room.

And suddenly you see a blue door in front of you. You decide to open it and you enter there with your bare feet. The room is full of bubbles. Lots of soap bubbles fall from the ceiling. They are soft and playful. More bubbles around you!

What does it feel like to walk around bubbles?

Now you are out of that room, back again to the first room where everything is crystal clear. You keep walking at ease and once you see the floor you realise that you are walking on a tightrope. Be careful not to fall. It's a demanding process. You need to keep your balance all the time.

What does it feel like to walk in such a way that you can keep your balance?

Finally the tightrope goes away and you are back to the ease of walking.

Slowly slow down your moves and stop. Take a deep breath. Exhale slowly.

Continue breathing at your own pace and visualise your target group. Visualise the people you work with.

Now look back at the 4 metaphors. Visualise which metaphor represents your target group.

Do you perceive these people as fragile as eggshells? Heavy as a weight on your shoulders?

Playful as bubbles? Or demanding as if you are balancing on a tightrope?

Choose a metaphor that fits. If none fits, create your own word and the metaphor.

Think about it for a moment and simply observe your body how it reacts to it. Does it make you feel uncomfortable? Relaxed? How does your body automatically responds to your target group? Observe the feeling and let it go.

Slowly, put your attention back to your breathing. Feel the weight of your feet on the ground feeling your weight is being absorbed by the ground and slowly come back to the here and now. Once you feel ready, open your eyes and stretch your body.

### 3.11. DANCING EXERCISE

YOUTH



12 - 20

30 minutes

OBJECTIVES	MATERIALS	SPACE
Changing perspective about sport	Speaker	Outdoor / indoor with space to move comfortably

#### Description

Funky Groove: <https://youtube.com/watch?v=7xN8RIFcEQ8>

- exercise including music, dance, movement that can be done as an introduction or in the middle, to increase the energy in the group:

- including the idea that sport is something particular, that you can adapt to yourself
- movement gives a positive mood and emotional release, mind clarity
- as movement and music, can be anything that the facilitator decides, according also to the facilitator experience, style and the needs/ specific of the target group

After the first step of the exercise, each participant will search and will make a playlist for dance for the next 7 days. In the next meetings, they will share how was the experience of doing sport/ dancing each day, step by step.

#### Debriefing:

- How do you feel now?
- Do you feel confident to follow the instructions for the next days?



### 3.12. LIFE WITHOUT LIMITS

OBJECTIVES	MATERIALS	SPACE
Exploring inner universe and future ME	A4 papers Post-its Questions (see Mentor’s Guide, chapter Healthy Lifestyle)	No special requirements

**Description**

The participants will answer to the following 10 questions (each question on a post-it):

\*The mentor can choose a different number of questions, more relevant, from the following ones, or can create new questions, according to the group.

- How can I be more effective in my life?
- What are the core values that I want to base my life on?
- Who can be my mentor and help me achieve my goals?
- How can I be a better professional?
- What would make me a better listener?
- Who do I need to learn from to do my job better?
- How can I make myself heard in a positive way?
- What habit can I commit to that will change my life for the better?
- What commitments will make me a healthier person?
- What can I accept about my past that will enable me to move forward?
- Who can I forgive today so that I can let go and live my life?
- What resources are available to me?
- What do I really want?
- Where do I want to live?
- What colors make me feel happy inside and would improve my environment?
- What changes can I make to my home to make it more enjoyable?
- What do I want my finances to be like in a year?
- What choices do I need to make to achieve that goal?
- What do I want from my life partner that I am not getting right now?
- How can I ask for it so that I am more likely to receive it?
- What do I need to give in order to have my partner feel secure?
- How can I use my talents and passions to earn extra money?

For each question, there will be an A4 paper, on which the participants will stick the post-its with their answer for that question. The mentor is splitting the participants into groups, in order that each group have max 2 papers/ questions. They will work in the group and create a paragraph/ a story, integrating all the answers they found on the post-its from the paper. They will present the conclusions in the big group.



**Debriefing:**

- Are you satisfied with the results?
- Which question was the most challenging to answer? Why?
- Which story (answer) interested you the most? Why?
- Did you find the exercise useful?

### 3.13. HEALING THE INNER CHILD

YOUTH WORKERS, LEADERS



10 - 15

45 - 50 minutes

OBJECTIVES	MATERIALS	SPACE
Relaxing into own body Understanding where the anxiety lies in your body Sharing inner thoughts and feelings Expressing those emotions artistically	4 chairs per couple Notebooks Pens	Spacious room with big windows, as it is good to be in place inside, but also not too dark, to feel the energy of the light and sun

#### Description

Facilitator starts with a Tapping exercise: Explains the location of the tapping each time and doing it for 2 or 3 times.

Karate chop: pinky finger of your palm

Eyebrows: innermost part of both brows

Eyes: beside the eyes

Eyes: under the eyes

Mouth: under the nose and above the top lip

Chin: front of chin under the bottom lip

Collarbone

Under arm: a few inches below the armpit

While you are repeating the tapping in three rounds you are asking participants questions to reflect. You can choose to ask the question and they respond in silent to themselves or they will have to share in the group:

Round 1: Talk about your stressor. What is going on?

Round 2: Express how that stressor makes you feel.

Round 3: What would you like to feel?

Then you put 4 chairs for each pair. There will be a 20 minute exploration with the pair. 10 minutes for each one to share one thought/feeling they never shared to someone specific they would like to address. They will have an empty chair in front of them to visualize that they have this person in front of them and at some point they will go to the other chair to feel the others' shoes.

Then, they will gradually move to the third chair to be the observant and look at themselves and the person they are addressing. In the fourth chair their pair will be helping them to go through this visualization by naturally asking questions and making them reflect on some of their thoughts. Then when the pair will finish we gather altogether in the group and we give paper to each one or they use their notebooks, so they can do 3 activities: One they need to draw with their non dominant hand a memory from their childhood, then with their dominant hand they draw something that reminds them a moment that they were confused in life, they had difficulties in dealing with some issues. And lastly, they will draw with their mind a picture in their head that is ideal for them, a picture that they want to create now in their lives.

At the end you gather together in a circle holding hands to share energy with each other. You allow participants to share thoughts and feelings and how this activity made them feel.

### **Debriefing:**

- How was this experience for you?
- How does it feel to share the thoughts/emotions that you have never shared before?
- What you found challenging about this exercise? What? Why?
- What do you know now and you didn't know in that memory? What would you tell to your inner child to increase his/her trust in life and future? Write it on a small piece of paper, fold it and put it in your wallet to return to it and read it whenever you feel down emotionally.

### **Tips for facilitators**

Be prepared for some emotional rollercoaster and expression here. Make sure that after the activity they are really out of it.

### **Variation proposals/ Adaptations**

You could also make it as a reflection process in pairs where they will talk more freely about something that concerns them and the other person will be open to make questions.

You could make it like a simulation activity like a theater with roles and a script where all 4 chairs are filled with people and they are acting in a specific pattern or behavior, with extra care of triggers to participants.

### 3.14. WHAT IF...

YOUTH  15 - 25

45 minutes

OBJECTIVES	MATERIALS	SPACE
Developing an healthy lifestyle model and schedule for any kind of citizen	A4 paper Pens Markers	No special requirements

#### Description

Participants are divided into small groups (3-5 participants). Each group is assigned a character (age, lifestyle, job, educational level, family, city) and must create a weekly plan, including all the healthy activities they can fit into their routine.

Each group has 15 minutes to create this weekly plan and then share it with the others, via presentation (15 minutes total). At the end of each presentation, the other participants can provide behavioral suggestions to make the character even healthier.

At the end of the presentation of all 5 characters created, the debriefing takes place.

#### Characters:

- Paolo, 21 years old, student of economics in University (Monday-Friday 09am - 04pm), work in the pub 4 evenings per week (07pm - 02am), living in Paris (France)
- Karolina, 44 years old, lawyer and traveling a lot due to work (Monday-Friday 08h30am - 06h00pm), mother of 3 kids, living in Vilnius (Lithuania)
- Giannis, 61 years old, chemistry teacher (Monday-Friday 08h30am - 02pm), living with his wife in Thessaloniki (Greece)
- Rafaela, 30 years old, project manager in an NGO, single, living in Valletta (Malta)
- Simona, 49 years old, owner of her restaurant (Tuesday-Sunday 11am - 11pm), living in Berlin (Germany)

#### Debriefing:

- In your groups, find 3 adjectives to describe the exercise.
- Are you satisfied with the results of your work?
- Do you see any chance of implementing the proposed solutions in real life?
- What do you carry away from this exercise?

### 3.15. AN HEALTHY DIET

YOUTH  15 - 20

45 minutes

OBJECTIVES	MATERIALS	SPACE
Be aware of what we eat and how to combine it	A4 papers    Projector Flipchart    Pens Blackboard    Markers Presentations prepared	No special requirements

#### Description

Participants are divided into small groups (3-5 people).

The facilitator hands out a list with multiple foods and drinks to circle those that are good to consume on a weekly basis for nutritional balance. (5 minutes)

Each group presents the foods they have chosen and a comparison is made.

What, why yes and why not? (10 minutes)

The trainers collect the answers on the flip chart on the reflections of the participants.

What are the foods that ensure a balanced diet? The facilitator will show the video “The Six Basic Nutrients Affect Your Body”, [https://www.youtube.com/watch?v=inEP1ZZ\\_SfA](https://www.youtube.com/watch?v=inEP1ZZ_SfA)

The facilitator presents the importance of organizing food according to the nutrient base (water, vitamins, proteins, fats, minerals, carbohydrates (10 minutes)

Subsequently, the participants try to discover the 4 richest in these nutrients in each category and make the choice again of the foods they deem most appropriate (10 minutes).

#### Debriefing:

What surprised you? Do you think it would be difficult for you to make positive changes?

What would be the hardest thing to break from your habit?

### 3.16. COMMUNITY

YOUTH  12 - 20

30 minutes

OBJECTIVES	MATERIALS	SPACE
Self-awareness Connecting with the others	A4 papers Music	No special requirements

#### Description

The participants are asked to answer to some questions about themselves (10 min):

- What sports do you like?
- What are your favorite movies?
- What is your favorite food?
- What is your preferred leisure activity?
- What is your vice?
- What is your social media app that you use the most?
- What do you work/ study?

After answering the questions, they should walk in the room, finding something in common with at least one person. (10 min)

#### Debriefing:

Becoming part of the community means breaking the obstacle of communication skills and being part.

Did you know that you have so many things in common with the others?

### 3.17. THE HEALTHY SPACE

YOUTH



12 - 20

40 minutes

OBJECTIVES	MATERIALS	SPACE
Connecting with the space	A4 papers	No special requirements

#### Description

The participants are asked to describe their room (or the room they spend most of the time) or, if the mentor is considering that is appropriate for the group, to make some pictures of their room before and bring the photos to the workshop. They need to do a sketch of the room on A4 paper, trying to remember all the details of the objects. (7 min)

They will do a list of the objects they remember they have in their room. For each object, they will write (10 min):

- from when and where they have it (if they choose it or someone else choose it for them)
- in which way that object is useful for their life now
- what is the emotional significance of the object/ in which way that object is representing them.

They will share in pairs these details (20 min)

After the discussion, they will be back on their individual list and they will decide for 5 objects that they want to keep on long term, because are very useful for them, 5 objects that they want to keep because are emotionally important for them, 10 objects that they want to throw/ donate/ remove from their room, because is not useful/ they don't like etc and 5 new objects they want to put in their room, because are reflecting their new identity and change/ or are encouraging a healthy lifestyle. They will have this as homework until the next workshop, when they will tell how to declutter their room and reshape their environment. They will present in the big group the conclusions regarding what they decided.

#### Tips for facilitators

The mentor can use a motivational video/ or explanatory one regarding the importance of the environment in a healthy lifestyle

#### Debriefing:

How much of this stuff is sent to the device? Is everything you have necessary to function? where previously you could access that too much stuff is overwhelming? What do you think about the assessment that minimalism gives a sense of freedom and empowerment?

### 3.18. THE REAL ME

YOUTH



12 - 20

40 minutes

OBJECTIVES	MATERIALS	SPACE
Identifying the personal traits related with their own authenticity Self-evaluation of their relations with the others, in the present moment	A4 papers	No special requirements

#### Description

Each participant is asked to make a list of life areas, according to their relations with the others. They will mandatory include the following: professional identity, couple relationship, relation with the parents, peer relations, relation with themselves (inner self).

For each of these 5 life areas, they will reflect and choose a character who would reflect their attitude in that relation/ role/ area; the character can be a movie character, a cartoon one, a character from a story, an animal or a completely fictive character, invented by them. They are asked to describe in one paragraph for each character, the main traits, as a portrait.

The mentor will make an introduction of the concept of Authenticity, as being the moment in which we are alined as a person, know what our stable traits of personality, and our thoughts, emotions and behaviors are in coherence. In fact, the characters are the role in which we are everyday and we are in autenticity when the characters are very similar (not the same, but keeping the main traits, values and principle and attitude).

The participants are asked to:

- Identify and underline the common traits of the 5 characters, in the descriptions they wrote
- Identify the differences
- Write, for each character, at least 1-2 actions/ changes to be done, in order to create more common points between the characters (in fact, to identify and establish key changes to help them to arrive to a higher point of authenticity in their relations).

