



Set of Tools



*Empowering young people
soft skills through peer
mentoring*



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STRONGER YOUTH

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Communication



1. Communication

1.1 Activity 1: Enhancing Communication Through Listening



Materials Needed



Paper

(one sheet per participant)



Pens



Small cards with conversation prompts



Target Age Group

15-17 years



Duration

1 hour

(10 minutes for introduction, 40 minutes for main activity, and 10 minutes for debriefing)

Cards with Questions/Conversations

1. What is your favorite memory?
2. Describe an ideal day for you.
3. Tell me about an activity you enjoy doing.
4. How would you describe your favorite place?
5. Who inspires you and why?
6. What is the most interesting thing you've learned recently?
7. If you could travel anywhere, where would you go?
8. Share a funny situation you've been through.



Learning Aim and Objectives

Learning Aim: To enhance active listening and verbal communication skills.

Specific Objectives

- By the end of the activity, participants will demonstrate active listening by summarizing their partner's story accurately.
- Participants will identify three verbal and non-verbal techniques for effective listening.



Description

Introduction (10 minutes)

Explain the importance of active listening in communication.

Active listening is crucial in communication because it ensures that both parties truly understand each other, fostering clearer and more meaningful exchanges. It goes beyond simply hearing words; it involves engaging with the message, thinking critically about it, and responding thoughtfully. Active listening promotes empathy, reduces misunderstandings, and strengthens relationships.

Verbal cues in communication are words or phrases that help clarify, reinforce, or confirm understanding of a message. Examples include paraphrasing (rephrasing what the speaker has said in your own words), asking for clarification (“Can you explain that further?”), or using acknowledgment and encouragement phrases like “I see” or “Tell me more.” These verbal cues enhance active listening and contribute to more effective communication.

Non-verbal cues are the physical signals and behaviors, such as eye contact, nodding, facial expressions, posture, and gestures, that communicate meaning without the use of words. They are essential in active listening, as they convey attentiveness, interest, and understanding, helping to reinforce or clarify verbal communication. For example, maintaining eye contact shows engagement, while nodding or leaning slightly forward indicates that you are following the conversation. A warm facial expression or an open posture can signal empathy and openness, while gestures can emphasize or support what is being said. Together, non-verbal cues enhance communication by creating a sense of connection and trust between the speaker and listener.

By using both verbal and non-verbal cues, you show the speaker that you are fully engaged, which can lead to more productive and empathetic communication.

Main Activity (40 minutes)

1. Pair up participants. One person will be the speaker, and the other will be the listener.
2. Provide a conversation prompt for the speaker. The listener practices active listening techniques while the speaker shares a short story (2-3 minutes).
3. After each story, the listener summarizes what they heard. Switch roles and repeat.
4. Conduct a brief group discussion to share experiences.

Debrief and Reflection (10 minutes)

Ask questions like:

- How did active listening affect your understanding of the story?
- What challenges did you face while summarizing?

Encourage participants to reflect on how these skills apply in real-life situations.



Preparation

For Facilitators

Prepare conversation prompts and review active listening techniques.

For Participants

No specific preparation needed.

1.2 Activity 2: Effective Communication Through Role-Playing Scenarios



Materials Needed



Props

(optional, to enhance role-play)



Scenario cards

(pre-written, e.g., “You need to ask for help from a teacher” or “You disagree with a friend about a group project idea”)



Target Age Group

12-14 years



Duration

1 hour

(10 minutes for introduction, 40 minutes for role play, and 10 minutes for debriefing)

Scenario Cards

1. You need to ask a teacher for help with a project.
2. You have a disagreement with a friend about what to do over the weekend.
3. Someone has said something that upset you; how do you respond?
4. You're at an interview for a spot on a sports team or school club.
5. You want to convince a group to accept your idea for a project.
6. You start a conversation with a colleague you don't know well.
7. You volunteer to explain something to a colleague who hasn't understood it.
8. You need to communicate that you can't attend an important event.



Learning Aim and Objectives

Learning Aim: To practice expressing thoughts and emotions in different social contexts.

Specific Objectives

- Participants will demonstrate effective verbal communication in three different scenarios.
- Participants will identify one strategy to manage challenging conversations.



Description

Introduction (10 minutes)

Discuss why clear and confident communication is important in everyday situations

Clear and confident communication is crucial in everyday life because it serves as the foundation for effective interactions across all areas—whether in personal relationships, at work, or in social situations. When we communicate clearly, we make it easier for others to understand our thoughts, needs, and intentions. This reduces the risk of misunderstandings, which can lead to frustration, confusion, or conflict. By being clear in our communication, we ensure that the message we send is the message that is received, helping to maintain smooth and productive interactions.

Confidence in communication further enhances these interactions by instilling trust and respect. When we communicate confidently, others are more likely to listen attentively, take us seriously, and value our opinions. This boosts our credibility and influence, especially in situations where persuasion or decision-making is involved. Confident communicators are also better at expressing their ideas and asserting their needs, which can help prevent passive behavior or feelings of being overlooked.

Moreover, clear and confident communication plays a vital role in problem-solving. When issues arise, being able to articulate the problem and suggest potential solutions confidently allows for a more efficient resolution. It fosters collaboration and ensures that all parties involved are on the same page, making it easier to work towards common goals. On a personal level, clear communication also improves self-esteem and reduces anxiety, as individuals feel more capable and in control of their interactions. This leads to more positive and fulfilling experiences, whether we're engaging in a conversation with a colleague, asking for help from a friend, or simply expressing ourselves in daily life.

Clear and confident communication is not just about conveying information; it's about creating understanding, building trust, and fostering meaningful connections. By developing these skills, we can improve the quality of our interactions, resolve conflicts more effectively, and strengthen our relationships.

Main Activity (40 minutes)

1. Divide participants into small groups and provide each group with a scenario card.
2. Give them 5 minutes to prepare a short role-play demonstrating the situation.
3. Each group presents their scenario, followed by a brief discussion.
4. Rotate roles so everyone gets a chance to practice speaking and responding.

Debrief and Reflection (10 minutes)

Discuss what worked well in the role-plays. Prompt with questions like:

- How did you feel expressing yourself?
- What strategies helped you stay calm and focused?



Preparation

For Facilitators

Prepare scenario cards and props.

For Participants

No specific preparation needed.

1.3 Activity 3: Understanding Non-Verbal Communication Through Charades



Materials Needed



Cards with emotions/actions



Target Age Group

12-14 years



Duration

45 minutes

(5 minutes for introduction, 30 minutes for game, and 10 minutes for debriefing)

Emotion/Action Cards

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Joy 2. Frustration 3. Surprise 4. Enthusiasm 5. Sadness 6. Confusion 7. Asking for help 8. Gratitude | <ol style="list-style-type: none"> 9. You've lost something and are looking for it 10. An enthusiastic greeting to a friend 11. Impatience 12. Suspicion 13. You're getting slowly angry 14. Handling a stressful situation 15. Trying to explain something complicated |
|--|--|



Learning Aim and Objectives

Learning Aim: To improve the interpretation of non-verbal cues in communication.

Specific Objectives

- Participants will identify three types of non-verbal communication.
- Participants will demonstrate the ability to interpret body language accurately.



Description

Introduction (5 minutes)

Explain the role of body language and facial expressions in communication.

Body language and facial expressions play a crucial role in communication, often conveying more than words alone. They help express emotions, reinforce messages, and provide additional context to what is being said.

Body language includes posture, gestures, and movement. It can signal openness or defensiveness, interest or disinterest, confidence or insecurity. For example, leaning forward while listening suggests attentiveness, while crossed arms might signal resistance or discomfort. A firm handshake conveys confidence, while fidgeting can suggest nervousness.

Facial expressions are powerful tools for conveying emotions such as happiness, anger, surprise, or sadness. They often provide immediate clues to how someone feels, even if they're not verbally expressing it. A smile can show warmth and friendliness, while a furrowed brow may indicate confusion or concern. In some cases, facial expressions can even contradict spoken words, helping others to detect inconsistency or hidden emotions.

Together, body language and facial expressions make up a significant portion of our communication, influencing how others perceive our feelings and intentions. They help create a deeper, more authentic connection and understanding, making them vital in both personal and professional interactions.

Main Activity (30 minutes)

1. Divide participants into teams.
2. One member from a team picks a card and acts out the emotion or action non-verbally.
3. The team guesses within 1 minute. Rotate through all members.
4. Keep score to make it competitive and fun.

Debrief and Reflection (10 minutes)

Discuss the experience with questions like:

- What cues helped you interpret the actions?
- How can understanding non-verbal communication help in real-life situations?



Preparation

For Facilitators

Prepare cards with diverse emotions/ actions.

For Participants

No specific preparation needed.

1.4 Activity 4: Building Communication Skills Through Collaborative Storytelling



Materials Needed



Paper



Pens



Story Starter Cards



Target Age Group

15-17 years



Duration

1 hour

(10 minutes for introduction, 40 minutes for activity, and 10 minutes for debriefing)

Story Starter Cards

- On a rainy day, I found an old map in an attic.
- I opened the door and saw something unexpected...
- The phone started ringing, but there was no one on the line.
- I discovered that I could understand what animals are thinking!
- Everything seemed normal until the sky turned green.
- It was the last day of school, and something incredible happened.
- I found a bottle with a message on the beach.
- In the old library, I discovered a magical book.
- My friends and I found a secret door in a park.
- I met someone who seemed to know everything about me.



Learning Aim and Objectives

Learning Aim: To practice teamwork and active listening through storytelling.