#### Debriefing:

- How did you felt during the exercise? What were the traits that surprised you identifying on yourself?
- Evaluating on a scale from 1 to 10, where are you in expressing yourself with authenticity? (1 – not at all authentic, 10 – 100% authentic).
- Where on this scale do you want to be and what is the major change you need to do in your mindset, in order to achieve it?



### 3.19. BEFORE AND AFTER

YOUTH



12 - 20

50 minutes

OBJECTIVES	MATERIALS	SPACE
Anchoring the change Self-evaluating the change	Materials for the portfolio A4 papers Coloured pencils	No special requirements

#### Description

Previously, the participants are asked to bring with them, on the activity, all the materials, annexes and worksheets they did during the program, in the workshops or as homework.

The participants are asked to return to the self-evaluation of the lifestyle they did in the beginning of the program (see ex. 2) and to read what they wrote then. They need to draw themselves, in a portrait, reflecting the way their lifestyle was. They need to include in their drawing also the bad habits or habits they had then, with symbols. (10 min).

In the second step of the exercise, they have another 15 min to put in order all the materials they brought with them and arrange them in order, as it was their changing process.

They will write on a paper, the algorithm of their change, finding keypoints, from 3 main perspectives: mental changes, emotional changes and behavioural changes (here are included behaviours regarding their daily routine and their relationships).

They will write also the effect of each of these changes, in their life.

After finishing reflecting on the process, they will put in a portfolio all the materials and in the end, they will do the portrait (a new drawing), called The New ME, including all the symbols of the new habits and the attitude they have now regarding themselves and their life. (15 min).

The facilitator will create a speed dating on which the participants will present themselves with their new identity (10 min).

#### Debriefing:

How did you feel about your new self? If you had to choose your identity, would you stick with your old one or choose a new one? and why?

### 3.20. MY LEARNING RIVER

YOUTH



20 - 25

60 minutes

OBJECTIVES	MATERIALS	SPACE
Analyzing our own healthy lifestyle, the milestones in our life and plan the next steps	A3 paper Colorful Markers	No special requirements

#### Description

Each participant has an A3 sheet available where they must make an assessment of their healthy lifestyle.

To build it, they will have to write all the main stages of their life, related to the theme of the healthy lifestyle, for example: started riding a bike; started smoking; starting a tennis course; change of diet, etc.

All the main stages must be written and/or drawn within the course of a river that the participant will draw on the sheet received. Each participant draws a river with a starting point (birth day) and an endpoint (next years), placing a dot that indicates the current moment (today).

All participants have 20 minutes to complete their course.

At the end, the facilitator creates small groups (4 participants) where everyone can share the salient moments of their life (related to the healthy lifestyle theme) (15 minutes)

#### Debriefing

What have you learned so far?

Did you find useful to look back to your habits in the past and to plan new for the next year? (10 minutes)

### 3.21. HEALTHY DAY / NOT HEALTHY DAY

YOUTH



12 - 20

60 minutes

OBJECTIVES	MATERIALS	SPACE
Self-evaluate the progress and the healthy lifestyle	A4 papers Coloured pencils Coloured paper Carton Different other materials for DIY calendars	No special requirements

#### Description

The participants are looking back on their objectives regarding the healthy lifestyle that they propose themselves at the beginning of the program. They will do a list of indicators of a healthy day, with scores for each indicator.

For example, they can have as indicators:

- drinking enough water (with the specification of the amount) - 1 point
- eating fruits - 1 point
- eating vegetables - 1 point
- sleeping enough (with no of hours) - 1 point
- meditating - 1 point
- sport (with the time, for example 30 min) - 1 point
- cultivating nice relations - 1 point
- thinking positive about themselves - 2 points
- avoiding vices - 2 points etc

At the end, they should obtain in each day a score of X from Y (where X are the points accumulated in a day and Y are the total points that they can accumulate). For example, Monday was a day of 7 from 11 (so the conclusion can be that it was a quite healthy day).

The participants have 10 min to think and do the indicators with the scores. After this, they will do a DIY calendar (with the materials they have) for evaluating the next days from a month. They will put in the calendar a symbol that represents their commitment to themselves to maintain a healthy lifestyle, in terms they proposed.

At a final round tour, they will say their conclusion about the healthy lifestyle and they will present their monitoring calendar to the mentor and to the other colleagues from the group.

#### Debriefing:

- The mentor is underlining that monitoring the change at the end of the process and doing follow-up activities has the same importance as the changing behaviours, because it maintains the change and strengthens the neuronal circuits of the new habits. Without this maintenance, the mind is losing progress and the old habits are coming back, replacing the new ones.

# 4. CRITICAL THINKING & PROBLEM SOLVING

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Critical thinking is the reasonable and reflective thinking focused on deciding what is correct or not. It means asking ourselves questions like “How do we know?” or “Is this true in every case or just for this occurrence?” It involves being skeptical and challenging assumptions rather than simply memorizing facts or blindly accepting what you hear or read.

Problem solving is the action of identifying a problem; it implies a determination of the cause(s) of this problem; identifying, prioritizing, and selecting alternatives, and implementing a suitable solution.

This chapter will be focused on these two topics. You will find the following exercises:

- Self-evaluation exercises (be aware of where you are with your critical thinking and problem-solving skills) - 3 exercises
- Process of change (implement how you can start using critical thinking in problem-solving) - 15 exercises
- Maintaining the change (how to assess methods) - 6 exercises

## 4.1. MY INSPIRATION!

YOUTH IN SCHOOL  Group/Individual

15 minutes

OBJECTIVES	MATERIALS	SPACE
To find traits that define your values	Piece of paper Pencil/Pen	Room, open space, desks

### Description

List the five people and characters you admire most. These people can be from the past or the present or from fiction.

- n. 1. \_\_\_\_\_
- n. 2. \_\_\_\_\_
- n. 3. \_\_\_\_\_
- n. 4. \_\_\_\_\_
- n. 5. \_\_\_\_\_

Think of a trait that all the people you admire have in common. Write it below.

Think of a trait you have in common with them \_\_\_\_\_

Think of traits from that characters that you wanna achieve

Think of traits from these characters that you want to throw away

### Debriefing

The participants should discuss with the others what made them choose these people.

### Tips for facilitators

You can make with different categories of people: politicians, movie characters, etc.

## 4.2. DRAW YOUR AVATAR

YOUTH, YOUTH WORKERS



max.20

40 minutes

OBJECTIVES	MATERIALS	SPACE
To analyze your own strengths and abilities	A4 papers Markers Pens	Space with desks

### Description

Each participant receives an A4 sheet. On this sheet, he must draw his own avatar, which is an image chosen to represent his own user in virtual communities, meeting and discussion places, or online games.

He has to think about his lifestyle, his job, his family, his health, his hobbies, his experiences. In particular, he must underline his own strengths and the skills that distinguish him.

Pairs are formed and everyone shares their avatar with another person. In particular, each participant asks the other for advice on how to improve skills/exploit their strengths.

Other pairs are formed (randomly) and you proceed to share your avatar again, with the focus on your skills.

At the end of these 2 rounds, each participant goes back to his sheet and underlines 3/4 main points that he will want to implement in his life to improve his qualities, also writing his motto.

### Debriefing

The facilitator can ask to the participants:

- Was it easy or difficult to create your avatar?
- Have you discovered some strengths about yourself which you didn't know you had? And about your partner?
- What skills would you like to implement or develop more, after doing this activity?

### Tips for facilitators

It is important to make sure that there is an even number of participants. If not, the facilitator may take part in the sharing part of the activity as well.

### 4.3. WHAT WOULD YOU DO IF...?

YOUTH  approx. 20

50 minutes: 10 mins for pie chart 40 for group

OBJECTIVES	MATERIALS	SPACE
To identify problems and to find solutions	Piece of paper Pencil/Pen Post its Board Mentimeter	Room with open space and desks

#### Description

1. Each participant receives an A4 sheet. On this sheet, he must draw his own avatar, which is Introduction about areas (e.g. family, work, friendship, relationships, health).
2. Then, the areas are divided on the board.
3. Each participant picks the ones he is good at, writes his name on a post-it and puts it on the board in the areas he is good at.
4. Each person picks the ones he is bad at and puts a post-it on them.
5. The post-its for good and bad should be divided by colors.
6. Using mentimeter, participants write their problem anonymously without judgements.
7. Each participant picks the problem he is bad at from the mentimeter screen or he can use his own problem
8. Participants have a blank paper and define a problem, choosing from their own or they can pick from the board and try to create your way of creating a solution
9. Participants tell their problem to another person who is good at that area, checking from the board and ask how would they solve it, or listen to them about their way of problem solving
10. The participants compare and review their solution
11. It should be done a discussion at the end.


#### Debriefing

The facilitator can promote a discussion/reflection time for the participants to explain if this exercise helped them in any way, if they feel more prepared for find different solutions for future problems or challenges, etc.

#### Tips for the facilitator

Let enough time at the end of this activity for participants to share their impressions and feelings, without any judgement.

## 4.4. TELL AND FIND

YOUTH  1 to 1, several groups

15 minutes

OBJECTIVES	MATERIALS	SPACE
To find a solution to a problem	Piece of paper Pencils	Room with open space and desks

### Description

The exercise consists in writing down a problem the participants are questioning how to solve. It has to be an easily solvable problem yet challenging for them. The participants should write down their situation, and try to explain it to the other person in 3 steps.

The first step as it comes to their mind, follow their stream of consciousness.

In the second step, try to summarise the problem in a few lines.

In the third step, their problem has to contain just keywords. By simplifying it, the participants will naturally come to a more straightforward solution.

Finally, the other person shares his understanding of his problem:

- Do you find it easier to cope with your problem?
- Do you recollect any other similar situation that happened to you?
- How did you solve it?
- Think of 1 step to start

### Debriefing


Was it more simple to focus on what's the problem? Was it easier to find a direction to the solution?

### Tips for facilitators

Suggestion to not intervene to help the other person on the problem but to listen and understand



## 4.5. PROBLEM SOLVING BALL

YOUTH  1 to 1, several groups

20 minutes

OBJECTIVES	MATERIALS	SPACE
To find a solution to a problem	A ball	Room with open space and desks

### Description

For this activity, the participants will play as a big group and they are going to create a story of a problem to solve, as the ball passes, the story moves on but it is highly structured by the facilitator.

1. First, the facilitator introduces the 5 steps of problem-solving.
2. Later, he gives them a problem like the ones above. "You are doing well in college, and most of your college and living expenses are covered. You have a financing problem".
3. The facilitator throws the ball to a person who will find a solution and throws it to another who tells a solution until the facilitator moves on.
4. One participant picks a solution and the next person tells what happens if it works or not as a story.
5. The last participant says if satisfied or not, and brings another problem. If not, the facilitator brings one.


It can be played one or two rounds.

### Debriefing

The facilitator can promote a discussion/reflection time for the participants to explain if this exercise helped them in any way, if they feel more prepared to find different solutions for future problems or challenges, etc.



## 4.6. CHOOSE YOUR SIDE!

YOUTH  1 to 1, several groups

30 minutes

OBJECTIVES	MATERIALS	SPACE
To express your ideas	No specific materials	Room with open space and desks

### Description

The participants will do a debate activity. The facilitator will ask questions to the participants, who will need to choose a side of the room for expressing their opinion: one part of the room corresponds to “agree” and the other part to “disagree”.

The facilitator keeps asking questions until there’s a topic in which the participants are divided into two groups of a similar length corresponding to the two positions. If there are not an equal number of team players, he asks another question.

After this, the two teams will discuss the issue, defending the two different positions. For doing so, the teams will have some time for discussing, getting ready, and finding a strategy. Then the two teams will discuss the topic. Every person will say something about the topic. At the end, they vote which team wins the debate.

Topics for discussion:

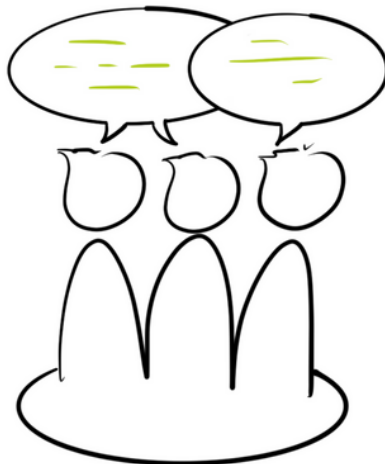
- Should we ban homework: does homework promote learning?
- Is it appropriate to allow students to create their own curricula?
- How essential is a college education?
- Banning mobile devices (cell phones, smartphones) at schools: yes or no?
- Should college education be compulsory?
- Is homeschooling better than a public or private school education?
- Should all people become vegetarian?
- Kids are smarter than grown-ups. Agree or disagree?
- Math is an important subject to learn. Agree or disagree?
- Would you rather be good at sports or good at exams?
- Humans are the most dangerous animals on the planet. Agree or disagree?
- No one should ever tell a lie. Agree or disagree?
- Which is better, chips or ice cream?
- What’s more important, being good-looking or being smart?
- What’s the best pizza topping?

- Smart phones' make us stupid. Agree or disagree?
- Would you like to live forever?
- Who are better teachers, men or women?
- Summer is better than winter. Agree or disagree?
- What came first, the chicken or the egg?
- Which makes a better pet, cats or dogs?

### Debriefing

The facilitator can ask to the participants:

- Was it challenging for you to express your ideas? In affirmative case, why? How did you solve it?
- Did you feel supported by your group?
- Have you changed your opinion about the chosen topic, after the discussion? In affirmative case, why?
- What have you learnt from this activity that can be useful in your daily life?