Specific Objectives

- Participants will co-create a story using effective communication.
- Participants will demonstrate active listening by building on their partner's ideas.



Description

Introduction (10 minutes)

Introduce the activity and its focus on collaboration and listening.

In this activity, we'll focus on the power of collaboration and the importance of listening in communication. The goal is to build a story together, with each person contributing one sentence at a time. This exercise will help us practice working as a team, actively listening to others' ideas, and contributing our own thoughts in a way that moves the story forward.

As we work together to create a cohesive narrative, we'll see how each person's input influences the direction of the story, highlighting the importance of both contributing and listening. Each sentence will build on what was said before, requiring us to be attentive and engaged with our teammates. This practice helps improve our communication by teaching us to **actively listen**—not just to hear what others say, but to understand it and respond in a way that makes sense in the context of the conversation.

Collaboration is at the heart of this activity. Just as in real-life communication, our ability to **adapt** and be **open to others' ideas** will guide us towards a collective outcome. Sometimes the story may take unexpected twists and turns, and that's okay! These moments are opportunities to practice flexibility and creativity, showing that good communication isn't just about following a script, but about embracing new perspectives and working together to find common ground.

Throughout the activity, we'll be developing **communication skills** that are essential in any collaborative environment—whether in the workplace, at school, or in personal relationships. By working together to shape a story, we're practicing the key elements of successful teamwork: **listening attentively, contributing thoughtfully, and adapting to the flow of ideas**.

As you participate, remember that the goal is not just to tell a good story, but to experience how effective communication—through active listening, creative input, and collaboration—can result in something greater than the sum of its parts. Be ready to be surprised and enjoy the creative process as we build our story together!

Main Activity (40 minutes)

1. Divide participants into small groups.
2. Each group starts a story with one sentence. The next person adds to it, and so on.

3. Continue until the story reaches a logical conclusion.
4. Each group reads their story aloud.

Debrief and Reflection (10 minutes)

Discuss questions like:

- How did listening to others help the story evolve?
- What challenges did you face while building on others' ideas?



Preparation

For Facilitators

Provide an example to guide participants.

For Participants

No specific preparation needed.

1.5 Activity 5: Enhancing Communication Through The Public Speaking Challenge



Materials Needed



Timer



Cards with topics



Target Age Group

18-20 years



Duration

1 hour

(10 minutes for introduction, 40 minutes for activity, and 10 minutes for debriefing)

Topic Cards

- A memorable day in your life.
- The future of technology and how it will impact our lives.
- The importance of friendship.
- How can we improve our school or community?
- An invention that changed the world.
- The power of a simple idea.
- What does success mean to you?
- A superhero you admire and why.
- If you could change one thing in the world, what would it be?
- What would you teach someone visiting your country for the first time?



Learning Aim and Objectives

Learning Aim: To enhance confidence and clarity in public speaking.

Specific Objectives

- Participants will deliver a 2-minute speech on a given topic.
- Participants will receive constructive feedback to improve their speaking skills.



Description

Introduction (10 minutes)

Discuss key elements of effective public speaking: clarity, body language, and confidence.

Effective public speaking hinges on several key elements, with **clarity, body language, and confidence** playing crucial roles in delivering a compelling and engaging presentation.

Clarity refers to the ability to express ideas in a simple, understandable way. To achieve this, speakers should organize their thoughts, avoid jargon or overly complex language, and speak at a pace that allows the audience to follow along. Clear articulation of key points ensures that the message is received as intended, minimizing confusion and maximizing impact.

Body language is essential for reinforcing the spoken word. It includes posture, gestures, facial expressions, and eye contact. Positive body language, such as standing upright, using purposeful gestures, and maintaining eye contact, conveys confidence and helps establish a connection with the audience. Avoiding closed or defensive postures, like crossed arms, ensures that you appear approachable and engaged. Non-verbal cues often communicate as much—if not more—than what is said verbally.

Confidence is key to keeping the audience engaged and making your message persuasive. A confident speaker exudes authority, credibility, and trustworthiness, making it more likely that the audience will pay attention and believe in the message being delivered. Confidence can be conveyed through strong vocal delivery, steady eye contact, and a composed demeanor. It's important to project confidence even if you don't feel it internally—this can be achieved through preparation, practice, and focus.

Together, these elements ensure that a speaker can communicate effectively, connect with the audience, and leave a lasting impression. Mastering clarity, body language, and confidence enhances the overall quality of any public speaking engagement.

Main Activity (40 minutes)

1. Each participant picks a topic and prepares a 2-minute speech.
2. Deliver speeches to the group.

3. Group members provide constructive feedback focusing on strengths and areas for improvement.

Debrief and Reflection (10 minutes)

Discuss:

- How did you feel while speaking?
- What feedback helped you most?



Preparation

For Facilitators

Prepare topic cards and review feedback techniques.

For Participants

No specific preparation needed.

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Teamwork



2. Teamwork

2.1 Activity 1: Building Teamwork Through the Lost in the Maze Challenge



Materials Needed



Large open space



Cones or tape for maze layout



Blindfolds (1 per team)



Target Age Group

15-17 years



Duration

1 hour

(10 minutes introduction, 35 minutes activity, 15 minutes debriefing)



Learning Aim and Objectives

Learning Aim: To develop trust and cooperation among team members.

Specific Objectives

- Participants will guide a blindfolded teammate through a maze using only verbal cues.
- Participants will reflect on the importance of clear communication in teamwork.



Description

Introduction (10 minutes)

Explain that one team member will be blindfolded and must navigate a maze guided only by teammates' instructions. Emphasize trust and strategy.

The goal of the "Lost in the Maze" activity is to navigate through a maze while blindfolded,

relying solely on your teammates' verbal instructions. This exercise emphasizes trust, effective communication, teamwork, and strategy.

In this activity, one team member will be blindfolded and placed at the entrance of a maze, which is created using cones or tape in a large open space. The rest of the team will stand at different points around the maze and provide verbal instructions to help the blindfolded person navigate through it. The blindfolded participant must rely completely on the guidance of their teammates to avoid obstacles and reach the end of the maze. This challenge is not only about reaching the goal, but also about building a sense of collaboration and mutual support.

Trust plays a central role in this exercise. The blindfolded person must trust that their teammates will guide them safely and accurately through the maze. This builds confidence in others' abilities and fosters collaboration. At the same time, effective communication is crucial. The team will need to give clear, concise, and calm instructions, avoiding confusion and ensuring the blindfolded person can follow the directions without hesitation. The clearer the communication, the more successfully the blindfolded participant can navigate the maze.

Strategy also comes into play. Before starting, the team should plan how to best guide the blindfolded person. It's important for the person wearing the blindfold to stay calm and focused, trusting the team's instructions. Meanwhile, the team members must strategize how to give directions in a way that keeps the person on track, making sure the pace remains steady and that the instructions are accurate. Flexibility is also key. If the blindfolded person makes a mistake or if something unexpected happens, the team must be ready to adapt their instructions quickly to help them recover.

Before starting the activity, set up the maze in a large, open space using cones or tape. Ensure there's enough room around the maze for teammates to give clear instructions. Each team will have one blindfolded participant who will navigate the maze, while the rest of the team provides guidance. This gives everyone a chance to participate and experience the challenge from different perspectives.

This activity is not only a fun challenge but also a great way to practice trust, communication, and teamwork. By working together to guide one person through the maze, you'll see how important these skills are in everyday situations. Now, let's prepare to take on the challenge and see how well we can collaborate!

Main Activity (35 minutes)

1. Divide participants into teams of 4-5.

2. Set up a maze using cones or tape.
3. Blindfold one member of each team. The rest provide verbal guidance to navigate the maze.
4. Rotate roles so each participant is blindfolded once.
5. Time each team's completion for added challenge.

Debrief and Reflection (15 minutes)

- What communication strategies worked best?
- How did trust influence the activity?



Preparation

For Facilitators

Set up the maze beforehand. Ensure safety protocols for blindfolded participants.

For Participants

None.

2.2 Activity 2: Fostering Teamwork Through the Human Knot Challenge



Materials Needed



None



Target Age Group

12-14 years



Duration

30 minutes

(5 minutes introduction, 20 minutes activity, 5 minutes debriefing)



Learning Aim and Objectives

Learning Aim: To enhance problem-solving and cooperation.

Specific Objectives

- Participants will untangle themselves without breaking the chain.
- Participants will practice patience and active listening.



Description

Introduction (5 minutes)

Form a circle and explain the rules. Everyone must hold hands with two different people across the circle, creating a “human knot.”

The goal of the “Human Knot” activity is to untangle a human knot by working together as a team, using communication, problem-solving, and collaboration. To begin, everyone will form a circle, standing shoulder to shoulder. Once the circle is formed, each participant will reach across to grab the hands of two different people on the opposite side of the circle. This creates a “knot” where people are physically tangled and must work together to untangle themselves. The challenge is that no one can let go of hands during the process. The task is

to untangle the knot without breaking the chain of hands.

The main rule is that no one can release their hands at any point during the activity. Everyone must maintain their grip on the hands of the other participants while working to untangle the knot. The key to success is communication, as the team needs to discuss and strategize how to shift and move around each other to solve the puzzle. It's important to remember that no physical force or pulling should be used; instead, it's about cooperation and creative problem-solving.

Before starting, we'll briefly discuss how effective communication and patience can help in untangling the knot, as sometimes the solution isn't immediately obvious. The goal is to work together, with everyone contributing their ideas, and return to a circle where participants are once again holding hands with their original partners.