## 4.7. IT'S PROMOTION TIME!

YOUTH  15 - 25

40 minutes

OBJECTIVES	MATERIALS	SPACE
To find a solution in a given context To come up with ideas to overcome any obstacle	Object with no particular value	No special requirements

### Description

The participants are divided into small groups of 4. Each group has to find an object that has no value in its current state (a pen that doesn't write, a phone without battery, etc.) and has to define a strategy that allows it to be promoted in the best possible way.

Each group presents its idea in front of the audience, highlighting the advantages of the product itself.

At the end of each group's presentation, all participants have the right to vote for the proposal they found most convincing. The proposal that obtains the highest number of votes is the winning one.

### Debriefing

The participants should analyze the different ideas that led them to the creation of the final dissemination strategy.

## 4.8. WHAT IS MY HAT?



OBJECTIVES	MATERIALS	SPACE
To analyse the same situations with different perspectives	6 hat method legend printed A4 paper with different colours Pens	No special requirements

### Description

The activity refers to the 6 hats method, developed by Edward de Bono to clarify the different ways of thinking used by people in the context of problem solving.

With the six hats technique, the facilitator tries to represent six directions of thought contained in six imaginary hats. When a problem arises or we try to make a decision, each hat will give the participants a premise, a vision, a precise pattern.

The facilitator explains the model, illustrating the different types of hats (5 minutes) and gives to the participants the legend printed.

Six Hat technique:

- White hat: it is about data and information, it is a neutral and objective point of view without any judgment. (What are the facts? What information is available?)
- Yellow hat: it brings out all the positive aspects, is optimistic and very constructive. It is about visions and dreams. (What are the benefits and the advantages?)
- Red hat: it is about feelings, emotions and intuition. When wearing it, you don't have to think too much or too hard. Red hat brings an emotional view (What do you feel about this situation?)
- Green hat: it is the creative hat and it is used to generate new ideas, new concepts (What can be done?)
- Black hat: it gives serious opinions, is cautious, as it is about risks, dangers, obstacles, problems (What are the difficulties and problems that may arise?)
- Blue hat: it is the disciplinary hat, planning, organizing the thinking process. The blue hat is all about planning the next steps, making conclusions, summarizing.

Legend:

White: Facts and Information

Yellow: Positive

Red: Feelings and Emotions

Green: Strategy

Black: Negative

Blue: Planning/Action

Then 2 groups are created. In each group, there is a reference situation/context, given by the facilitator, depending on his target group (it can also be created by the participants). In the group, each participant chooses a hat to wear and acts accordingly. All the details and points of view are noted and shared in the group (15 minutes).

### **Debriefing**

When completed the task, the group in plenary discuss or reflects about the activity (10 minutes).

### **Tips for facilitators**

Take time to explain the different hats and meanings, making sure the participants have time to ask some questions (be prepared with some examples)

## 4.9. REFLECT ON NEWS

YOUTH IN SCHOOL



Group/Individual

30 minutes

OBJECTIVES	MATERIALS	SPACE
<ul style="list-style-type: none"><li>• To analyze the information</li><li>• To improve critical thinking</li></ul>	<p>Piece of paper Pencil/Pen News which are printed on papers</p>	<p>Room with open space and desks</p>

### Description

The facilitator sets 4 tables and puts a news report to work on each table. The news should be from different areas, health, politics, social media news (Twitter), etc.

The facilitator tells participants to go to each table, discuss the news and answer the questions below:

1. What's happening? Gather the basic information and begin to think of questions.
2. Why is it important? Ask yourself why it's significant and whether or not you agree.
3. What don't I see? Is there anything important missing?
4. How do I know? Ask yourself where the information came from and how it was constructed.
5. Who is saying it? What's the position of the speaker and what is influencing them?
6. What else? What if? What other ideas exist and are there other possibilities?
7. How would you change the title of the news?

### Debriefing

After the participants talked about them, they discuss in general about the questions:


1. What strategies did you use to analyze the data in the news?
2. Do you think are they reliable?
3. What do you use to get information in general?

### Tips for facilitators

You must be careful when choosing the news! Check the source and try to not include news from twitter or less trustful channels.

You can also use Padlet to show the news.

## 4.10. MOVIE SCENES

YOUTH  1 to 1, several groups

15 minutes

OBJECTIVES	MATERIALS	SPACE
To observe and predict future events better	Piece of paper Projector Computer speaker Internet connection	Room with open space and desks

### Description

The facilitator shows a quick scene from a movie, but he stops it before the ending. It has to be a key scene where something is about to happen. Then, in small groups, participants will discuss what they think that it's about to happen and the possible outcome.

Suggested materials:

Charlie chaplin videos can be used

<https://www.youtube.com/watch?v=Jf25OYtBhFM>

or what is next videos,

<https://www.youtube.com/watch?v=qyzaLMHxVw0>

### Debriefing

The facilitator asks the following question and discuss:

- How did you predict what will happen?
- At the end come to the point of “A good observation is helping us to understand problems better”

### Tips for the facilitators

You can download the video before the session. Choose the concrete moment when you are stopping the video, depending on your target group.



## 4.11. WHO DRAW WHAT

YOUTH, YOUTH WORKERS



15-21

20 minutes

OBJECTIVES	MATERIALS	SPACE
<ul style="list-style-type: none"><li>• To adapt to different critical thinking perspectives</li><li>• To develop your imagination</li></ul>	A4 papers Markers Papers with the sentences to be used	No special requirements

### Description

The facilitator creates small groups of 3 participants.

In each group, there are two people who will be able to read a sentence and one participant will not.

The two participants have a sheet where they will have to draw the content of the sentence, so that the third participant can guess the final result.

The first participant starts drawing the content of the sentence and after 30 seconds the other participant will continue. The third will try to guess the content of the sentence.

Throughout the exercise, the participants cannot talk to each other.

### Debriefing

The facilitator can ask to the participants the following questions, in order to generate a reflection/discussion moment:

- Was it easy or difficult to guess what was the drawing?
- How did you feel working together with your partner, but without speaking?
- What have you learnt from this activity?

### Tips for facilitators

Before the sessions, you should prepare the sentences you are going to use, depending on your target group.

It would be important to be sure you can make different groups of 3 participants.

## 4.12. WORDS CHAIN

YOUTH IN SCHOOL  Group activity

15-25 minutes

OBJECTIVES	MATERIALS	SPACE
To develop: <ul style="list-style-type: none"><li>• Strategic thinking</li><li>• Quick reaction</li><li>• Adaptation capacities</li><li>• Cooperation skills</li></ul>	Piece of paper Pencil/Pen	Room with open space and desks

### Description

For this game, the participants will create groups of three. In each of the three rounds, two of them will be provided with a list of words that the third partner will have to guess. To do that, the first two people have to coordinate with each other since they have to speak one by one, saying one single word at a time. This way, player A says one word, player B the next one, and so on, until they form in this way a definition or sentence for making the player C to guess the secret word. Each round will last 4 minutes, in which they should try to guess the maximum number of words possible. Each group will do 3 rounds changing the roles each time.

This game will force participants to think quickly and strategically for giving a quick response in front of a stimulus -in this case, the word given by the partner-. This way, the objective is to improve their ability to adapt themselves to different contexts in which they have to achieve an objective while being under pressure -in this case, because of the time constraint as well as the limited possibility of freely speaking-. In addition, by doing it in teams, the ability to perform problem-solving collectively is also strengthened, as participants need to learn how to coordinate with their partners and achieve the objective together.

### Debriefing

The facilitator should ask the participants some of the following questions, in order to generate a reflection/discussion among the whole group:

- Was it easy or difficult for you the coordination with your partner without speaking?
- Was it easy or difficult to adapt yourself to the time limits?
- What rules are you feeling more comfortable with? Why?
- Do you think that collaboration makes possible greater results?
- Has this exercise helped you in any way? In affirmative case, explain it.

### Tips for facilitators

Perform a round before to make it easier for participants to understand the rules of the game.

## 4.13. FOLLOW INSTRUCTIONS

YOUTH, YOUTH WORKERS



approx. 20

45 minutes

OBJECTIVES	MATERIALS	SPACE
<ul style="list-style-type: none"><li>• To learn how to adapt in different contexts</li><li>• To focus on verbal and non-verbal communication</li></ul>	Papers with the task to be performed Pens	No special requirements

### Description

Participants walk around the room randomly. When the facilitator says "stop" (or stops the music) everyone stops and finds a partner, with whom they will start the first round of the exercise.

In each round, there will be one participant who will be the guide and another who will be guided in performing an action.

#### First round

A) The driver must tell the other to take a pen and place it on the table. To do this, he will be able to speak in English but without saying the name of the object (only by finding synonyms). (4 minutes)

B) The driver must tell the other to take his phone and take a picture of the sky. To do this, he will be able to speak in English but without saying the name of the object (only by finding synonyms) (4 minutes)

The participants resume walking and when the music stops they will form a couple with another person.

#### Second round:

A) The driver must tell the other to write on a piece of paper which are the 3 culinary foods he loves to eat the most. In this case, to do so he will not be able to speak in any language, only use non-verbal communication (4 minutes)

B) The driver must tell the other to write on a sheet of paper 3 countries that he wants to visit in the near future. In this case, to do so he will not be able to speak in any language, only use non-verbal communication (4 minutes)

The participants resume walking and when the music stops they will form a couple with another person, being sure that they are not with a person from their own country.

#### Third round:

A) The driver talks about his favorite passion/hobby. In this case, he will have to tell this situation using his own language, with the support of non-verbal communication (4 minutes)

B) The driver talks about his favorite dish. In this case, he will have to tell this situation using his own language, with the support of non-verbal communication (4 minutes)

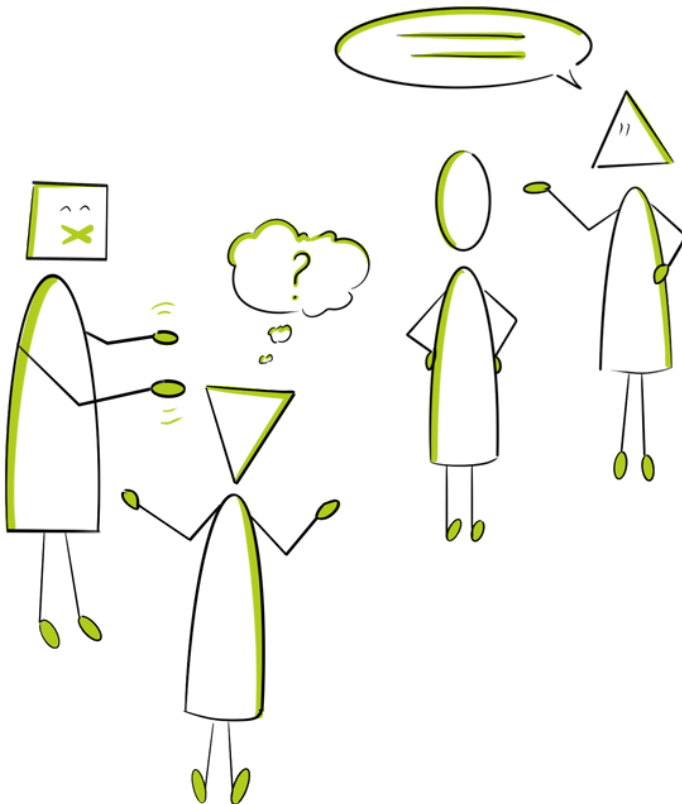
At the end, the participants reflect on the 3 different situations that occurred, analyzing how they interacted and the strategy used to make themselves understood by the other (5 minutes).

### Debriefing

Participants can share the experiences of the various rounds (5 minutes)

### Tips for facilitators

Make sure there is an even number of participants. If not, you can make groups of 3 (instead of working in pairs)



## 4.14. PROBLEM STEPS



OBJECTIVES	MATERIALS	SPACE
To improve problem-solving ability by being able to identify and understand the logic succession of steps for solving a problem	Piece of paper Pencil/Pen Printed materials with the description of the steps	Room with open space and desks

### Description

The participants can work on this exercise as a whole group or the facilitator can divide them into small groups. The participants or small groups will be given a certain problem as well as various rectangles of papers, each of them containing one of the steps of a proposed path to arrive at a possible solution, but the steps are not in order. Thus, participants must order the pieces of paper logically from first to last.

### Debriefing

The facilitator can ask the participants: was it challenging for you, as a team, establishing the order of the steps? Why? What have you learnt from this exercise?

### Tips for the facilitators

You should cut the rectangles with the steps before the session

<b>Problem 1:</b> A student failed an exam
She asks to see the exam to check which were your mistakes. She even asks the teacher to review it together to better understand the mistakes.
She makes a self-critic analysis: what is the cause behind the mistakes in the exam? Is she struggling to understand the basic concepts of the subject? Did she start to study in advance with enough time?
She organizes in advance a study-program for the next exam, preparing a study-calendar, and organizing the materials that she needs to study.
She asks for help from a schoolmate that is good in the subject and she asks her the doubts she has.
Before the exam, she checks her knowledge by performing tests and exercises.

**Problem 2:** A boy wants to go to the concert of his favorite singer but he doesn't have the money for the ticket.

He analyzes the situation: how much money does he have? How much money does he need?

He makes a list of the possible things he could do to earn the money, analyzing each one to understand which one is more convenient.

As he's great in math, he decides to offer private lessons to younger students. He develops an action-plan: which price should he fix? How many times a week does he need to do the lessons?

He starts contacting interested people and arranging the lessons.

He starts working and saving the money earned in a closed box so it's impossible for him to spend it in advance until the concert-day.

**Problem 3:** A women has to present a project in her office but she's afraid of speaking in public

She does previous research: which is the context, who will be the audience, which is the time available for her presentation...

She writes the script in advance to have a clear idea of the points she has to cover and the things she wants to say.

She practices several times, in front of the mirror and also in front of her family and friends.

She calms her anxiety by doing breathing exercises.

**Problem 4:** You need to tell a beloved friend that they acted wrong but you're scared of hurting her/him

Think in advance what you need to say to the other person, which is the best way to do so, and choose the right words.

Start the conversation saying something nice to create a good environment for dealing with the issue and making clear that you appreciate the person even though the mistake she/he made

Be straightforward about the mistake since beating around the bush tends to make things confusing. After you've brought up the mistake, spell it out clearly so there's no confusion. Try not to be mean or rude about it, and just state the facts.

Listen to the other person's response. Listening to them will make it feel less like an accusation and more like a conversation.

Offer constructive feedback and your help. Phrase your criticism in a helpful way to avoid blaming or shaming.

**Problem 5:** You want to be a more active citizen but you don't know how to contribute

Investigate about current problems and needs of society, for example at your home town, in your country or at the transnational level.

Think how you could contribute to solve them, and what activities you could perform with your skills and time available.

Search for local groups and associations in your city dedicated to the topic you decided you're interested in and contact them.

Start getting involved little by little, assuming progressively further consciousness and responsibility.

Benefit from the network you've created to discover further opportunities to increase your contribution, for example at the European level through the different opportunities offered by EU institutions.

## 4.15. MAKE A PAPER AIRPLANE

YOUTH, YOUTH WORKERS



20 - 25

30 minutes

OBJECTIVES	MATERIALS	SPACE
<ul style="list-style-type: none"><li>To develop a winning strategy in the shortest possible time</li><li>To learn how to adapt/modify one's strategy according to different contexts/situations</li></ul>	<p>A4 paper Scissors Tape</p>	<p>It would be nice to have enough space in the room, to play the paper airplanes game</p>

### Description

The facilitator provides an A4 sheet to each participant. Each participant builds a paper airplane (5 minutes).

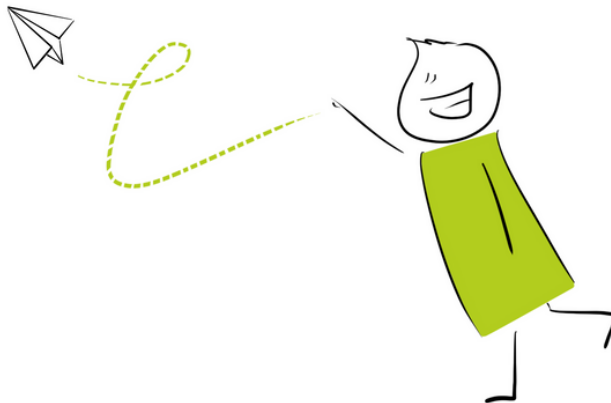
When all the participants are ready, they can move to a corner of the room and each one, in order, starts launching his own airplane. The goal is to get as far as possible.

The person who sends the plane furthest up to 3 times (10 minutes) wins the game.

### Debriefing

The facilitator can ask to the participants:

- What was the initial strategy?
- Have you changed the strategy? If yes, why?
- How can you adapt this exercise to reality?





## 4.16. SURVIVAL ON THE MOON

YOUTH IN SCHOOLS



Group activity

30-40 minutes

OBJECTIVES	MATERIALS	SPACE
To work on the ability to discuss/debate, expose our ideas to the others and make group-decisions to solve a problem collectively.	Piece of paper Pencil/pen Printed materials Projector (if possible)	Room with open space and desks

### Link to printable materials:

<https://www.csuchico.edu/anthmuseum/assets/documents/nasa-exercise-survival-on-the-moon.pdf>

### Description

Participants will be presented with a fictional scenario in which they are members of a space crew that has landed on the Moon and needs to reach the mothership. Because of technical problems, they have landed 350 km apart from that point, and much of the equipment has been damaged. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the trip. The task of the participants is to rank in order 15 items in terms of their importance for the crew (giving a value 1 for the most important one and 15 to the least important one).

Participants will perform the activity first individually (5-10 minutes), keeping their responses in a piece of paper. Later on, small groups will be formed (ideally from 3 to 5 participants), repeating again this process, this time, confronting their responses. The group will need to debate to reach a collective answer (20 minutes).

After this, NASA's rank will be shown. The idea is that participants compare their individual and collective responses with NASA's list. Did they perform better when working alone or in groups? Was it beneficial to work in groups?

The main idea is the participants to work on the ability to think critically in order to make decisions, both individually and collectively, as well as how to work in teams, expose their ideas, debate and listen to their partners.

### Debriefing

It's key to reflect on how the participants can benefit from the help and contribution of others to achieve better results.

# SURVIVAL ON THE MOON - INSTRUCTIONS

## Scenario:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 miles from the rendezvous point. During reentry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15 for the least important.

## Ranking:

- \_\_\_\_\_ Box of matches \_\_\_\_\_
- \_\_\_\_\_ Food concentrate \_\_\_\_\_
- \_\_\_\_\_ 50 feet of nylon rope \_\_\_\_\_
- \_\_\_\_\_ Parachute silk \_\_\_\_\_
- \_\_\_\_\_ Portable heating unit \_\_\_\_\_
- \_\_\_\_\_ Two .45 caliber pistols \_\_\_\_\_
- \_\_\_\_\_ One case of dehydrated milk \_\_\_\_\_
- \_\_\_\_\_ Two 100 lb. tanks of oxygen \_\_\_\_\_
- \_\_\_\_\_ Stellar map \_\_\_\_\_
- \_\_\_\_\_ Self-inflating life raft \_\_\_\_\_
- \_\_\_\_\_ Magnetic compass \_\_\_\_\_
- \_\_\_\_\_ 20 liters of water \_\_\_\_\_
- \_\_\_\_\_ Signal flares \_\_\_\_\_
- \_\_\_\_\_ First aid kit, including injection needle \_\_\_\_\_
- \_\_\_\_\_ Solar-powered FM receiver-transmitter \_\_\_\_\_

## 4.17. QUESTION YOURSELF

YOUTH  Individual

15 minutes

OBJECTIVES	MATERIALS	SPACE
To evaluate the personal progress	Paper Pencils	Place with desks

### Description

The facilitator will ask the following questions to the participants:

- How would you present a new idea to your peers? Think about what ways you learn the best, whether they be visual, audible, reading/writing, or kinesthetic. Find a way to incorporate some of these learning methods into your answer. Ex. answer: I find that the most effective way to learn a new idea is through a visual presentation. That's why when giving a presentation to my partners, I would make sure to incorporate, charts, photos, videos, and other visuals.
- What would you do if a schoolmate was finding it challenging to understand what you were presenting?
- Explain your decision-making process.
- What is the most difficult school-related decision you've ever had to make?
- What would you do if you noticed your teacher made a mistake?
- What would you do if you needed to make a decision without complete information?
- Are you open to new concepts and ideas?
- How does communication help with your critical thinking abilities?
- Share a time you had to use critical thinking to solve a problem.
  - add a chart that summarizes the answers: Visual problem solver

### Debriefing

Have you learnt something new about yourself, functional, method? How this is important for the next steps?

## 4.18. WHERE IS THE TRUTH

YOUTH, YOUTH WORKERS



approx. 20

40 minutes

OBJECTIVES	MATERIALS	SPACE
To analyse events, situations, facts from different perspectives	Flipchart/presentation with proverbs A4 papers Pens Markers	No special requirements

### Description

The facilitator starts the activity by presenting several proverbs which contradict each other. For example, he can choose from these below (10 minutes):

1. Haste makes waste / Time waits for nobody
2. You're never too old to learn / You can't teach an old dog new tricks
3. It's better to be safe than sorry / Nothing ventured, nothing gained.
4. Many hands make light work. / Too many cooks spoil the broth.
5. Absence makes the heart grow fonder / Out of sight, out of mind.
6. If at first you don't succeed, try, try again / Don't beat your head against a stone wall.

Participants can choose which pair of proverbs they want to work on. Once decided, the facilitator writes the selected proverb on a post-it and its opposite on another post-it.

2 groups of participants are created and each group receives a proverb.

Each group thinks of some useful examples/explanations to support their proverb (15 minutes)

At the end, the groups face each other, presenting the results of their analysis, proving that their proverb contain an obvious piece of truth (15 minutes)

### Debriefing

The facilitator can propose the following sentences to start a discussion/reflection moment among the participants:

- When people learn or accept a claim, they have no difficulty finding supporting evidence.
- We must have an open mind to accept both perspectives.

### Tips for facilitators

Make sure to have the proverbs written on a flipchart and/or show them with the projector. During the debate, it is important that the 2 groups are not losing the focus and deviating from the main topic.

## 4.19. DO YOUR ACTION CHECKLIST

YOUTH



Individual

20 - 30 minutes

OBJECTIVES	MATERIALS	SPACE
To learn how to develop clear strategies that can be sustained over time to achieve objectives.	Piece of paper Pencil/Pen Printed version of materials (weekly planner)	Room with open space and desks

### Printable weekly planner:

[https://www.canva.com/design/DAFgEOB0\\_gE/tGUJGDkMs73SeVAQ2P\\_x8A/edit?utm\\_content=DAFgEOB0\\_gE&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFgEOB0_gE/tGUJGDkMs73SeVAQ2P_x8A/edit?utm_content=DAFgEOB0_gE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

### Description

1. Participants will be asked to quickly write in a paper objectives they would like to achieve in the future, their dreams... The idea is to write quickly whatever comes to their minds without judging the ideas or analyzing if it is reasonable or easy to achieve.
2. Then, they will be asked to choose only one of them. The participants need to write down the main obstacles or difficulties that are preventing them or could prevent them to achieve it in the future. Ideally 3 to 5.
3. Having also these problems in mind, they have to think of a strategy to overcome these difficulties and achieve their objectives: they have to decompose the objective in main steps, just a few of them.
4. Additionally, they have to analyze these steps and think which ones could be achieved in the “short-term” and which ones correspond to the “long-term”.
5. Focusing on the steps for the short-term, they will have to decompose these again into smaller and more specific activities for the next months (for example, 3 although this could be flexible). This way, participants will come with their “action list” for the next few months.
6. Finally, using the template of the weekly-planner they will be provided, they have to plan the next week, including the activities they identified as needed for achieving their objective in the long-term.

### Debriefing

The facilitator can ask to the participants the following questions:

- Has this activity helped you to improve your ability to think and organize strategies for change, sustained over time?
- Has this activity motivated you for starting the action and achieve your objectives?
- How can you extrapolate this activity to your daily life?

## 4.20. SHOW AND REVIEW

YOUTH IN SCHOOL  Group/Individual

60 minutes

OBJECTIVES	MATERIALS	SPACE
To learn how to develop clear strategies that can be sustained over time to achieve objectives.	Piece of paper Pencil/Pen Three boxes Post its Checklist	Room with open space and desks

### Description

There are 3 boxes/recipients and the facilitator gives participants 3 different colors of post-it

- On the first one, they are going to write one adjective that describes them (fast, smart, kind, funny)
- On the second, the participants are going to write an object
- On the third one, they are going to write a problem about relationship, friendship, health, etc.

The participants fold them and put them in different boxes and mix. The participants are divided in small groups and they draw one from each of the boxes, and work on the problem solving involving all of the features or objects in the papers.

The facilitator introduces them the checklists that they are going to have and use, as a guide and pointing rubric in the presentation part.

After that, the groups present their ideas in an expression they like, such as theater, poster, dance, song, poem, story. In the end, the other participants point them on mentimeter and comment.

### CHECKLIST:

- Effects on your objective?
- Individuals and/or groups affected?
- Costs involved?
- Tangibles involved (material, equipment, etc.)
- Moral or legal implications?
- Intangibles involved (opinions, attitudes, feelings, aesthetic values, etc.)?
- New problems caused?
- Difficulties of implementation and follow-up?
- Repercussions of failure
- Timelines

### Debriefing

The facilitator can ask to the participants: have you discovered some new strategie(s) that can be useful for you? What have you learnt from this activity?

## 4.21. STRATEGY MAKES PERFECT

YOUTH IN SCHOOL



Group/Individual

20 minutes

OBJECTIVES	MATERIALS	SPACE
To build a strategy and to put it in action in real life	Piece of paper Pencil/Pen Ropes Blindfolds for eyes	Room with open space and desks

### Description

The facilitator divides the participants in small groups (no more than 10 people) and gives to each team a rope. They need to make a square with that rope blindfolded. The facilitator gives them some time for strategy building and then the participants are blindfolded and the activity starts.

The facilitator asks them to create a square with the rope.

At the end, the participants will see if they made it. If they could not, they will try to explain the reason why this happened.

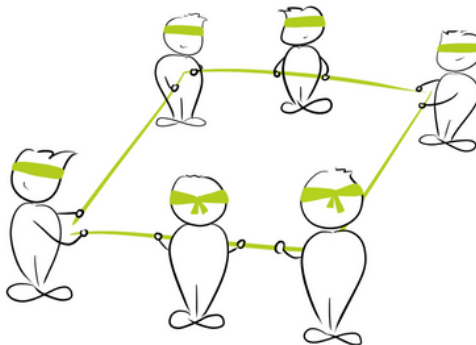
### Debriefing

The facilitator can ask to the participants, in order to generate a discussion:

- Was it easy for you, as a team, to build a common strategy?
- How did you feel while you were blindfolded?
- After playing, what was the weakness of your strategy? Would you change something? How would you improve your performance?