This activity is a fun and engaging way to build teamwork and communication skills, showing how collaboration can help solve problems in a light-hearted and effective way. Let's now get ready to take on the challenge and see how quickly we can untangle the knot!

Main Activity (20 minutes)

1. Teams must untangle themselves into a circle without letting go of hands.
2. Encourage communication and strategy.

Debrief and Reflection (5 minutes)

- What strategies worked?
- How did you feel during the process?



Preparation

For Facilitators

None.

For Participants

Comfortable attire for movement.

2.3 Activity 3: Build a Bridge



Materials Needed



Cardboard



Tape



String



Rulers



Scissors



Markers



Target Age Group

15-17 years



Duration

1 hour

(10 minutes introduction, 40 minutes activity, 10 minutes debriefing)



Learning Aim and Objectives

Learning Aim: To encourage creative problem-solving and teamwork.

Specific Objectives

- Participants will construct a functional bridge using limited materials.
- Participants will demonstrate teamwork by dividing tasks effectively.



Description

Introduction (10 minutes)

Introduce the challenge—design and build a bridge that can hold a small weight. Materials are limited, so resourcefulness is key.

The goal of the “Build a Bridge” activity is to design and construct a bridge using limited materials that can hold a small weight. This challenge encourages creativity, teamwork, problem-solving, and resourcefulness, as participants must come up with innovative solutions within the constraints of the materials provided.

Each team will be given a set of materials, including cardboard, string, scissors, tape, rulers,

and markers, and tasked with building a bridge that can support a small weight, such as a toy car or a small book. The bridge must span a certain distance, and the challenge is for it to hold the weight for a set period of time without collapsing. Teams will need to plan their design carefully, utilizing the materials effectively to create a strong and stable structure.

Since the materials are limited, resourcefulness is key. Teams will need to think creatively about how to use the cardboard for strength and how to employ the string for support. Effective communication and collaboration will be crucial, as everyone on the team should contribute their ideas and solutions to the design. It's important to work together to ensure that the final bridge meets the requirements and holds up under pressure.

Once the bridges are built, each team will test the strength of their structure by placing the small weight on it. The bridge that can hold the weight the longest or supports the heaviest load without collapsing will be the winner. Throughout this process, teams will face challenges such as balancing the weight, ensuring stability, and making the most of the limited materials, so problem-solving and adaptability will be essential.

Before we begin, we'll discuss how materials can be used creatively to strengthen the bridge and how teamwork will play a role in achieving the best design. As you build, remember that this activity is not only about creating the strongest bridge but also about learning to collaborate, think critically, and overcome obstacles together. Now, let's get started and see which team can build the most successful bridge!

Main Activity (40 minutes)

1. Divide participants into teams of 4-6.
2. Provide identical materials to each team.
3. Set a time limit for construction.
4. Test each bridge with a small object (e.g., a book).

Debrief and Reflection (5 minutes)

- How did your team decide on the design?
- What would you do differently next time?



Preparation

For Facilitators

Gather and organize materials. Test the weight-bearing capacity of example bridges.

For Participants

None.

2.4 Activity 4: Survivor Challenge



Materials Needed



Props

(optional, for role-play)



Markers



Scenario cards

(1 per team)



Flip charts



Target Age Group

15-17 years



Duration

1 hour

(10 minutes introduction, 40 minutes activity, 10 minutes debriefing)

1



Card Title

Survivor Challenge - Scenarios



Items List:

- | | |
|------------------|--------------|
| 1. Matches | 9. Rope |
| 2. Knife | 10. Notebook |
| 3. Water bottle | |
| 4. Tent | |
| 5. Compass | |
| 6. First aid kit | |
| 7. Fishing rod | |
| 8. Solar charger | |



Scenario 1

You are stranded on a desert island with your team. You have a list of 10 items salvaged from the wreck. Your task is to choose 5 items that will maximize your chances of survival.



Rules

- Discuss each item's importance.
- Agree on the final five items as a team.
- Present your choices and justify them.

2


Card Title

Survivor Challenge - Scenarios



Items List:

- | | |
|-------------------------------|------------------------|
| 1. Satellite phone | 6. Rations (food bars) |
| 2. Machete | |
| 3. Emergency blanket | 7. Map of the area |
| 4. Water purification tablets | 8. Flashlight |
| 5. Signal flares | 9. Climbing rope |
| | 10. Multi-tool |



Scenario 2

You and your team have just survived a plane crash and are stranded in a dense jungle. You have a list of 10 items salvaged from the wreck. Your task is to choose 5 items that will maximize your chances of survival and help you find help.



Rules

- Discuss the importance of each item in the jungle environment.
- Agree on the final five items as a team.
- Present your choices and justify them.

3


Card Title

Survivor Challenge - Scenarios



Items List:

- | | |
|---|---------------------|
| 1. Warm clothing (thermal jacket, gloves, etc.) | 6. Thermal blanket |
| 2. Emergency radio | 7. Canteen of water |
| 3. Ice pick | 8. Signal mirror |
| 4. Hand warmers | 9. Fire starter |
| 5. Tent | 10. Rope |



Scenario 3

You and your team are trapped in a remote mountain range after an avalanche. You have a list of 10 items that you found in the wreckage. Your task is to choose 5 items that will help you survive until rescue arrives.



Rules

- Discuss the key factors for surviving in a cold, mountainous environment.
- Agree on the final five items as a team.
- Present your choices and explain why they are necessary for survival.

4



Card Title

Survivor Challenge - Scenarios



Items List:

1. Water filtration system
2. Seeds for planting
3. Knife
4. Solar-powered radio
5. Flashlight
6. Solar oven
7. First aid kit
8. Rope
9. Gas mask
10. Books on survival and farming



Scenario 4

You and your team are trapped in a post-apocalyptic world where food and resources are scarce. You have a list of 10 items that you salvaged from a collapsed city. Your task is to choose 5 items that will increase your chances of surviving and thriving in this new world.



Rules

- Discuss which items will help you secure food, water, and shelter in a post-apocalyptic world.
- Agree on the final five items as a team.
- Present your choices and justify how each item helps your survival in this new environment.



Learning Aim and Objectives

Learning Aim: To foster collaboration and decision-making skills.

Specific Objectives

- Participants will develop and present a survival strategy as a team.
- Participants will demonstrate the ability to reach consensus under time pressure.



Description

Introduction (10 minutes)

Present a survival scenario (e.g., stranded on a desert island). Teams must decide on the best course of action to survive, selecting from a limited list of resources.

The “Survivor Challenge” activity is designed to test teamwork, decision-making, and problem-solving skills in a survival situation. Teams will be presented with a survival scenario, such as being stranded on a desert island, and must decide on the best course of action to maximize their chances of survival. Using a limited list of resources, participants will need to work together to select the most essential items for the situation.

In this activity, teams will be given a specific survival scenario—such as being stranded after a plane crash, shipwrecked on a deserted island, or caught in a natural disaster—and a list of 10 items they have salvaged from the wreckage or have available to them. The task is to carefully evaluate the importance of each item in the context of the scenario, and then select the five items that are most critical to surviving and reaching safety.

Teams will need to consider factors such as shelter, food, water, communication, and safety when making their selections. After selecting their five items, they will present their choices to the larger group, explaining why each item was chosen and how it contributes to their survival strategy.

The “Survivor Challenge” is not just about selecting items; it’s about discussing priorities, assessing risks, and working together under pressure. This challenge highlights the importance of communication, teamwork, and strategic thinking. By considering the scenario in depth, participants must use their collective knowledge and creativity to solve problems and make informed decisions.

Discussion Points Before Starting

- What are the most immediate survival needs in your scenario (e.g., water, shelter, food, safety)?
- How will you prioritize the items to ensure the best chances of survival?
- What challenges might arise in using each item, and how can you overcome those challenges?
- How will teamwork and communication influence the final decisions?

Rules

1. Teams will have 10 minutes to discuss and decide on their final five items.
2. Each team member should have a chance to voice their opinion on the importance of different items.
3. Once the decisions are made, each team will present their choices to the larger group and justify why they selected those particular items.
4. Teams will be judged on how well they explain their reasoning and how effectively they prioritize survival needs.

This challenge is designed to simulate real-world survival situations where resources are limited, and quick, strategic thinking is critical. The discussions will test how well your team can assess risk, collaborate, and make decisions under pressure. The “Survivor Challenge” will also help you think critically about how resources are used in extreme conditions and how different items can serve multiple purposes in a survival scenario. Now, let’s begin the activity and see which team can come up with the best survival strategy!

Main Activity (40 minutes)

1. Divide participants into teams of 5-6.
2. Provide scenario cards and a list of 10-15 survival items.
3. Teams discuss and select 5 items they believe are essential for survival, justifying their choices.
4. Teams present their strategy to the group.

Debrief and Reflection (10 minutes)

- What challenges did your team face in reaching a consensus?
- How did your team handle differing opinions?



Preparation

For Facilitators

Prepare scenario cards and lists of survival items.

For Participants

None.

2.5 Activity 5: Balloon Tower Challenge



Materials Needed



Balloons
(20 per team)



Tape



String



Scissors



Target Age Group

12-14 years



Duration

1 hour

(10 minutes introduction, 40 minutes activity, 10 minutes debriefing)



Learning Aim and Objectives

Learning Aim: To encourage creative collaboration and strategic planning.

Specific Objectives

- Participants will work together to build the tallest balloon tower possible.
- Participants will demonstrate teamwork by assigning roles and managing time effectively.



Description

Introduction (10 minutes)

Explain the task—build the tallest freestanding balloon tower using only the provided materials. Emphasize teamwork and creativity.