### Tips for facilitators

Ensure that there are no obstacles in the space where the exercise will take place blindfolded



# 5. CAREER PLANNING

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The importance of career planning for young people lies in its focus on achieving autonomy as a fundamental goal. Education and training serve as the means to this end, providing individuals with the necessary tools to shape their own professional destinies.

Flexibility is a crucial aspect of this process, enabling individuals to adapt to changes in the environment, particularly in relation to the labor market and available training opportunities. This adaptability ensures that they remain relevant and competitive in a constantly evolving job market.

Central to effective career planning is the understanding of employability strategies. This involves gaining insight into the demands and needs of the labor market. By aligning their skills and knowledge with market requirements, individuals increase their chances of securing meaningful and fulfilling employment.

We are focusing now in career planning with five fundamental dimensions that allow us identify risk or potential factors that lead to good career planning:

- Educational dimension: training and qualification as a way to increase personal adaptation abilities.
- Family dimension: different families could make more difficult or empower the career planning of young people.
- Institutional dimension or organizational dimension: support activities and public support as resources that facilitate insertion in labor market.



- Economic and/or labor dimension: some aspects related to the difficulty of access to employment, job insecurity, unemployment, lack of economic support and low socioeconomic level are risk factors that prevent correct professional development.
- Health dimension: addiction problems, illnesses, dependence, mental health problems, etc. These are very relevant problems that also hinder or impede the development of a professional career.

In summary, career planning empowers young individuals to proactively navigate the complexities of the job market. It encourages adaptability, strategic thinking, and a proactive approach to achieving professional fulfillment. By considering the dynamic demands of the labor market and the unique characteristics of their chosen environment, young people can enhance their prospects of building a successful and rewarding career.

Here is a set of exercises to accompany young people in their career guidance process.

## 5.1. CREATE YOUR OWN EMBLEM

YOUTH



max.15

30-55 minutes

OBJECTIVES	MATERIALS	SPACE
To identify and understand their strengths and weaknesses.  To know each other and be aware of the other's skills and weaknesses.	Paper sheets Pencils Watercolors	It is recommended to do this exercise in a big space or room

### Description

The participants should draw their own emblem in a paper sheet: it has to contain their strengths, weaknesses and also other skills they would like to improve. Once they figure it out, the participants can define which career pathway they can develop with what they wrote on the emblem. In order to do the drawing, the participants can use pencils, watercolors or another artistic material.

Finally, the participants should create a circle where they can show and explain to the others their emblems.

### Debriefing

#### Tips for facilitators

It is recommended to listen to soft or relaxing music during this exercise.

#### Variation proposals/ Adaptations

If a participant has motricity problems (for example, if they can't use the pen), this activity can be done only in spoken form, without writing.



## 5.2. CREATE YOUR OWN TIMELINE

YOUTH



max.15

30-55 minutes

OBJECTIVES	MATERIALS	SPACE
To know their past and to project their future.	Cardboard or flip-chart paper	It is recommended to do this exercise in a big space or room
To learn how to use their conclusions from past events for projecting their future.	Pencils Watercolors	

### Description

Each participant should have a cardboard or a flip-chart paper, where they should draw a very long line (it will represent their life timeline). Later, the participants should write on that line the steps they followed in their past career and also plan the future steps that will bring them closer to their dream career or work. On each event, they can write also the conclusion/what they have learnt from that event. Optionally, they can add drawings to represent the events graphically.

Finally, the participants should create a circle and share with the main group each drawing, explaining their life timeline.

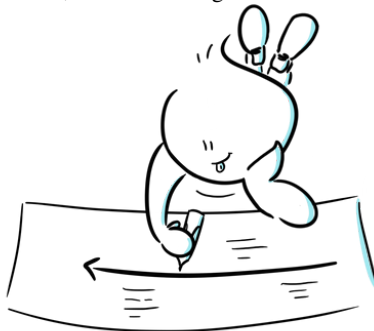
### Debriefing

#### Tips for facilitators

It is recommended to listen to soft or relaxing music during this exercise.

#### Variation proposals/ Adaptations

If a participant has motricity problems (for example, if they can't use the pen), this activity can be done only in spoken form, without writing.



### 5.3. AVATAR CARDS PT.1

YOUTH



max.15

30-55 minutes

OBJECTIVES	MATERIALS	SPACE
To get to know better themselves and the group  To facilitate networking between participants and also allows the participant to reflect on him/herself.	Pre-prepared (cut out) paper cards Markers Crayons	It is recommended to have tables or writing pads

#### Description

Each participant will create their own avatar card representing themselves as superheroes or fictional characters. For this purpose, each participant receives a piece of paper, in which they will include:

- Graphic representation of the character and its name.
- Their attributes: knowledge, skills, experience, superpowers, etc.

After 20 minutes, each participant introduces his/her character and explains to the others what he/she thought about when creating the character and its meaning.

#### Debriefing

- “What have you discovered new about yourself during this exercise?”
- “How do you plan to use this new knowledge and understanding in your daily life?”

#### Tips for facilitators

It is recommended to listen to soft or relaxing music during this exercise.

Materials will be used in the debriefing session, so the facilitator should collect them or hang them in a visible place.

#### Variation proposals/ Adaptations

If the facilitator cannot prepare the cards in advance, any paper can be used to carry out this exercise.

## 5.4. PERSONAL MOTIVATIONS AND SUCCESS

YOUTH



12 - 18

35-45 minutes

OBJECTIVES	MATERIALS	SPACE
<p>To identify participants' motivation</p> <p>To define what success means for each themselves</p>	<p>Papel sheets</p> <p>Pens</p> <p>Chairs</p> <p>Tables</p>	<p>It is recommended to practice this exercise in a big room, with desks and chairs</p>

### Description

The facilitators should begin this exercise by explaining this to the participants:

"According to Pink, there are 3 pillars of motivation:

- **Autonomy:** the desire to address oneself, to make a decisive contribution to the world or to oneself.
- **Mastery:** the desire to master the work or the area for which each person feels his or her vocation.
- **Purpose:** the entity, company, NGO, etc., where the person works, possesses the same vision, mission and also the same values as oneself.

Therefore, in this exercise, each participant should try to find their motivation in each of these sections. Once you have found your motivation, you will know what success means to you."

Then, the facilitators should give to each participant a pen and a sheet of paper. Individually, the participants should divide the sheet of paper into 3 sections:

- In the first section, participants should write down the personal motivation. For example: "My motivation is to help people with disabilities", "My motivation is to help my little brother to find a job as good as mine is" etc.
- In the second section, the participants should write their personal motivation regarding their work or vocation. For example: "My motivation is to become a coordinator of my entity", "My motivation is to have my own company", "My motivation is to continue working while studying a master" etc.
- In the third section, the participants should write down their personal motivation regarding the company or entity where they work in, or where they would like to work in the future. For example: "I am motivated to work in this company because one of its values is social justice", "I would like to work in an NGO whose mission is international cooperation" etc.

When all participants have the 3 written sections, they should combine them and try to define what success means to them, according to the motivation they have written. To facilitate this last step, participants can be placed in pairs or in groups up to 4.

Finally, all the participants should create a circle and, one by one, explain their own motivation and their own definition of "success" to the main group.

### **Debriefing**

- “Which of the 3 pillars of motivation drives you the most?”
- “How you can use the 3 pillars of motivation in your daily life/ career planning?”

### **Tips for facilitators**

It is recommended to listen to soft or relaxing music during this exercise.

### **Variation proposals/ Adaptations**

If a participant has motricity problems (for example, if they can't use the pen), this activity can be done only in spoken form, without writing anything.

## 5.5. YOU ARE THE MASTER OF YOUR GOALS

YOUTH



max.15

30 – 55 minutes

OBJECTIVES	MATERIALS	SPACE
To set goals for their future career plan development	Sheets of paper Pencils	Outdoor / Indoor

### Description

When planning a career, it is necessary to create a plan of objectives. To do so, a person should ask themselves a series of questions that will help them to be more specific:

- “Where would I like to work/What do I want to do?”
- “How?” Participants should create an agenda of specific daily actions that will lead them to achieve a major objective each week. For example: if the goal for the week is to “design my CV” throughout the week they can set a series of daily tasks such as:

#### Monday:

Compile all the data of my professional career, with exact dates.

Mentally review the learning from each stage and write down 1-2 important achievements.

#### Tuesday:

Think about and write my elevator pitch or professional summary. Make three versions and choose the one that best defines me.

Take a photo of myself with a neutral background and close-up in which I look good.

#### Wednesday:

Write down my professional experience and extract the skills I have acquired in my years of work.

... and so on. On Friday you have to review and follow up all the tasks and have designed a CV template ready to send.

- “What to learn: Training you need. Make a list of courses, with their costs, and deadlines for taking them and include in your daily tasks a specific schedule for training and acquiring certain skills necessary for the job you want to have.”

- “When and where: Actions to be carried out, specifying the specific time frame in which you are going to do them. It is preferable to start with small weekly objectives and increase them little by little as you identify the time required for the specific actions. A good idea is to use tools that help you to plan your time, such as Google Calendar to schedule your tasks or Toggl to keep track of the time you spend on each task. As for the space or place where to develop them, it is important that you take it into account, especially to optimize the distribution of time. It is not the same if you have to do the task at home, or if you have an appointment with a contact and need to travel, which you should take into account in your realistic time distribution.
- “How much?: It is important that you evaluate and monitor the degree of achievement of each weekly objective. To do this, you should classify your medium-term and long-term goals and schedule your daily tasks according to their urgency and importance, prioritizing them according to their importance.”
- “Don't forget to include in your agenda several short periods of time distributed throughout the day to dedicate to rest, to do physical stretching if you have been sitting for a long time or to do visual relaxation exercises if you have been in front of the computer for several hours at a time. On the other hand, it is very convenient that you make a study of the costs of each task that leads you to achieve your weekly objective because you will have to set your objectives according to the budget you can afford and evaluate possible investments according to the importance that this objective has for you.”

### **Debriefing:**

- “What do you think that would be changed if you apply this schedule for one month?”
- “What have you acknowledged about your priorities?”

### **Tips for facilitators**

It is recommended to listen to soft or relaxing music during this exercise.

### **Variation proposals/ Adaptations**

If a participant has motricity problems (for example, if they can't use the pen), this activity can be done only in spoken form, without writing anything.



## 5.6. SHINE BRIGHT

YOUTH



max.15

40 minutes

OBJECTIVES	MATERIALS	SPACE
To stand out on the labor market through the development of creativity and thinking out of the box.	Flipchart paper Post-its	Indoor
To create a common job search resource base.		

### Description

Participants form groups of 3-4 people. Each group receives a flip chart and is asked to think together and present interesting and non-standard ideas that can be included in a CV to stand out from other candidates looking for a job. The ideas are then discussed into a group forum:

- “Which ideas did you find most interesting?”
- “In which job offers such a CV will work, and in which it will not?”

Then distribute 3 post-its per participant and ask them to write on them the available resources of job search. When they finish, they’ll stick them on a sheet of paper. This will create a common mural that will be a resource base for future job searches. This mural will be shared on the communication group with all participants.

### Variation proposals/ Adaptations

Groups can be divided by specific areas, professions, (e.g. CV) ideas for the position of a marketing specialist, travel agent etc.

## 5.7. THEATRICAL METHODS FOR JOB INTERVIEWS

YOUTH  15 - 20

30 - 55 minutes

OBJECTIVES	MATERIALS	SPACE
<p>To be more conscious about the importance of body language.</p> <p>To be more secure and confident in job interviews.</p>	<p>Player to play music</p>	<p>Outdoor / indoor</p>

### Description

The posture is what our body tells us about our current state of mind. Simply put, a confident person walks with firm steps forward, body erect and seeking eye contact. A less confident person walks carefully, the body becomes small and does not seek eye contact. Her/his hands are close to the body almost protectively, while that of a confident person are relaxed. Participants can test this on their own body through the following two activities:

- Body language

Divide the group into two: group 1 will represent, through their posture, persons with a lot of confidence and group 2 will represent persons with less confidence.

Start walking freely around the room. Ask the participants to slow down and walk at a "slow" pace, at an "almost running" pace. Continue the exercise for a while and change the pace every 10 seconds. Now, when you say "eyes" the participants will have to maintain eye contact with their eyes, while when you say "horizon" they will have to look elsewhere when they meet someone. "Hands", shake hands when they meet someone, "defence", stand in a defensive posture in front of the other person. Now when you say "change of posture" group 2 will have to try to make all the changes with a confident and secure body posture and group 1 will have to adopt postures that show insecurity.

- The artist and the clay

Work in groups, dividing participants in "artists" and "clay". The facilitator hands out some papers with different situations that can occur in a job interview. The artists have to shape the clay (the interviewee) to show a body posture to the situation that appears on the paper. Try to make changes to the clay so that it changes posture according to the situation it is presented with. Sometimes only a small change is needed to change the posture.

## **Debriefing**

- “What is the difference in your body when you are looking or not looking for?”
- “And when you open up to the other person or protect yourself?”
- “Do your thoughts change when you change your body posture?”
- “What happens when a person of high and low posture meet?”

## **Tips for facilitators**

It is recommended to listen to soft or relaxing music during this exercise.

## **Variation proposals/ Adaptations**

If there are people in wheelchairs, instead of running, the rest of the people run on one leg in order to harmonize the rhythm of the exercise.

## 5.8. SCARY THINGS

YOUTH



10 - 15

60 minutes

OBJECTIVES	MATERIALS	SPACE
To help participants understand that failure is a natural part of learning and personal development, and it can lead to greater success	Sheets of paper Pencils	Outdoor / Indoor

### Description

Participants are asked to recall a situation from their past in which they feel they have failed. On this basis, they write a story about the fate of the hero and this situation. The story should include elements such as characters, action, challenge, decisions, outcomes, reflection and learning, but also the character's feelings during and after the situation.

Then they form groups of 4-5 people in which they read the stories of their heroes. Participants share their stories, as well as what they learned from these experiences. The facilitator encourages asking questions and supporting each other in the group. Examples of questions could be the following ones:

“What was the most valuable lesson you learnt and brought with you?” “What did that situation teach you?”

The facilitator concludes the exercise by emphasizing that everyone makes mistakes and experiences failures, but what we do with these experiences is crucial to our growth and success.

### Debriefing:

- “What your mind tells about failure and success? How the perspective of your mind influence your decisions regarding your future?”
- “How would be an alternative thought about failure, in order to motivate you to continue?”

### Tips for facilitators

The facilitator can explain to the group that they are free to choose if they want to share it or not.

## 5.9. EGG PLANTING

YOUTH



10 - 20

30 minutes

OBJECTIVES	MATERIALS	SPACE
To show how success of others can influence the participants' motivation	Egg per participant	Outdoor

### Description

Participants are asked to find a place in the room for themselves (for example a piece of brick on the pavement). Each participant receives an egg. Their task is to make the egg to stand on the ground putting only the narrowest part in contact with the floor.

The facilitator does not inform the group about the time they have to finalize the task. The exercise ends when all eggs are standing at the same time.

\*The facilitator can choose when is ending the exercise, taking into account what emotional state wants to obtain from the participants and how wants to conduct the debriefing.

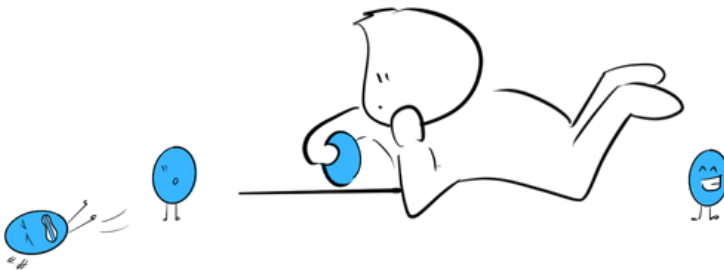
Then the facilitator should lead the discussion about participants feelings, the strategy they have followed, and what they think the exercise was about. Examples of questions to be asked are: "How do you feel right now?" "Did you like the strategy you chose?" "If you could repeat the exercise, what would you make differently?"

### Debriefing

- "It is our own choice if other's success motivates or demotivates us"
- "The impossible can be possible"
- Conditions change all the time (the egg can fall because of the wind or any other external factors). If you completed the task, it doesn't mean it's over.

### Tips for facilitators

The place chosen for this exercises should not be crowded



## 5.10. WORK IS MORE THAN MONEY

YOUTH



12 - 18

35 - 45 minutes

OBJECTIVES	MATERIALS	SPACE
To learn to value the work as a whole, discovering all the benefits that can give them, beyond the money	Cardboard papers Markers Pencils	Outdoor but it can also be done in a big room

### Description

The participants should be divided into groups of 3 or 6 people, depending on the number of people participating in this exercise.

Each group should receive a cardboard paper and markers: they must draw a line dividing that cardboard into 2 halves. In the first half, they should write a list of the good things they think work can give them: for example, some co-workers who become friends; constant learning on topics that interest them; the possibility of traveling or, on the contrary, the possibility of working from home...

In the other half, participants must draw the banknotes they prefer (for example, 100€, 50€...). Then, the facilitator should ask them what good things they would give up for money: for example, if they would give up those co-workers who become friends in exchange for the 100€ bill.

When all groups are finished, the facilitator should ask all participants to sit in a circle. Each group should explain the list of good things they have written about the work and the money they would exchange (or not) for that good things. Then the facilitator will ask the participants to assess how much it would cost to get those good things out of the job, thinking beyond the money. For example, how much it would have cost to meet and be friends of these co-workers, how much money would have cost them to travel to the places they could have visited thanks to their work, etc.

To finish this exercise, facilitator can explain the followings:

“Often, when we think about work, the first thing that comes to mind is the money we can earn; talking about the money that brings us our work is not a bad thing in itself, but it is when we forget the other benefits that one job or another can give to us. A job that makes us earn millions of euros can make us be the saddest people in the world, if that work is not in line with our values, if we do not have co-workers we can trust, if you do not leave us free time to enjoy our hobbies and our personal life, etc.

That is why, with this exercise, we want to highlight the amount of benefits that one job or another can behave, on a social level, on a personal level and even on a spiritual level. Keep this in mind when choosing a job or another, or a working day or another.

Work is much more than just money!”

## Debriefing

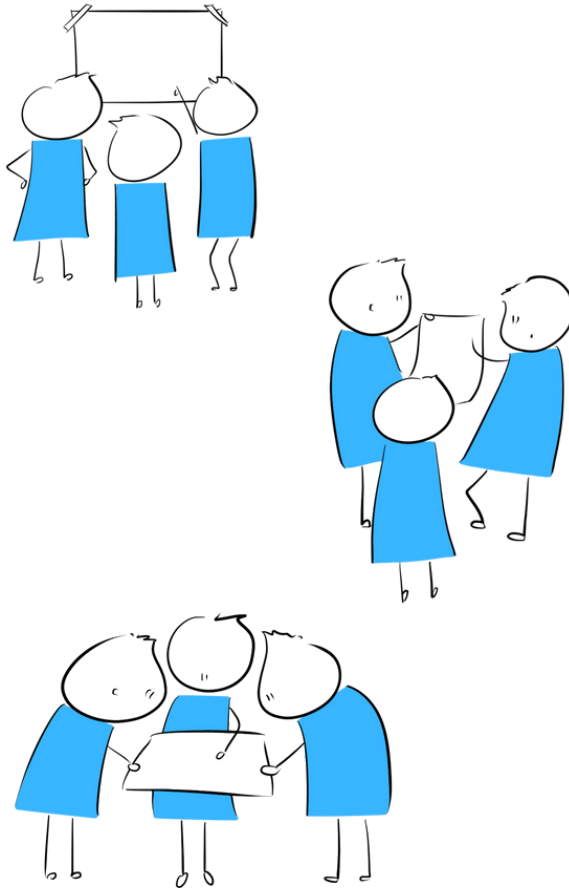
- “Define something that cannot be replaced by money. Why?”
- “As a conclusion, what are the most important values in your career/ educational path?”

## Tips for facilitators

The place chosen for this exercises should not be crowded

## Variation proposals/ Adaptations

If a participant has motricity problems (for example, if they can't use the pen), this activity can be done only in spoken form, without writing anything.



## 5.11. THE JAR OF TIME

YOUTH



max. 20

35 - 45 minutes

OBJECTIVES	MATERIALS	SPACE
To learn how to prioritize the most important tasks To better understand how to make team decisions and also how to better manage time	Jars Stones of different sizes Sand Water	Outdoor but it can also be done in a big room

### Description

The facilitators should divide the main group into 4 different smaller groups and give to each group:

- An empty jar
- A few stones of different sizes (large, medium and small)
- A handful of sand
- A glass of water

The participants of each group should discuss and accord the order in which they will place each element within the jar: depending on which objects are put first, the amount of other elements that can be added later is determined.

For example, if the participants put the sand first, there will be no space for anything else (maybe just a little bit of water). On the contrary, if the participants start with the big rocks (which represent the most important tasks), then the small ones and successively, in order of size, the rest of the elements, there will be space for everything.

Finally, the facilitators should ask all participants sit in a circle. Each group will explain how they have chosen the order of the items in the jar, why they have chosen that order and if they have managed to put all the objects in the jar or not.

Then, the facilitator should explain the correct order of the elements. In addition, they should explain that the jar represents the time that all participants have in their daily lives, while stones, sand and water are the different tasks (main and secondary) that they must perform in their daily life.

### Debriefing

- “How the way you decided to put the elements in the jar is similar/ different from the way you establish the priorities in your daily life?”
- “After this exercise, what different decisions you want to take regarding your daily schedule and the way to establish your tasks/ priorities?”
- “Which are for you your stones (the things to which you consider that is more important to dedicate your time)? Why?”



## 5.12. SETTING OUR OWN PRIORITIES

YOUTH  10 - 14

30 minutes

OBJECTIVES	MATERIALS	SPACE
To learn how to properly manage time, in order to intervene and/or prevent stressful situations that can lead to burnout syndrome	Papel sheets (min. 2/participant) Pencils Chairs Tables	Room with desks and chairs

### Description

The facilitators should give 2 sheets of paper and a pen to each participant. Individually, each person should think about 3 simple tasks and write them down on one of the paper sheets.

The participants should place the tasks in order of their priority: the task that has the highest priority will be the first, no matter if it is the most unpleasant or difficult task. Then, they should think about the secondary tasks that each of those tasks can have and sort them according to the priority of each one (maximum 6 secondary tasks in total).

On the other sheet of paper, the participants should draw a horizontal line that crosses the entire paper: that line can symbolize a whole day, a week, a month or a year. Each participant can choose the period of time they want to represent. Then, they must place in that timeline the main and secondary tasks that were raised on the other sheet of paper.

Once done, if participants consider that any of the secondary tasks are not important to perform or perform the main task, they can remove them from their timeline.

Finally, the participants should be split in pairs and expose their different timelines: some tasks that someone may consider very important and that may generate him or her anxiety or stress, for the other person may not be so important, and therefore feedback is very beneficial.

Thanks to this prioritization exercise, the potential negative effects of burnout are tackled, as participants reconnect with themselves, with their concerns and values, their goals and the different life paths that they chooses to travel. It is a tool that, in addition to intervening with people suffering from burnout syndrome, can serve to prevent it.

### Debriefing

- “What did you realized about the way you prioritize your tasks? What you want to change from now on, regarding your priorities?”
- “How prioritizing can help you in your career planning?”

**Tips for facilitators**

It is recommended to listen to soft or relaxing music during this exercise.

**Variation proposals/ Adaptations**

If a participant has motricity problems (for example, if they can't get the pen), this activity can be done only in spoken form, without writing anything.

## 5.13. THE THREE "A'S" OF STRESS MANAGEMENT

YOUTH



14 - 16

25 - 35 minutes

OBJECTIVES	MATERIALS	SPACE
To learn how to manage stressful situations	Papel sheets (min. 3/group) Pencils Chairs Tables	Room with desks and chairs

### Description

This exercise is based on the decision-making model of the three "A's", that are related to the following areas of welfare: work, cognitive, emotional, physical and social.

At the beginning, the facilitator should divide the main group into 3 smaller groups and give 3 paper sheets and pencils to each group. Later, the facilitator should explain one by one the three "A's" and the corresponding activities for each one:

- The first "A" comes from "Away stress". To achieve this, there are 2 different ways: the adult workers can eliminate the source of stress by making some change or they can also avoid the stressful situation from the beginning.

The participants should share their ideas about how they could apply those 2 ways to take stress away from their lives and write them down in one paper sheet.

When all participants have written their ideas, the facilitators should explain the reasoning of this "A": it is possible to take away stress through organization and planning, managing problems (not avoiding them), making a list of priorities, communicating openly and sincerely (expressing your feelings), but also knowing your limits, learning to say "No" and not assuming more responsibilities than you can do.

- The second "A" comes from "Accept stress". To achieve this, the adult workers should prepare themselves physically and mentally for stress.

The participants should share their ideas about how they could apply this way to accept stress away from their lives and write them down in another paper sheet (different from the one they used previously).

When all participants have written their ideas, the facilitators should explain the reasoning of this "A": it is possible to accept stress through accepting things that cannot be changed (not trying to control the uncontrollable), speaking to oneself and others positively, and learning to forgive.

- The third "A" comes from "Adapt and change". To achieve this, there are 2 different ways: the adult workers can increase their abilities to tolerate stress and also change the way they perceive stress situations.

The participants should share their ideas about how they could apply those 2 ways to take stress away from their lives and write them down in one paper sheet.

When all participants have written their ideas, the facilitators should explain the reasoning of this "A": it is possible to adapt to the stress and change it through this ways:

- Physically: having a proper diet, practicing regular exercise and also relaxation or meditation.
- Mentally: practicing positive affirmation and establishing clear priorities and objectives. It is very important to change unrealistic expectations and irrational beliefs.
- Socially: creating and maintaining support systems, relationships and having a clear communication. People around you can help you to reformule problems and look at them from a different point of view.
- Spiritually: through meditation, faith and commitment. It can foster self-esteem and cultivate a positive attitude.

Finally, the participants should create a circle and speak about this exercise. For example, if it has been easy or difficult for them, if they had ever considered the different ways of accepting stress, adapt to it and change it, if they had never thought about these issues, whether it has been beneficial to do this exercise in a group, etc.

### **Debriefing**

- “How can this decision making model help you better managing the stress?”
- “In which area of welfare do you feel you should work more on?”

### **Tips for facilitators**

It is recommended to listen to soft or relaxing music during this exercise.