The “Balloon Tower” activity challenges teams to work together to build the tallest freestanding tower possible using only balloons and a limited set of materials. This task emphasizes creativity, problem-solving, teamwork, and resourcefulness as participants must design and construct a stable structure within a set amount of time.

In this activity, each team will be given a set of materials that includes balloons, tape, string, and possibly other simple items (such as scissors or markers). The objective is to construct the tallest freestanding balloon tower within a given time limit, usually 10 to 15 minutes. The key here is that the tower must be able to stand on its own without support from walls

or other surfaces.

The challenge requires the team to think creatively about how to use the balloons and other materials in combination to create a stable structure. The tower should be as tall as possible while still maintaining its balance. Teams will have to balance stability with height, as taller towers are more prone to toppling over if not carefully constructed.

This activity encourages teams to collaborate closely, combining ideas and skills to come up with innovative solutions. It's an exercise in trial and error, as teams may need to experiment with different designs before finding one that works. Problem-solving and adaptability are crucial as teams adjust their strategies to prevent the tower from falling over while building it taller. Additionally, communication is key: everyone needs to share their ideas and feedback to ensure that the structure is strong and well-designed.

Discussion Points Before Starting

- What materials can be used in creative ways to add stability to the tower (e.g., using tape to secure multiple balloons together or creating a base that can support the weight of the balloons)?
- How will you work together as a team to plan and execute your tower's design?
- What factors will affect the tower's height and stability?
- How can you balance between making the tower as tall as possible and ensuring it stays upright?

Rules

1. Teams will have a set amount of time (usually 10-15 minutes) to build their balloon tower.
2. The tower must be made using only the materials provided (balloons, tape, string, etc.).
3. The tower must be freestanding—meaning it cannot be propped up against walls or other surfaces.
4. The height of the tower will be measured at the end of the allotted time, and the tallest tower wins. If the tower falls or collapses before the time is up, it will no longer be counted.
5. Teams are encouraged to communicate and brainstorm together to develop a creative and stable design.

The “Balloon Tower” activity is a fun and dynamic way to promote teamwork, creativity, and problem-solving. It challenges teams to think outside the box, working together to build a structure under time constraints. You'll need to experiment, adapt, and communicate effectively to build the tallest and most stable tower possible. Now, let's get started and see which team can rise to the challenge and build the highest tower!

Main Activity (40 minutes)

1. Divide participants into teams of 4-5.
2. Provide materials to each team.
3. Set a timer and monitor progress.
4. At the end of the time, measure and assess the stability of each tower.

Debrief and Reflection (10 minutes)

- What strategies helped your team succeed?
- How did you overcome setbacks?



Preparation

For Facilitators

Prepare materials and test the feasibility of towers.

For Participants

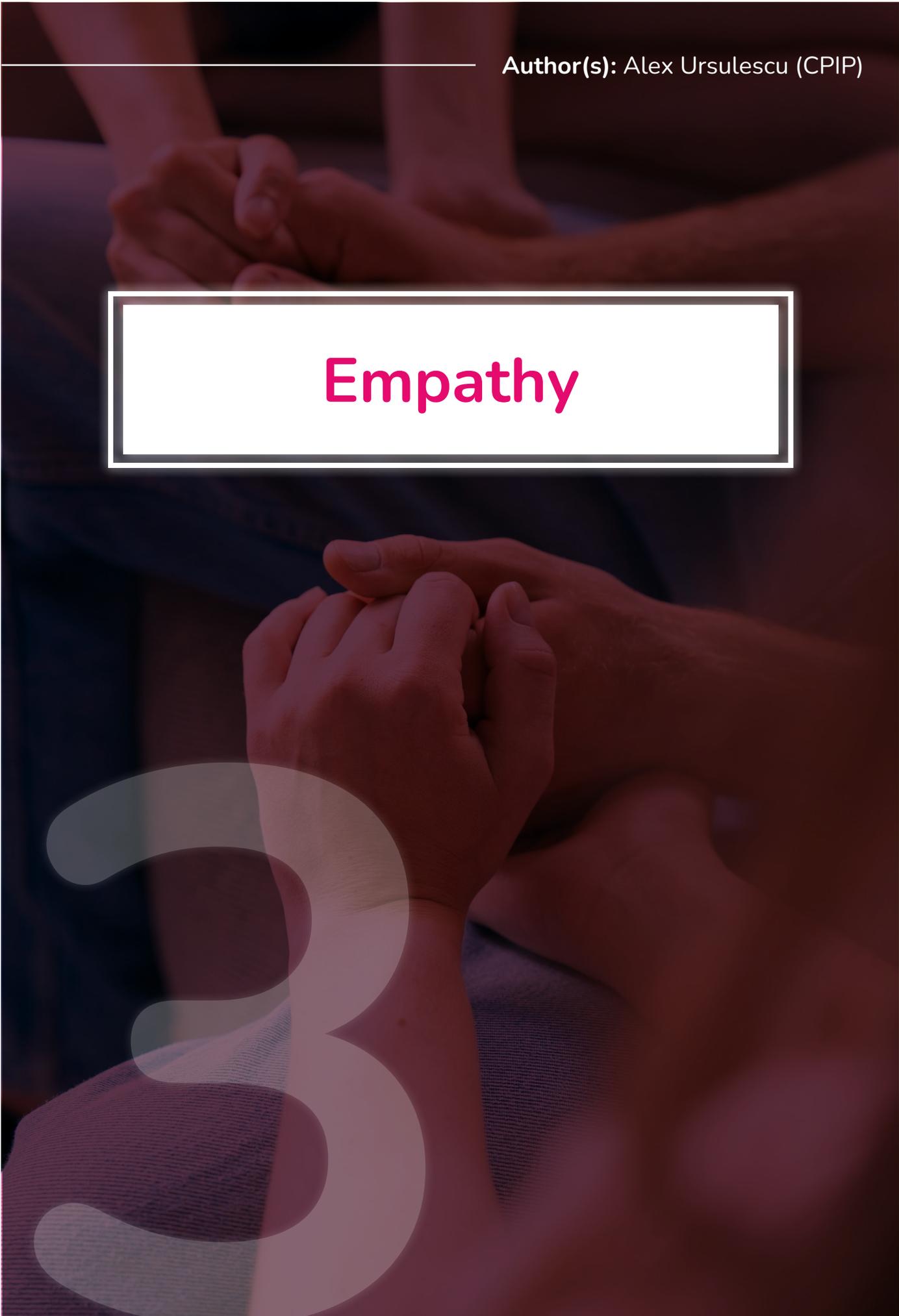
None.



STRONGER YOUTH

Author(s): Alex Ursulescu (CPIP)

Empathy



3. Empathy

3.1 Activity 1: Building Empathy Through Storytelling



Materials Needed



Paper

(one sheet per participant)



Cards for Personal Stories



Timer



Pens



Target Age Group

15-17 years



Duration

1 hour

(10 minutes introduction, 40 minutes main activity, 10 minutes debriefing)

Cards for Personal Stories

- “Describe a moment when you needed help but didn’t ask for anything. How did you feel?”
- “Think of a time when you offered help to someone. How did you feel?”
- “Tell a story about a situation when you felt like no one understood you.”
- “Describe a moment when someone truly listened to you.”



Learning Aim and Objectives

Learning Aim: To help participants develop empathy by understanding others’ experiences.

Specific Objectives

- Participants will actively listen to a peer’s personal story.
- They will identify emotions conveyed in the story and reflect on how they might feel in a similar situation.



Description

Introduction (10 minutes)

Facilitator explains the importance of empathy and the role of storytelling in understanding emotions.

The “Building Empathy Through Storytelling” activity focuses on fostering empathy by using storytelling as a tool to help participants better understand the emotions and experiences of others. This session aims to demonstrate how sharing personal stories or imagining different perspectives can deepen emotional connections, build trust, and promote understanding.

Storytelling is a powerful tool that allows people to express their thoughts, feelings, and experiences in a way that resonates with others. By sharing personal stories or stories from different perspectives, individuals can develop a deeper understanding of emotions and viewpoints that are not their own. In this activity, the facilitator will guide participants through a series of exercises that encourage them to listen with empathy, engage with diverse emotions, and reflect on their own reactions.

The activity will involve each participant telling a short story (or sharing a personal experience) in a way that highlights the emotions involved, whether positive or negative. The goal is for each storyteller to communicate the feelings associated with their experience and for the listeners to practice empathetic listening—paying close attention to the speaker’s emotions, asking questions, and reflecting back what they heard.

This exercise emphasizes **active listening**—truly hearing not just the words, but the emotions behind them. **Empathy** is the central concept, as participants will practice stepping into the shoes of others and understanding their emotional states, struggles, and joys. Storytelling helps participants convey complex emotions in a more relatable way, breaking down barriers and building connections between individuals who may not otherwise share common experiences.

Empathy is crucial in building meaningful relationships and creating an environment where people feel heard and understood. When we listen to someone’s story with empathy, we are able to connect with them on a deeper level, which leads to more compassionate interactions. By telling our own stories or listening to others’, we not only learn about their experiences but also reflect on our own emotions, building greater self-awareness in the process.

Discussion Points Before Starting

- How does storytelling allow us to connect emotionally with others?

- Why is it important to understand not just the facts of a situation, but the feelings behind them?
- How can practicing empathy in everyday life improve our relationships with others?
- What are some barriers to empathetic listening, and how can we overcome them?