### **Variation proposals/ Adaptations**

If a participant has motricity problems (for example, if they can't use the pen), this activity can be done only in spoken form, without writing anything.

## 5.14. KNOWLEDGE LABELS

YOUTH



10 - 20

25 - 35 minutes

OBJECTIVES	MATERIALS	SPACE
To learn what mobbing is what are the associated behaviors	Template with the labels Sheets of paper Markers or pens	Wide place.
To know how to prevent mobbing		

### Description

For this activity, facilitator should print and cut the labels available in the following annex, which includes several actions related to mobbing.

Participants will be divided in groups receiving the pieces of paper. The facilitator asks the participants to divide them into 3 categories: mobbing behaviors, consequences of mobbing and prevention of mobbing.

Then, the participants can form a big circle to discuss about their points of view on the topic and what they have learned about the prevention of mobbing.

### Debriefing

- “Think on your experience until now and identify if you lived/observed any mobbing situations”
- “Can you think about other examples of mobbing and other ways to prevent them?”

### Variation proposals/ Adaptations

If a participant has motricity problems (for example, if they can't get the pen), this activity can be done only in spoken form, without writing anything.

# **BEHAVIOR OF MOBING**

**SPEAK ILL OF THE PERSON ON HIS  
BACK AND SPREAD RUMORS**

**VERBAL THREATS, SHOUTING OR INSULTING**

**PERMANENT CRITICISM OF THE PERSON'S WORK**

**MOCKING THE NATIONALITY OF THE VICTIM**

**ATTACKS ON RELIGIOUS ATTITUDES AND BELIEFS**

**THREATS OF PHYSICAL VIOLENCE AND/OR PHYSICAL ABUSE**

**SEXUAL OFFERS AND SEXUAL VIOLENCE**

# BEHAVIOR OF MOBING

**PERMANENT CRITICISM OF A PERSON'S PRIVATE LIFE**

**TO IMPLY THAT A PERSON HAS PSYCHOLOGICAL PROBLEMS**

**PHONE TERROR**

**IMITATE THE GESTURES, VOICES, ETC., OF A PERSON**

**MOCKING A PERSON'S DISABILITIES**

**NOT TO SPEAK TO A PERSON OR TREAT THEM AS IF THEY DIDN'T EXIST**

**RESTRICT PEERS FROM TALKING TO A PERSON.**

# BEHAVIOR OF MOBING

**CHANGING A PERSON'S LOCATION AWAY FROM THEIR COLLEAGUES**

**FORBID COLLEAGUES FROM SPEAKING TO A CERTAIN PERSON**

**FORCING SOMEONE TO PERFORM TASKS AGAINST THEIR CONSCIENCE**

**ASSIGN TASKS THAT ARE MEANINGLESS, DEGRADING OR FAR BELOW THEIR CAPABILITIES**

**NOT ASSIGNING TASKS TO A PERSON**

**JUDGE A PERSON'S PERFORMANCE OFFENSIVELY**



# CONSEQUENCES OF MOBBING

**GENERALIZED ANXIETY DISORDER**

**PANIC DISORDER**

**DEPRESSION**

**POST-TRAUMATIC STRESS SYNDROME**

**SOMATIZATION DISORDERS, SUCH AS MIGRAINES,  
FATIGUE, DIGESTIVE DISORDERS,...**

**ADDICTIONS**

**PERMANENT CHANGES IN THE PERSONALITY**

# CONSEQUENCES OF MOBBING

**INTELLECTUAL IMPAIRMENT AND DULLNESS AND  
MEMORY LOSS**

**LOSS OF ABILITY TO CONCENTRATE**

**FOCUS AND OBSESSION ON THE HARASSMENT SUFFERED TO THE  
EXCLUSION OF THE REST OF THE PERSON'S VITAL SPHERES AS  
FAMILY AND FRIENDS**

**SOCIAL AND PROFESSIONAL ISOLATION**

**INABILITY TO EXPERIENCE PLEASURE**

**INSENSITIVITY OR DEPERSONALIZATION**

**PROFESSIONAL ABANDONMENT**

# CONSEQUENCES OF MOBBING

**CONSTANT STATE OF ALERT**

**CHANGES IN SLEEP AND APPETITE**

**INCREASED VULNERABILITY TO INFECTIONS DUE TO  
IMMUNE SYSTEM INVOLVEMENT**

**NIGHTMARES**

**DECREASE IN SELF-ESTEEM**

**AGGRESSIVENESS**

# **MOBBING PREVENTION**

**ENCOURAGE SUPPORT AMONG WORKERS**

**CLEARLY DEFINE THE JOBS, TASKS, OBJECTIVES AND  
AUTONOMY OF EACH EMPLOYEE**

**PROMOTING NEGOTIATION IN LABOUR DISPUTES**

**PROVIDE INFORMATION, TRAINING AND TIME FOR  
WORKERS TO PERFORM THEIR TASKS**

**ENSURE RESPECT AND FAIR TREATMENT FOR ALL  
WORKERS**

**IF THE SITUATION IS NOT RESOLVED, SWITCH TO THE  
STALKER**

# **MOBBING PREVENTION**

**DO NOT CHANGE THE POSITION OF THE VICTIM  
WITHOUT HAVING PREVIOUSLY REQUESTED IT**

**MAKE SURE WORKERS SEE EACH OTHER AS A TEAM  
AND NOT AS COMPETITION**

**RECOGNIZE THAT THERE IS A PROBLEM AND DEAL  
WITH THE BULLY**

**KEEP TRACK OF ALL ACTIONS YOU CONSIDER ARE  
PART OF THE ASSAULTS**

**PROTECT YOUR WORK DATA FROM BEING  
MANIPULATED BY THE STALKER**

**SEEK PSYCHOLOGICAL AND LEGAL ADVICE TO  
ADDRESS THE PROBLEM**

# **MOBBING PREVENTION**

**IT RESPONDS TO SLANDERS WITHOUT PASSIVITY OR  
AGGRESSIVENESS**

**AVOID SOCIAL ISOLATION**

**AVOID AGGRESSIVE REACTIONS, BECAUSE THEY WILL BE  
TAKEN AGAINST YOU**

**PRACTICE RELAXATION AND MEDITATION  
TECHNIQUES**

## 5.15. THE 3 EYEGASSES OF COMMUNICATION

YOUTH



10 - 20

25 - 35 minutes

OBJECTIVES	MATERIALS	SPACE
To learn what assertiveness is, what benefits assertive communication has and how they can work it	Papel sheets Pencils Chairs Tables	Room with desks and chairs

### Description

There are generally three types of communication styles:

- **Aggressive:** only one's own feelings and thoughts are taken into account, and those of others are ignored. It is characterized by accusations, fights or threats, or others are blamed for what happens.
- **Passive:** this style of communication takes into account the feelings and opinions of others and ignores one's own. It is characterized by using many nods, silences and by giving reason to others, even if they do not have it.
- **Assertive:** each person expresses their preferences and respects those of the other, so discussions take the form of mutual respect.

At the beginning, the participants should be divided into groups of 5 people. In each group, they should imagine that they have 3 eyeglasses through which the world is seen: the eyeglasses of assertiveness, the eyeglasses of passivity and the eyeglasses of aggressiveness.

The participants should imagine that they can put on and remove any of those 3 eyeglasses, acting respectively according to the eyeglasses they choose. For example, if they put on the eyeglasses of passivity, they act passively.

The participants should imagine and write different situations and then write how they would respond to each situation with each of the eyeglasses (passive, aggressive and assertive).

Finally, all participants should form a circle and reflect on the 3 different eyeglasses, checking what are the benefits of being assertive.

### Debriefing

- "How the eyeglasses you used in this exercise are similar/different from the eyeglasses you are wearing usually?"
- "What kind of communication style are you used with?"
- "After seeing the benefits of assertive communication style, write down 3 specific changes that you want to do in your daily life about it"

### Variation proposals/ Adaptations

If a participant has motricity problems (for example, if they can't use the pen), this activity can be done only in spoken form, without writing anything.

## 5.16. PROS AND CONS OF THE CAREER PATH

YOUTH



max. 15

40 - 50 minutes

OBJECTIVES	MATERIALS	SPACE
To learn how to become self-aware, self-manage and self-organize about professional choices	Internet access Pencils Pens Markers Paper sheets	Place with internet access

### Description

In this exercise, the participants should look for solutions to the problems that have arisen when choosing where to focus their professional lives. To this end, the facilitator should promote the awareness, management and individual organization of the participants.

- First part of the exercise, “List the possibilities”: The participants should write a list of possible career opportunities that most attract their attention. Once this is done, they should objectively check if the the obstacles that appear are related to something specific or if, on the contrary, those are personal fears to start a new stage.
- Second part, “Selection of a path”: Once each participant has verified what is their true vocation or what alternative draws most their attention (university studies, middle and higher degrees, etc.), they should make another list with all the steps that they are willing to do to achieve it or, on the contrary, the steps they would not do. In this way, the participants should document what are the procedures they must perform to achieve their final goal.
- Third and last part of the exercise, “Presentation of the results”: Once all the participants have the final list and have made conclusions based on them, each participant should expose it in front of the group, opening a possible debate related to the topics that most interest them, in order to have mutual help among them.

### Debriefing

- “What did you learned about what do you consider to be an obstacle in front of your goals? Your mind is focusing on specific problems or more on mental/emotional obstacles?”
- “How the development of lists of possible solutions would help you in the future, for identifying more specific obstacles?”

### Tips for facilitators

It is recommended to listen to soft or relaxing music during this exercise.



## 5.17. CHOICES FOR REAL ACTION

YOUTH  10 - 14

30 minutes

OBJECTIVES	MATERIALS	SPACE
To learn how to select a number of goals over a specific time frame that are achievable.	Pencils Pens Markers Paper sheets	Room with desks and chairs

### Description

In this exercise, participants are asked to choose 3 tasks that they are able to complete within the next month. These plans have to be within their capabilities, achievable ones. The task is to determine for themselves the amount of work they are able to do successfully, which will bring them the satisfaction and motivation to continue. The facilitator's task is to explain what the participants should pay attention to in order to do the exercise correctly.

- Participants are asked to create a list of 3 activities. They should think in detail about what they care most about when planning their career path and how they can achieve this. Then arrange in their mind the initial steps to do for to achieving the desired results, then choose the most realistic ones and write them down on a piece of paper so that everything is clear and transparent for the person creating it.
- The facilitator in the next part may ask the participants how the goals have been chosen, if there are realistic, how they plan to achieve them and, if necessary, advise how this potential can be better exploited.

### Debriefing

- “After this exercise, write down 3 things that you consider that you should pay attention next when you will establish your goals”.

### Tips for facilitators

It is advisable to have a positive attitude towards participants and to choose words that would not alienate the participants from achieving a given goal, but rather encourage them even more.

### Variation proposals/ Adaptations

If participants find it difficult to choose goals, the facilitator should explain that the exercise is about achieving 3 goals within a month, the ones that they can definitely manage to achieve. The aim is to make the participants get rid of the feeling of helplessness.

## 5.18. OFFERING MYSELF A JOB

YOUTH  max. 15

40-50 minutes

OBJECTIVES	MATERIALS	SPACE
To make clear to the participants what their ideal job is	Internet access	Place with internet access
To better understand which ideal job fits better with their lifestyle.	Pencils Pens Markers Paper sheets	

### Description

In this activity, instead of registering for a job offer, the participants should write a job offer considering their greatest virtues and qualities, describing also their ideal work. Examples:

"Friendly, original and creative social educator, who is very good at contact with other people, looks for a job:

- Let me travel
- In which I have free weekends
- In which I have nice co-workers/co-workers
- In which I have a morning schedule and a mid-morning break"

"A serious social worker, committed, organized and able to face stress situations without affecting my way of working, I am looking for a job:

- In which I can play a relevant role within the company.
- With a high salary
- Make it full-time, but with weekends off
- Preferably, in which I perform accounting or human resources related tasks"

Finally, the participants should have the opportunity to discuss among themselves, explaining the reasons why they consider that this is their ideal work. In this way, when talking and commenting with other people looking for similar or totally contrary jobs, the participants will have the opportunity to see other views of the same subject.

### Debriefing

- "What qualities/ special skills and traits did you write about yourself through this exercise and you didn't thought about until now?"
- "What do you want to change on the way you will present yourself in a job interview?"

## 5.19. A LETTER FOR FUTURE ME

YOUTH



max.15

30 minutes

OBJECTIVES	MATERIALS	SPACE
To stimulate reflection & self assessment To concretely analyze their own priorities	Sheets of paper Pencils Envelopes	Outdoor / Indoor

### Description

Each participant should write a letter about themselves in the present - “who am I, what are my values, what are my dreams, who and why do I respect, what would I like to change in myself, about my goals - what and why I want to achieve, how I intend to achieve it or any other topic they want to focus on”.

The letters should be sent to participants after 6 months or 1 year.

### Debriefing

- “How was for you the experience of writing a letter to yourself?”

### Tips for facilitators

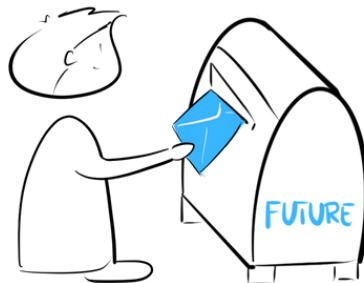
It is recommended to listen to soft or relaxing music during this exercise.

Participants should address the envelopes.

This exercise is recommended to be done at the end of the program.