Rules for the Activity

1. Each participant will take turns sharing a short story (about 1-2 minutes) from their life or an experience that they feel had a significant emotional impact on them.
2. The storyteller should focus on describing the emotions they felt during the experience, not just the events themselves.
3. Listeners should practice empathetic listening by reflecting on what the speaker shares, asking questions that show interest in the emotions involved, and avoiding judgments or interruptions.
4. After each story, the group may discuss the emotions involved and how they can relate to those feelings in their own lives.

The “Building Empathy Through Storytelling” activity provides an opportunity for participants to practice empathy and strengthen their emotional connections with others. By listening to stories and sharing their own, individuals will deepen their understanding of human emotions, promote compassion, and develop stronger interpersonal relationships. Storytelling helps us connect not just through facts, but through feelings, fostering a sense of shared humanity. Let’s get started and explore the power of empathy through storytelling!

Main Activity (40 minutes)

Participants pair up. Each tells a personal story about a challenge they’ve faced, while the other listens without interruption. After sharing, they switch roles.

Debrief (10 minutes)

Participants regroup to discuss:

- What was it like to listen to someone’s story? Did they see the situation differently after listening?



Preparation

For Facilitators

Review active listening techniques and prepare a brief example story.

For Participants

Bring a personal story they feel comfortable sharing.

3.2 Activity 2: Developing Empathy Through Walking in Their Shoes



Materials Needed



Flip chart



Markers



Scenario cards



Target Age Group

12-14 years



Duration

1 hour

(15 minutes introduction, 30 minutes main activity, 15 minutes debriefing)

Scenario Cards

- “You are new in a class and don’t know anyone.”
- “Your best friend is arguing with you, and you don’t understand why.”
- “You are being ignored during a team game.”
- “You’ve lost something valuable, and no one seems to understand how upset you are.”
- “A friend feels excluded from a party”.



Learning Aim and Objectives

Learning Aim: To encourage participants to consider others’ perspectives in challenging situations.

Specific Objectives

- Identify and articulate others’ feelings and viewpoints.
- Propose empathetic responses to the scenarios.



Description

Introduction (15 minutes)

Discuss why it's important to consider others' perspectives. Share a relatable example.

The “Walking in Their Shoes” activity is designed to help participants develop empathy by considering and understanding others’ perspectives. This exercise encourages individuals to step outside their own experiences and see the world through someone else’s eyes, fostering compassion and improving interpersonal relationships.

In this activity, the facilitator will introduce the concept of empathy and explain why it is crucial to understand and consider other people’s viewpoints, even if they differ from our own. Participants will be encouraged to think about how others may feel in various situations, and how their actions and words can affect people in different ways.

The facilitator will share a relatable example to illustrate the importance of walking in someone else’s shoes. For instance, a story could be about a time when someone assumed they knew how another person was feeling, only to later realize that they had misunderstood the situation. By considering the other person’s perspective, they would have been able to respond more thoughtfully and with more compassion.

The activity emphasizes that empathy is not just about understanding someone’s circumstances—it’s also about acknowledging their emotions, thoughts, and struggles. It’s about being open-minded and suspending judgment to see things from another person’s point of view.

Key Skills and Concepts

- **Empathy:** The ability to understand and share the feelings of another person.
- **Perspective-taking:** Actively imagining and considering how another person might be thinking or feeling in a particular situation.
- **Compassion:** Responding with care and understanding when we recognize someone else’s emotional state.
- **Non-judgmental Listening:** Learning to listen and engage without immediately forming judgments or assumptions.

Relatable Example to Share

To kick off the discussion, you might share a story like this:

“Imagine you’re at school, and your friend seems distant and withdrawn. At first, you might

think they are upset with you or being rude. But after talking to them, you learn that they've been dealing with family issues and are just feeling overwhelmed. If you had assumed their behavior was about you, you might have reacted defensively. However, by understanding their situation, you are able to respond with kindness and offer support, rather than feeling hurt or frustrated."

This example demonstrates how considering another person's perspective can change the way we interpret and respond to their actions. It also shows how, without empathy, we might misinterpret someone's behavior and make assumptions that could harm the relationship.

Discussion Points Before Starting

- Why do we sometimes fail to consider others' perspectives?
- How does empathy help improve our relationships with family, friends, and even strangers?
- Can you think of a time when understanding someone else's perspective helped you resolve a conflict or misunderstanding?
- How do we balance our own needs and feelings with understanding the needs and feelings of others?

Activity Setup

After the introduction, the facilitator will guide the group through a short reflective activity where participants are asked to think about a recent situation where they either did or didn't fully understand someone else's perspective. They will then be prompted to share these experiences with the group, discussing what they learned from considering the other person's point of view.

Rules for the Activity

1. Think of a time when you misunderstood someone or when you had difficulty understanding another person's perspective.
2. Reflect on what you could have done differently if you had tried to "walk in their shoes."
3. Share your experience with the group, focusing on how understanding the other person's perspective might have changed the outcome of the situation.
4. After each share, others can offer additional thoughts or experiences to expand on the discussion.

The "Walking in Their Shoes" activity helps us realize that everyone has their own story and struggles. It reminds us that understanding others' perspectives is not always easy, but it's an essential skill for building stronger, more compassionate relationships. By practicing empathy, we not only become better listeners but also more thoughtful and considerate individuals.

Now, let's begin the activity and explore the power of perspective-taking together!

Main Activity (30 minutes)

Divide participants into small groups. Each group receives a scenario card (e.g., "A friend feels excluded from a party"). Groups discuss how the person might feel and write a response they think would help.

Debrief (15 minutes)

Groups share their scenarios and responses, reflecting on their approach and how they considered emotions.



Preparation

For Facilitators

Create realistic scenario cards.

For Participants

Bring an open mind and willingness to discuss.

3.3 Activity 3: Building Empathy Through Role Play: Conflict Resolution



Materials Needed



Props

(optional, to enhance role-play)



Role cards



Target Age Group

15-18 years



Duration

1 hour

(10 minutes introduction, 40 minutes main activity, 10 minutes debriefing)

Role Cards

Each participant will receive a role card with their assigned character's background, feelings, and goals in the conflict scenario. These cards help participants understand the situation from different perspectives, guiding them to empathize and engage in the role play.

1. The "Angry Customer"

- **Background:** You are upset because you've been waiting for an order that was promised to you weeks ago. You feel like you've been ignored and treated unfairly by the company.
- **Objective:** Express your frustration, but try to stay focused on finding a resolution. You want a solution, whether it's a refund, a replacement, or an apology.
- **Guidance:** Your tone may be sharp, but stay open to hearing the other person out. Focus on communicating how you feel and what you need.

2. The "Customer Service Representative"

- **Background:** You are upset because you've been waiting for an order that was promised to you weeks ago. You feel like you've been ignored and treated unfairly by the company.
- **Objective:** Express your frustration, but try to stay focused on finding a resolution. You want a solution, whether it's a refund, a replacement, or an apology.
- **Guidance:** Your tone may be sharp, but stay open to hearing the other person out. Focus on communicating how you feel and what you need.

3. The "Frustrated Employee"

- **Background:** You are upset because you've been waiting for an order that was promised

to you weeks ago. You feel like you've been ignored and treated unfairly by the company.

- **Objective:** Express your frustration, but try to stay focused on finding a resolution. You want a solution, whether it's a refund, a replacement, or an apology.
- **Guidance:** Your tone may be sharp, but stay open to hearing the other person out. Focus on communicating how you feel and what you need.

4. The “Manager”

- **Background:** You assigned a task to an employee, but they are not happy with the last-minute change. You believe it's necessary for the project, but you also want to maintain a good working relationship.
- **Objective:** Communicate your reasoning for the change while understanding the employee's concerns. Try to find a solution that works for both sides.
- **Guidance:** Use a calm tone, listen carefully to their concerns, and focus on negotiating a way forward that meets the company's needs but also respects the employee's workload.

5. The “Skeptical Friend”

- **Background:** A close friend just told you about an idea they are passionate about, but you're not sure it's a good idea. You're concerned for their well-being, but you don't want to hurt their feelings.
- **Objective:** Express your concerns honestly, but in a way that shows you care about your friend's feelings. Offer alternative suggestions without dismissing their idea entirely.
- **Guidance:** Focus on being gentle and understanding, avoid criticism, and listen to their reasons behind the idea.

6. The “Excited Friend”

- **Background:** You've come up with a new idea and want your friend's support. You know they might be skeptical, but you're eager for them to see things from your perspective.
- **Objective:** Convince your friend to support your idea, but be open to their concerns. Listen to their point of view without getting defensive.
- **Guidance:** Communicate your excitement but be open to hearing your friend's thoughts, and be ready to make adjustments if necessary.

7. The “Teenager”

- **Background:** You recently had an argument with your parent about curfew, and you feel like they don't trust you. You want to explain your side but don't want to escalate the

situation.

- **Objective:** Express how you feel about the curfew and your parent’s reaction, and ask for more trust and flexibility.
- **Guidance:** Focus on calm communication. Share your emotions, but avoid raising your voice or becoming defensive.

8. The “Parent”

- **Background:** You’ve just found out that your teenager broke curfew, and you are concerned about their behavior and safety. You want to communicate your disappointment but also want to understand their side of things.
- **Objective:** Express your concerns without becoming too angry or overbearing. Try to understand the teenager’s point of view and negotiate a fair solution.
- **Guidance:** Use empathetic language. Avoid shouting, and be willing to listen to your child’s reasons and concerns.

9. The “Classmate”

- **Background:** You and your classmate have been assigned to work together on a group project, but they are not pulling their weight. You feel frustrated because it’s affecting your grade.
- **Objective:** Express your frustration about the situation and ask your classmate to contribute more without sounding confrontational.
- **Guidance:** Be assertive but not aggressive. Explain how their lack of contribution is affecting you, and suggest how they can help in a way that benefits the project.

10. The “Team Member”

- **Background:** You’ve been assigned a group project, but your classmate has been complaining about your contribution. You feel like you’ve been doing your fair share, but they are not satisfied.
- **Objective:** Calmly explain your side of the situation, express your feelings, and be open to suggestions on how to work better together.
- **Guidance:** Focus on the facts and avoid becoming defensive. Aim for a solution that improves team dynamics.

Optional Prompts

These optional prompts can be used to guide the conversation, help participants reflect on

their emotions, and encourage problem-solving. They can be provided during the role play to help participants move forward in resolving the conflict.

1. “What is the underlying emotion in this situation?”

- This prompt encourages participants to identify the deeper feelings at play—whether it’s frustration, fear, disappointment, or something else—helping them understand the conflict from an emotional perspective.

2. “What does the other person need right now?”

- This prompt asks participants to consider the needs of the other person involved in the conflict, encouraging empathy and helping to move the conversation toward a solution.

3. “How can you express your feelings without blaming?”

- This prompt focuses on helping participants use “I” statements to communicate their feelings, which can prevent the conversation from escalating into accusations or defensiveness.

4. “What solution could work for both parties?”

- This prompt shifts the focus to finding a mutually beneficial resolution, helping participants think creatively about solutions that respect both sides’ needs.

5. “How do you think the other person is feeling?”

- Encourages empathy by prompting participants to step into the other person’s shoes and consider their emotional state, which can help de-escalate the conflict and promote understanding.

6. “What can you do differently to avoid this situation in the future?”

- This prompt helps participants reflect on how to prevent similar conflicts from arising in the future, promoting growth and problem-solving.

7. “What are the key points of disagreement?”

- Helps participants focus on the specific aspects of the conflict that need resolution, avoiding unnecessary distractions.

8. “How can you show that you’re listening and understanding the other person’s point of view?”

- This prompt encourages active listening and empathy, reminding participants to acknowledge and validate the other person’s feelings during the conversation.

9. “What would a peaceful resolution look like to you?”

- A reflective prompt that encourages participants to envision an ideal outcome, which can guide the conversation toward a productive resolution.

10. “How can you compromise to find a solution?”

- A prompt that encourages participants to consider flexibility and find a middle ground that works for both parties, emphasizing collaboration rather than competition.



Learning Aim and Objectives

Learning Aim: To practice empathizing during conflicts by understanding each person’s perspective.

Specific Objectives

- Participants will demonstrate empathetic listening in role-play scenarios.
- Identify constructive ways to mediate conflict.



Description

Introduction (10 minutes)

Explain the role empathy plays in resolving conflicts.

In this **Role Play: Conflict Resolution** activity, the goal is to help participants understand the importance of empathy when resolving conflicts. Empathy allows us to step into someone else’s shoes, understand their feelings, and respond in a thoughtful and respectful way. In

conflict situations, emotions often run high, and misunderstandings can quickly escalate. However, by listening actively and acknowledging each person's emotions, we can de-escalate tension and work towards a solution that benefits everyone involved.

Empathy plays a crucial role in conflict resolution because it promotes active listening. When we listen actively, we not only hear the words the other person is saying but also pick up on the underlying emotions. This deeper understanding helps us address the root cause of the conflict rather than just the surface issue. Furthermore, showing empathy helps to build trust. When people feel understood, they are more likely to open up and engage in a respectful conversation. This trust creates a foundation for open dialogue and cooperation, allowing both parties to feel heard and valued.

In addition to building trust, empathy encourages respectful dialogue. When we empathize with others, we communicate with care and consideration. We are less likely to make assumptions or react impulsively, which helps keep the conversation constructive. Lastly, empathy fosters creative problem-solving. By considering the other person's perspective, we can find solutions that meet the needs of both parties, rather than focusing on who is "right" or "wrong." Empathy opens up space for compromise and collaboration, which is essential for resolving conflicts in a positive way.

As part of the role play, participants will be assigned different roles in conflict scenarios. The goal is for each person to use empathy to understand the other's feelings and point of view and to work together to find a resolution. They will need to listen actively, acknowledge emotions, and express their own feelings in a calm and respectful manner. For example, they can say things like, "I understand you're frustrated because..." or "It sounds like you're feeling upset because...". These types of statements help show the other person that their feelings are being acknowledged. Instead of blaming or accusing, participants will be encouraged to use "I" statements to express their own emotions. For example, instead of saying, "You always ignore my ideas," they could say, "I feel ignored when my ideas aren't considered."

The role play will provide an opportunity for participants to practice these empathetic communication techniques. By focusing on listening, understanding, and collaborating on solutions, participants will learn how to address conflicts in a way that respects everyone involved. After the role play, there will be a debrief session where participants can share their thoughts on the experience, reflect on what worked well, and discuss how they can apply empathy in real-life conflict situations.

In summary, this activity emphasizes the importance of empathy in resolving conflicts. It's not about agreeing with the other person, but about understanding their perspective and finding a solution that respects everyone's needs. Through this role play, participants will have the

chance to strengthen their empathy skills and improve their ability to handle conflicts in a constructive and positive way.

Main Activity (40 minutes)

In small groups, participants role-play a conflict scenario (e.g., disagreement over shared resources). Each participant takes on a role and works toward resolution.

Debrief (10 minutes)

Groups discuss the emotions they felt during the role play and how empathy influenced their solutions.



Preparation

For Facilitators

Prepare role cards with clear instructions.

For Participants

Review basic conflict resolution strategies beforehand.

3.4 Activity 4: Empathy Map Challenge



Materials Needed



Large paper



Markers



Scenario cards



Target Age Group

12-16 years



Duration

1 hour

(10 minutes introduction, 40 minutes activity, 10 minutes debriefing)

Scenario Cards

- “A colleague has lost a competition they were looking forward to for a long time.”
- “A friend is being excluded by others during breaks.”
- “A student is afraid to express their opinion in class.”
- “A neighbor is facing financial difficulties but doesn’t ask for your help.”



Learning Aim and Objectives

Learning Aim: To visualize and articulate others’ feelings, thoughts, and needs.

Specific Objectives

- Participants will create empathy maps for specific scenarios.
- Identify emotional and practical ways to support others.



Description

Introduction (10 minutes)

Explain empathy maps (e.g., what a person feels, thinks, says, and does).

The **Empathy Map Challenge** is designed to help participants develop a deeper understanding of others' perspectives by mapping out their thoughts, feelings, actions, and words. Empathy is essential for building meaningful connections and resolving conflicts, and the empathy map is a powerful tool to visualize and explore these different aspects of a person's experience.

Start by introducing the concept of an **Empathy Map**. An empathy map is a simple yet effective tool used to better understand a person's emotional and mental state. It helps to capture what someone might be experiencing from their point of view, which is essential for fostering empathy and compassion. The map is divided into several sections, each focusing on a different aspect of a person's experience:

- **What the person says:** This section helps participants think about the person's direct words and communication. What are they telling others? What phrases or statements do they make that give insight into their feelings, needs, or perspectives?
- **What the person does:** This section focuses on the person's actions or behaviors. How does the person behave in the situation? What are their body language, facial expressions, and overall actions revealing about their internal state?
- **What the person thinks:** This part helps to uncover the thoughts that might not always be expressed out loud. What might the person be thinking based on their actions and words? What fears, hopes, or concerns might they be holding inside?
- **What the person feels:** Emotions are often the most important aspect of a person's experience. This section explores the emotional state of the person. What emotions are they feeling? Are they happy, sad, anxious, frustrated, or confused? How do these feelings influence their behavior and interactions?

In this exercise, the goal is for participants to **step into someone else's shoes** and map out what that person might be experiencing in a given scenario. For example, if the scenario involves a student struggling with a difficult class, participants would think about what that student might be **saying, doing, thinking, and feeling**. By filling in these sections, participants can gain a more holistic understanding of the student's perspective.

Encourage participants to think beyond surface-level observations. For example, when considering what a person might say, participants should look for deeper implications in their words. Similarly, in the "feeling" section, it's important to recognize both the obvious emotions (like frustration or excitement) and the more subtle ones (like embarrassment, hope,

or confusion).

The key takeaway from this challenge is that empathy is about more than just recognizing emotions or behaviors—it's about understanding the **whole experience** of a person. By examining all four areas of the empathy map (what they say, do, think, and feel), participants can better relate to others, anticipate their needs, and offer support in a more compassionate and informed way.

After explaining the empathy map, set the stage for the challenge itself. You can give participants a **scenario** or let them choose one to map out. For example, the scenario could involve a teammate who is struggling with a group project, a friend dealing with a personal issue, or a colleague going through a stressful period at work. The goal is for participants to analyze the situation and complete the empathy map by exploring all the different facets of the person's experience.

By the end of the activity, participants should have a clearer understanding of how to use empathy in their everyday interactions and how to apply the empathy map as a tool for building stronger, more supportive relationships.

Main Activity (40 minutes)

In small groups, participants receive a scenario card (e.g., "A new student feels isolated"). They create an empathy map outlining the person's perspective and how others can help.

Debrief (10 minutes)

Groups present their empathy maps and discuss insights.



Preparation

For Facilitators

Prepare blank empathy maps and realistic scenarios.

For Participants

Think about examples of empathetic responses in their own lives.