### Variation proposals/ Adaptations

Letters may be substituted by email by scheduling it.



## 5.20. AVATAR CARDS PT.2

YOUTH



10 - 14

30 minutes

OBJECTIVES	MATERIALS	SPACE
To continue learning to know the group and yourself	Re-prepared (cut out) paper cards Markers Crayons	It is recommended to have tables or writing pads

### Description

The facilitator should prepare the cards created in the previous workshop so that they are ready for use.

1. In this phase of the exercise, participants need to reflect on what, during all the workshops, caught their attention, what they learned, what they understood, what they want to change.
2. Then, they create new cards for the hero cards they already have, with the elements/abilities they acquired during the workshops. This is to complete the hero attributes, which will signify new information the participants have learnt about themselves.
3. This is the stage of the exercise when participants can really show off their creativity. They should trigger their imagination and try to identify the sensations they had during the activities and share them with other participants.
4. Ultimately, each participant should create his or her character with a mass of attributes, where each attribute has personal meanings for the person creating it.

### Debriefing

- “What did you found out about yourself during these workshops and surprised you the most?”
- “How do you intend to apply this knowledge in your daily life?”

### Tips for facilitators

The facilitator should give space for participants to reflect on their newly acquired qualities. If there are questions, explain the unknowns so as not to disturb other participants in the creation of their character.

### Variation proposals/ Adaptations

If plain paper was used in the previous part, it is advisable to stay with the previous form so as not to confuse participants by presenting a new form of the same exercise. The facilitator's task is to present this exercise as a continuation of the previous part with the same title.

## 5.21. DREAM MAP

YOUTH



10 - 14

60 minutes

OBJECTIVES	MATERIALS	SPACE
To plan specific steps to be implemented during the year	Scissors Markers Decorative tapes Newspapers Glue A3 paper	Room with desks and chairs

### Description

Participants are asked to create their dream maps for the coming year. They can use newspaper clippings, stickers or create drawings themselves to illustrate each dream. To help the process, the facilitator can ask participants supporting questions:

- Which of your interests would be worth developing? What courses or training would you like to complete?
- What do you want to try?
- What habits would you like to introduce into your life and which ones should you get rid of?
- Are there people you would like to meet or collaborate with?

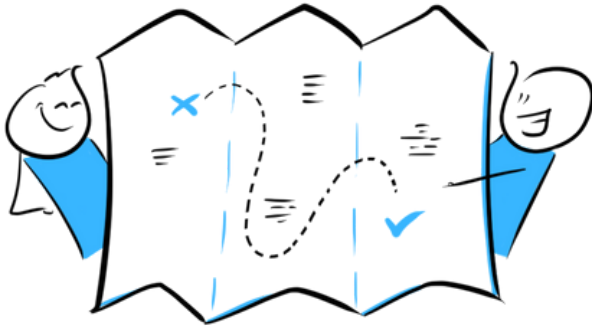
Those interested can present their work on the group forum. Participants take the created dream maps with them. They can hang them in a visible place to remind them of their dreams for the coming year and motivate them to take action.

### Debriefing

- “What did you learned about the process of achieving goals in terms of personal development? What is your personal algorithm of change?”
- “Imagine that everything that you wrote in this dream map is already accomplished. How do your life looks like? Describe your dream day from this dream life.”

### Tips for facilitators

To present their works, participants can also work in pairs if the presentation would take a lot of time due to the large number of participants.



## **Note after the testing phase**

### **ITALY:**

CEIEPS conducted the testing phase of the Mentoring Life youth personal development program in Palermo, Italy, engaging over 100 young individuals (approximately 107) divided into three groups aged between 16 to 18 years old. The program was facilitated by 10 mentors trained after the international training in Beja. Notably, 28 of the participants hailed from rural areas, encountering distinct challenges associated with their geographic locations. To accommodate the diverse backgrounds of the participants, CEIPES organized workshops for the first two groups at its headquarters, while opting for a venue closer to the rural participants' locality near Palermo for the third group, aiming to alleviate travel challenges.

Throughout the program, mentors gathered information on the participants both at the outset and conclusion of the program. Feedback from the participants revealed an initial phase of apprehension followed by significant enjoyment of the course. Key themes expressed by the participants included 'communication,' 'self-care,' and 'respect.' They acknowledged the educational value of the program, noting its positive impact on their lives and communities. Particularly, the module on career planning resonated strongly with participants as they navigated their future paths.

Some participants actively engaged in recording video tutorials, illustrating a peer-to-peer motivational shift and demonstrating the program's influence on personal development. They voluntarily decided to take part in this peer-to-peer motivational change and in some cases, it was the natural evolution of the personal development program. Young people indeed made themselves catalysts of the positive change promoted by Mentoring Life program in its 3 main topics: Healthy lifestyle, Problem solving & Critical thinking, and career planning. Overall, both mentors and participants expressed satisfaction with the program's outcomes and the feedback received.

### **SPAIN:**

ASPAYM CyL collaborated with the I.E.S. Eras de Renueva and Colegio Divina Pastora, both schools in the city of León, to carry out the testing sessions, in which more than 180 young people (between 13 and 16 years old) participated.

Thanks to the “Mentoring Life - Personal development program”, these young people involved worked in and developed soft skills to cope with different life challenges and changes, to understand better how to manage and solve problems, and also to maintain their mental, physical, emotional and relational well-being, as an objective to achieve a complete healthy lifestyle.

The feedback received by the aforementioned mentors was very positive, highlighting that, even in some cases it was hard for them to engage the youngsters, they finally created a confidence and trust climate among them, based on respect and adequate communication.

## **Note after the testing phase**

With regard to the 3 topics addressed by this project and worked during this testing phase, it is worth noting that almost all adolescents already had a good theoretical basis on a healthy lifestyle, in terms of nutrition and physical activity, but not with regard to mental, emotional and relational health.

One thing that almost all mentors stressed was the importance of 2 specific topics: career planning, which most of the young people who attended the testing sessions admitted they needed it, as they had not started thinking about their career paths until they were introduced to this project; and problem solving, which the teachers and tutors of these young people commented that it was the "unfinished business" of many participants. In fact, something to bear in mind is that, after the sessions carried out with the young people, some of these teachers told us that they had been able to observe a change in the approach to problems and conflicts among adolescents in their classrooms, in a more resolute and healthy way for themselves and for others.

As a conclusion and regarding the feedback received both, by the mentors and mentees (and also by the teachers and tutors who attended the testing phase sessions), it can be said that the testing phase of "Mentoring Life - Personal development program" was successful in Spain.

### **POLAND:**

We asked both - mentors conducting workshops for youth groups during the testing phase and the participants themselves for comments and opinions on the above exercises.

Mentors leading workshops indicated that the exercises we propose are diverse, pleasant, attractive to participants and easy to perform for them. After completing them, the participants were able to easily indicate the message they carried. At the same time, the exercises can be easily modified to suit your own needs and the needs of the group with which the mentor is currently working with. Mentors also draw attention to the fact that some exercises required planning more time for implementation with younger age groups. They also recommend conducting an energizing ice-breaking game or a team building activity before starting the program if the participants in the group do not know each other.

The vast majority of people taking part in the workshops (people aged 14-29 in several groups) rated the exercises as interesting and fun. The instructions they received from the trainers were also clear in the vast majority of exercises. We also know from the participants' accounts that participation in the program allowed them, for example, to analyze their surroundings, things that are important to them, or even the values they profess in life. The participants eagerly shared their impressions of the workshops and indicated their favorite exercises that they remembered the most.



## **Note after the testing phase**

### **ROMANIA:**

Gamma Institute implemented the Mentoring Life Personal Development methodology in Romania, having a target group of 100 young people, with ages between 13 and 30 years old. The first phase of the pilot program was the training of mentors and taking in consideration the wide network of psychotherapists in Gamma's community, we chose to select mentors from all over the country, where we had competent youth workers, interested to apply this methodology. That's why, the target group was formed by young people from Iasi, Campulung Moldovenesc, Neamt, Bacau si Bucuresti. The mentors, youth workers and psychologists organized a set of 5 face to face workshops. All the 3 topics were approached and the feedback from the participants was a positive one, with focus on the future and how they could improve their life plan, in a healthy way.

The feedback of the mentors regarding this personal development program and the observed impact on young people was focused mostly on the accessibility and adaptability of the exercises, mixed with the useful information from the manual (that they used for creating different presentations for the sessions, worksheets or annexes).

Overall, the most interesting topic for the romanian target group was the healthy lifestyle and future planning, no matter if there is about health, relations or career.

What was specific on this project in the testing phase sessions was the effect created by the mentoring methodology in terms of attitudes: young peoplem coming from difficult backgrounds (both educational and social) were more relaxed than in the usual workshops, more opened to discussions and sharing between them and much more available to create a special relationship with their mentor, based on trust and respect.

### **PORTUGAL:**

During the month of May 2023, it was held in Oeiras (Portugal) the LTTA (Learning, Teaching, Training, Activity), in which 4 mentors of Compacting took part. The 4 mentors organized 3 different online sessions (4 hours each) for the mentors on the days 16th, 17th and 18th of October 2023, where they shared the knowledge, exercises and experience with other 6 youth workers (the mentors), providing them with practical training on the role of the mentors.

The project aimed at promoting and enduring transformations on an individual and societal scale involving cultivating critical thinking and problem-solving abilities, which could be achieved through adopting and sustaining a healthy lifestyle (that it refers to physical, mental, emotional and relational well-being. Likewise it entailed strategically planning the educational and professional journey.

During the months of November and December 2023 and January 2024, Compacting hosted different workshop sessions on the topics of healthy lifestyle, career planning and critical thinking and problem solving, involving 100 young people (15-25 years old).

### **Note after the testing phase**

The Portuguese mentors held 3 sessions of 4 hours focused on all the different topics. There were 3 main groups: the first group composed of 40 participants, the second and the third group included 30 participants each. All the activities took place in the Alentejo region, in Southern Portugal. Compacting involved different young people facing several challenges as geographical, economical and cultural: the Portuguese partner wanted to provide these target groups with this kind of formative and life changing opportunities.

The testing phase presented a valuable opportunity for the participating youth. For many of them, it was the first opportunity to participate in training programs that use non-formal methodologies, different from those they are used to.

All the mentors involved in organizing the workshops already had previous experiences in working with younger people. This aspect, together with the training they participated in before they could begin the testing phase, contributed to the development of a constructive, dynamic and inspiring testing phase (based on the feedback collected).

All mentors underlined how the young people participated actively throughout the sessions. In addition to the role played by the non-formal approach of the workshops and the preparation and empathy of the mentors, another key aspect was undoubtedly the project topics.

The topic of healthy lifestyle, combined with career planning, critical thinking and problem solving, are skills that are fundamental in the lives of each of us. Having had the opportunity to reflect on their importance during the various sessions provided was priceless and had a great impact on their personal and professional development.

Compacting is pleased to have had the opportunity to participate in this testing phase, which proved to be very productive, inspiring and certainly impactful in the lives of all the actors involved.

## GAMMA INSTITUTE

The aim of the Institute for Research and Study of Quantic Consciousness - Gamma Institute, is promotion, development, research, and initiative for activities in the field of psychology, psychotherapy and mental health. Gamma targets trainees, kids, and international specialists through training programs, workshops, psychological services, counseling, and international cooperation.



## CEIPES

CEIPES – International Centre for the Promotion of Education and Development is a non-profit organisation founded in 2007 and based in Palermo, Italy. CEIPES has expertise on Education, Transfer of innovation and Project management in different European programmes tackling the Education and the capacity building of different target groups, from young people to adults, from women to unemployed, migrants and disadvantaged groups.



## IAiRS

IAiRS - "Institute of animation and social development“, the Lublin ngo working since 2012. Through actions, we are trying to initiate and support activities aimed towards the harmonious development of groups and individuals, based on values and citizenship and prosocial. To this end, we aim to identify challenges emerging with the changes and needs of society. We respond to them using methods of non-formal education, shaping the competencies needed to participate actively and responsibly fulfill its potential in the field of personal and professional.



## ASPAYM Castilla y León Foundation

ASPAYM Castilla y León Foundation started working in 2004 in Castilla y León. Its main aims are to promote autonomy, equal rights, and opportunities and to increase the quality of life of people with physical disabilities, allowing them significant social integration. ASPAYM CyL has a youth department focused on activities with young people. This department is an active member of the Regional Youth Council of Castilla and Leon, and also part of the Permanent Youth Council of the Province of Valladolid, where ASPAYM is a member of the board.



## COMPACTING

Compacting is an empowerment platform for those seeking to acquire or improve personal and/or professional skills to develop as citizens, people, and human beings. The focus is on promoting and supporting the development of personal and professional skills through consulting and training services in areas such as: education, culture, sport, integral health, and well-being at national and international level. Compacting's target group are institutions, organizations and companies, public and private, national and international, and individuals groups.





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THIS TOOLKIT IS COMPLEMENTED WITH THE MAIN OUTPUT OF THE PROJECT, THE YOUTH MENTOR'S GUIDE. BOTH SEEK TO ENHANCE THE CAPABILITIES OF THE PROJECT OF YOUTH WORKERS IN GUIDING YOUNG PEOPLE THROUGH CHANGE PROCESS. THESE ADDRESS THE NEED FOR CLEAR DIRECTION, UNDERSTANDING OF POST-PANDEMIC CHANGE DYNAMICS, AND EFFECTIVE MEANS OF MAINTAINING YOUNG PEOPLE'S ENGAGEMENT.