3.5 Activity 5: Empathy Through Music



Materials Needed



Music clips



Audio player



Reflection worksheets



Target Age Group

15-20 years



Duration

1 hour

(10 minutes introduction, 40 minutes activity, 10 minutes reflection)

Reflection Cards

- “What is the main emotion you feel in this song?”
- “How do you think the artist felt when composing this piece?”
- “How has this song helped you understand someone else’s emotions?”
- “Describe a moment in your life when you felt something similar to what the song conveys.”



Learning Aim and Objectives

Learning Aim: To explore empathy by analyzing the emotions conveyed in music.

Specific Objectives

- Participants will identify emotions in various music pieces.
- Reflect on how music can evoke and express empathy.



Description

Introduction (10 minutes)

Discuss how music conveys emotions and connects people.

Music is one of the most powerful forms of expression, capable of conveying a wide range of emotions without the need for words. In this activity, we'll explore how music can help us develop empathy by allowing us to connect with the emotions of others, even if we don't fully understand their situation. Through the lens of music, we can better understand how people feel, even if they don't express it directly through speech or action.

Begin by discussing how music has the ability to **evoke emotions**. Certain melodies, rhythms, and harmonies can make us feel joyful, sad, excited, or reflective. When we listen to music, we don't just hear notes and lyrics—we experience a sense of connection to the emotional journey the music takes us on. The way a song makes us feel often mirrors or amplifies the emotions we are experiencing in our own lives, which is why music can be such an empathetic tool.

The emotions conveyed in music can also help us **connect with others** on a deeper level. For instance, listening to a song that expresses feelings of sadness or struggle can make us feel less alone in our own experiences. It can remind us that others have felt similar emotions, helping us relate to them on an emotional level, even if we haven't lived through the exact same circumstances.

Next, explain that music can serve as a **bridge between individuals** who may not share a common language or culture. For example, a song with powerful lyrics or a stirring melody can evoke a shared emotional response in listeners, regardless of their background or life experiences. This makes music an incredible tool for building empathy across divides, fostering understanding and solidarity among people from different walks of life.

Invite participants to reflect on how music has connected them to others in the past. Ask them to think about a time when a song helped them understand someone else's emotions, even if they couldn't fully articulate what they were going through. Maybe a friend played a song during a tough time, or a certain song reminded them of a loved one's struggles or joys. The shared emotional experience of music can create a powerful bond between individuals, even without spoken words.

After discussing the emotional impact of music, explain that in this activity, participants will listen to various songs and reflect on the feelings they evoke. They will think about how the music might relate to someone else's emotions and how it can help them empathize with

others. You might play a song and ask participants to share the emotions they feel or think about how the song could connect to a real-life situation.

By the end of this session, participants will have a better understanding of how **music can serve as a tool for empathy**, helping them tune into their own emotions and the emotions of others. This can create deeper emotional connections and a greater appreciation for the diverse experiences people go through, even when those experiences can't be easily put into words.

Main Activity (40 minutes)

Participants listen to pre-selected music clips. After each clip, they write about what they feel and what the artist might have been expressing. Pair up to share thoughts.

Reflection (10 minutes)

Discuss how music helps understand emotions and foster empathy.



Preparation

For Facilitators

Select diverse music pieces. Prepare reflection worksheets.

For Participants

Bring an open attitude to music and emotions.

Author(s): Adam Gogacz
(FRAME)

Relationship Building



4. Relationship Building

4.1 Activity 1: Step forward, step back



Materials Needed



Nothing



Target Age Group
Each



Duration
10-15 minutes



Learning Aim and Objectives

- Acquiring an awareness of how our differences divide us.
- Developing the ability to find commonalities.



Description

Stand in a pair, facing each other, at arm's length. Now begin to list your features, but in such a way that each difference causes you to move away from each other by taking a step backwards. And when you find something in common, take a step forward to get closer together. Pay attention, is it good to move so far away from each other? Or, at some point, do you need to try harder to find something in common so that you can step back a little closer?



Preparation



None

4.2 Activity 2: Good morning E.T.



Materials Needed



Sheets of paper



Pencils



Target Age Group

Each



Duration

20-30 minutes



Learning Aim and Objectives

- Developing the ability to express expectations and build awareness of the world around you.
- Development of skills to express expectations and establish relational dialogue.
- Developing relationship skills through understanding another point of view.



Description

The mentor takes on the role of a scientist. The mentee is a visitor from another planet. To begin with, the mentee has the task of preparing a vision of the world from which he or she comes. The idea is to imagine customs, the functioning of society, education, work, the exchange of services and goods (e.g. whether there is money or not, and if there is, where it comes from), etc.

A meeting then happens. The scientist tries to question the Visitor about what life is like on his/her planet. In turn, the Visitor asks questions to find out what life is like for humans on Earth. The added value of the exercise, apart from learning to ask the right questions, is to reflect together on how we live as a society and how we could live. At the end of the exercise, try to imagine how we could organise a common society: consists of humans and extra-terrestrial persons.



Preparation

It is important that the mentee prepares a vision of the world from which the alien visitor he/she is playing comes. As many aspects as he or she can come up with.

4.3 Activity 3: Mirror of emotions



Materials Needed



Nothing



Target Age Group

16-20 years.



Duration

15-20 minutes



Learning Aim and Objectives

- Better understanding of another person's emotions and perspective.
- Establishing relationships by learning about one's own emotions, their basis and how to show them.



Description

Sit comfortably facing each other.

Stage 1

One person (mentee to begin with) talks about their current feelings. He doesn't analyse, doesn't talk much about the reasons. Only feelings (I'm happy to talk, I'm a bit scared because I don't like to talk about myself, etc.). It takes no more than 2-3 minutes.

Stage 2

The listener (mentor to start with) listens without interrupting, while at the same time staying focused and showing that he/she is listening (she/he can look into the eyes, can confirm with a nod that has understood). Then, after listening, she/he repeats what she/he has heard, but does so in his/her own words, as she has understood. (I found out that you are happy because we are here together, I know you are a bit scared because you don't like to talk about yourself).

Stage 3

The person who narrated his or her emotions verifies what was understood or indeed how it was said.

Stage 4, 5, 6

We swap roles.

Summary

Think about how you felt during the exercise when someone talked about your emotions? Has anything changed in your communication with each other?



Preparation

It is important to provide a safe, calm place for this exercise to take place. Its participants should feel comfortable and safe.

4.4 Activity 4: Our story



Materials Needed



Note cards



Something to write on



Target Age Group

Each



Duration

30 - 40 minutes



Learning Aim and Objectives

- Learning to collaborate and adapt your working methods to your colleague.
- Learning to build relationships on the basis of shared creativity.



Description

Stage 1

Partners invent characters for each other to play, such as: “You are Mary, a young lawyer who lives with her parents”. Each time a three features per round. The other person then accepts the role with a nod of the head and adds one feature for themselves. He or she then reciprocates by inventing a character for the partener/partner along the same rules. Character building should take place in three, maximum four rounds in order to build a sufficiently rich characterisation of your characters. In case of disagreement with a proposal, it is necessary to work out together why someone will be uncomfortable with a particular feature, try to understand each other, but also remember to keep a distance from your own character.

Stage 2

The partners impersonate their characters. A meeting of the characters takes place. One of them starts the game by saying: “ I didn’t expect to see you here...”. and they start a conversation between their characters, building up each other’s story. Each party adds, through dialogue,

another 'brick' to the shared story. It is important to accept the next piece of information heard and "pick up the gauntlet", on the one hand going in the direction indicated, but also trying to add something of your own to the conversation, something creative, but so that the conversation flashes into coherence. For example, you could ask questions about something new. E.g.: When you find out that someone has just rearranged the furniture in your flat, ask: What did you do with the old armchair that was taking up half your room? We can answer: maybe I'll sell it, just like you sold your favourite guitar. Don't you miss it? As you can see, it is better to use the technique of questions, but specific ones.

In a story, one must not judge each other, one must not be mean to each other, one must not be hostile. The one who wants to end simply steers the conversation towards parting.

Stage 3

When you have finished the story together, try to reflect on it a little, when was it hard in the story? What surprised you about the construction itself? How do you feel about your shared history?



Preparation



None

4.5 Activity 5: Letters to...



Materials Needed



A small or a decorative notebook



Target Age Group

Each



Duration

20-30 minutes*

** the activity lasts a week, during which it takes participants around 20-30 minutes each day.*



Learning Aim and Objectives

- Acquiring collaborative skills.
- Acquiring a sense of duty towards the other person.
- The ability to express emotions, feelings, but also to take into account the feelings of others.



Description

Agree that you have an important relationship with each other: you are good friends, a parent and a child, a pair of romantic lovers, a grandparent and grandchild, and so on. One of you goes somewhere specific: it could be the Amazon jungle, the USA, the steppes of Mongolia, or any other place.

The one who is “leaving” writes a letter in a notebook to the person who is staying. In it, he or she describes where he or she is (this can be impressions of the journey itself), but it is also important to describe your feelings about the separation. Remember that the longer it is, the more you miss. If you have trouble getting into character, do not talk to each other at school for the duration of your letter writing.

When you have written the letter, you hand the notebook to your partner, who writes a reply. And in it writes about feelings and what happens at home during your absence. Remember that you have to reply to the other person taking into account the partner’s feelings in the

letter, so that they know that you miss them too and that you are concerned about them. And hand over the notebook.

Letters can be written for a week, but you can decide together on a different period for exchanging such correspondence. After deciding “to go back”, discuss the exercise. What did you feel when writing the letters and what did you feel when reading them? Was it easy to get into character? What was easy and what was difficult? How do you feel after completing the exercise?



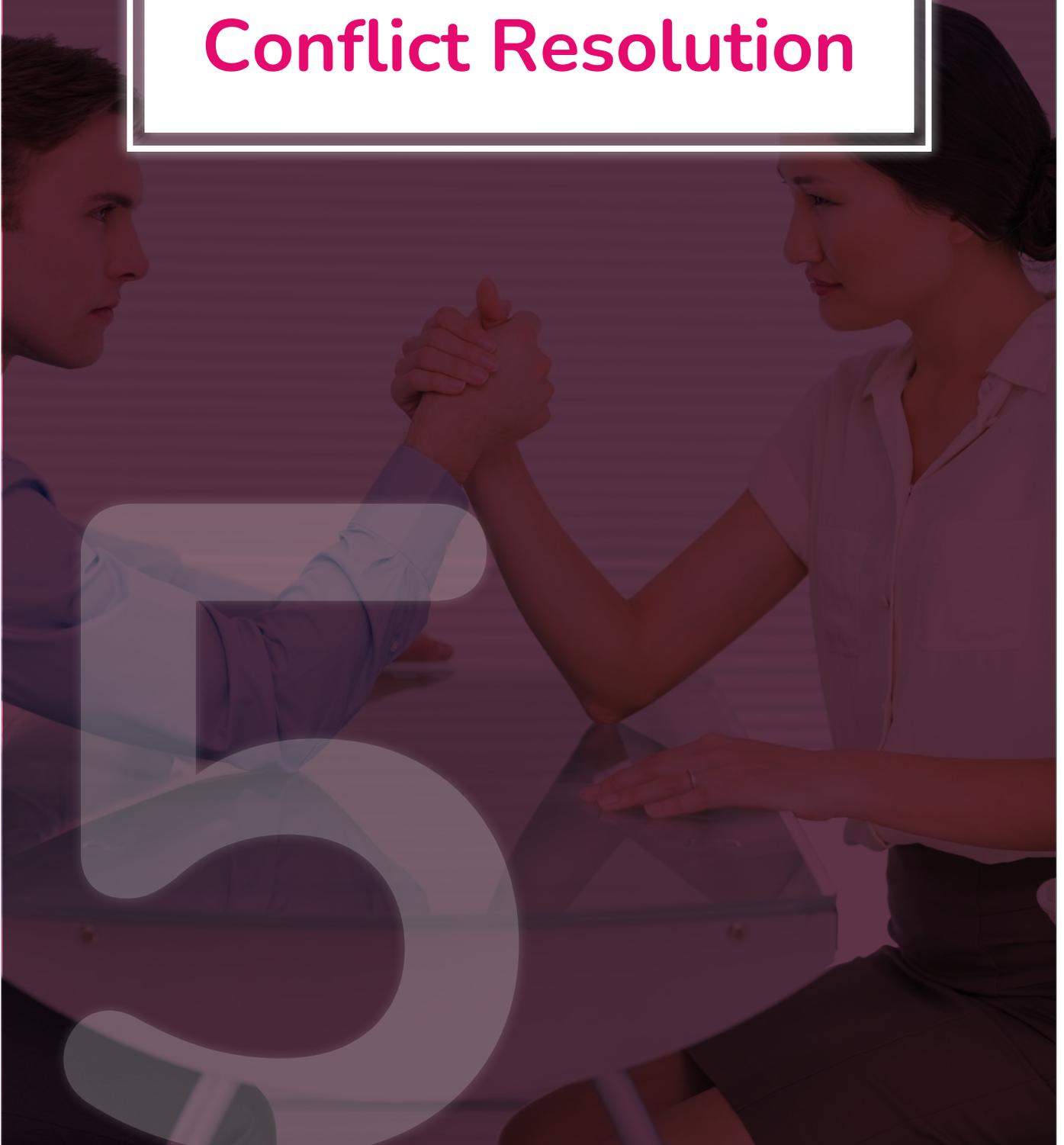
Preparation



None

Author(s): Adam Gogacz
(FRAME)

Conflict Resolution



5. Conflict Resolution

5.1 Activity 1: My point of view



Materials Needed



List of topics for opinion



Target Age Group

Each



Duration

15-20 minutes

Topics

- Glass half full or half empty?
- Morning nightingale or night owl?
- Mustard or ketchup?
- Chips with or without ketchup?
- Coffee or tea?
- To the sea or to the mountains?
- ...



Learning Aim and Objectives

- Understanding the others' perspective.
- Learning to dialogue.
- Active listening exercise.
- Learning to listen without judging.
- Developing greater confidence.



Description

Please follow the steps immediately after reading them, before moving on!

1. Choose a topic from the list and decide who takes which side. Choose so that you are convinced of your opinion. Think of arguments as to why this particular side is important to you.
2. Then... imagine that you have to swap roles. But in such a way as to convince someone else that you are right (which, after all, is the opposite of your own right, chosen at the beginning). Ask the other side what arguments they had to support their choice. Conduct a mini interview for this purpose. Try to listen carefully, without judging the other side. Be inquisitive.
3. After the interview, try to discuss the topic: how carefully did you listen during the interview? Was the listening different from what you usually do? Did you see the difference between this interview and trying to convince someone of your point of view? Do you see how dialogue can help to resolve conflicts.



Preparation

For the educator: it is good if the exercise is presented by the educator, as an important part of the task is that the parties do not know beforehand that they are to swap roles.

5.2 Activity 2: One, two three...



Materials Needed



Nothing



Target Age Group

Each



Duration

15-20 minutes



Learning Aim and Objectives

- Learning about how to resolve conflict.
- Learning the difference between debate and dialogue.
- Active listening exercise.



Description

We stand facing each other. On a sign, we say: ‘one, two, three,...’ and then everyone shouts out the name of the first object that comes to mind. It could be anything: a dog, a pair of scissors, a coffee, a phone, anything, even an elephant.

Then we try to convince in a mini-debate that our subject ‘beats’ the other one, as in the game ‘paper, scissors, stone’. Try to think of as many arguments as possible. But don’t judge by force, unless you jointly decide that one of the arguments really is very convincing.

Then try a different form. Instead of a debate, enter into a dialogue, which involves not trying to convince each other but to understand the other side’s arguments. Start asking questions and listening.

Now ask yourself: which form is better to resolve conflict? Can dialogue teach us anything? Isn’t debate simply a “tug-of-war”?



Preparation



None

5.3 Activity 3: Common resolutions



Materials Needed



Sheets of paper



Pencils



Target Age Group

Each



Duration

20-30 minutes



Learning Aim and Objectives

- Developing the ability to concretise expectations.
- Developing the ability to establish compromises.
- The ability to listen actively but also assertively.



Description

On a piece of paper, prepare 10 of your own resolutions separately, just like New Year's resolutions. Try to make them very specific rather than general, e.g. instead of: "I will learn better maths" write: "I will learn how to solve second-degree equations". Then show your resolutions to each other and reflect and discuss and make a list of your common 5 resolutions based on what you have prepared for yourselves. Ask each other what is behind each resolution, try to find common goals.

After completing the exercise, when your five resolutions are ready, ask yourself what was the most difficult and what went easily? What strategy did you adopt to find common goals? Or did it happen spontaneously?



Preparation

The role of the educator here will be to receive joint resolutions and to help answer final questions.

5.4 Activity 4: Push the button!



Materials Needed



A piece of paper



Pencil



Target Age Group

Each



Duration

5 minutes



Learning Aim and Objectives

- The ability to introspect and reflect on one's needs.
- Acquiring the ability to express needs and expectations.



Description

The exercise is to write down as many things as possible in five minutes (it can be less, but no more - and as long as the time is fixed) that make you nervous: the kind of fuses that set us off. E.g.: "saying shut up", "be quiet", "smiling ironically", "not responding to a question posed", etc.

Then exchange your fuses with your mentor/mentee. Consider together how you can deal with the above fuses. Is it even worth getting upset about all of them.



Preparation



None

5.5 Activity 5: Mr. Mim



Materials Needed



List of questions for Mim



Target Age Group

Each



Duration

15-20 minutes

Sample questions

1. What did you enjoy doing most as a child?
2. Do you have a pet at home?
3. How do you feel when someone talks about you in your presence?
4. If you won a million Euros, what would you do?

But they can be different, tailored to the couple.



Learning Aim and Objectives

- Practising the ability to ask specific questions.
- Practising dialogue skills.
- Exercising patience and inquiring into the correct content of the messages conveyed.



Description

Mentor transforms into Mim. He is not allowed to say anything. The mentee asks questions from the set, but instead of answers, the mime only shows the answers. It is important in this exercise to be able to ask additional questions so that you are convinced that you have received a complete answer. The answers are written down on a piece of paper. When the exercise is over, we verify that the answers were correct and complete.

Then we can swap roles.

When you have finished the exercise, reflect together: With which questions was it easier to show the answer? When asking the questions, did we have any preconceived expectations about the answer? Did we anticipate something? To what extent were our predictions right or wrong? Did they help or hinder getting the right answer?



Preparation



None

5.6 Activity 6: Try to make me falling down



Materials Needed



Nothing



Target Age Group

Each



Duration

5 minutes



Learning Aim and Objectives

- Learning that conflict is difficult, but a struggle and pushing each other does not lead to solutions.



Description

The exercise is very simple. Stand facing each other at such a distance that each of you can put your hands on your partner's shoulders. Then, at the start sign, try to roll each other over, but remember: you must not move your feet. Neither to the right nor to the left, nor to the floor, nor to shuffle them.

Afterwards, reflect on where such 'pushback' led you. Were there any winners? Did it lead to anything?



Preparation



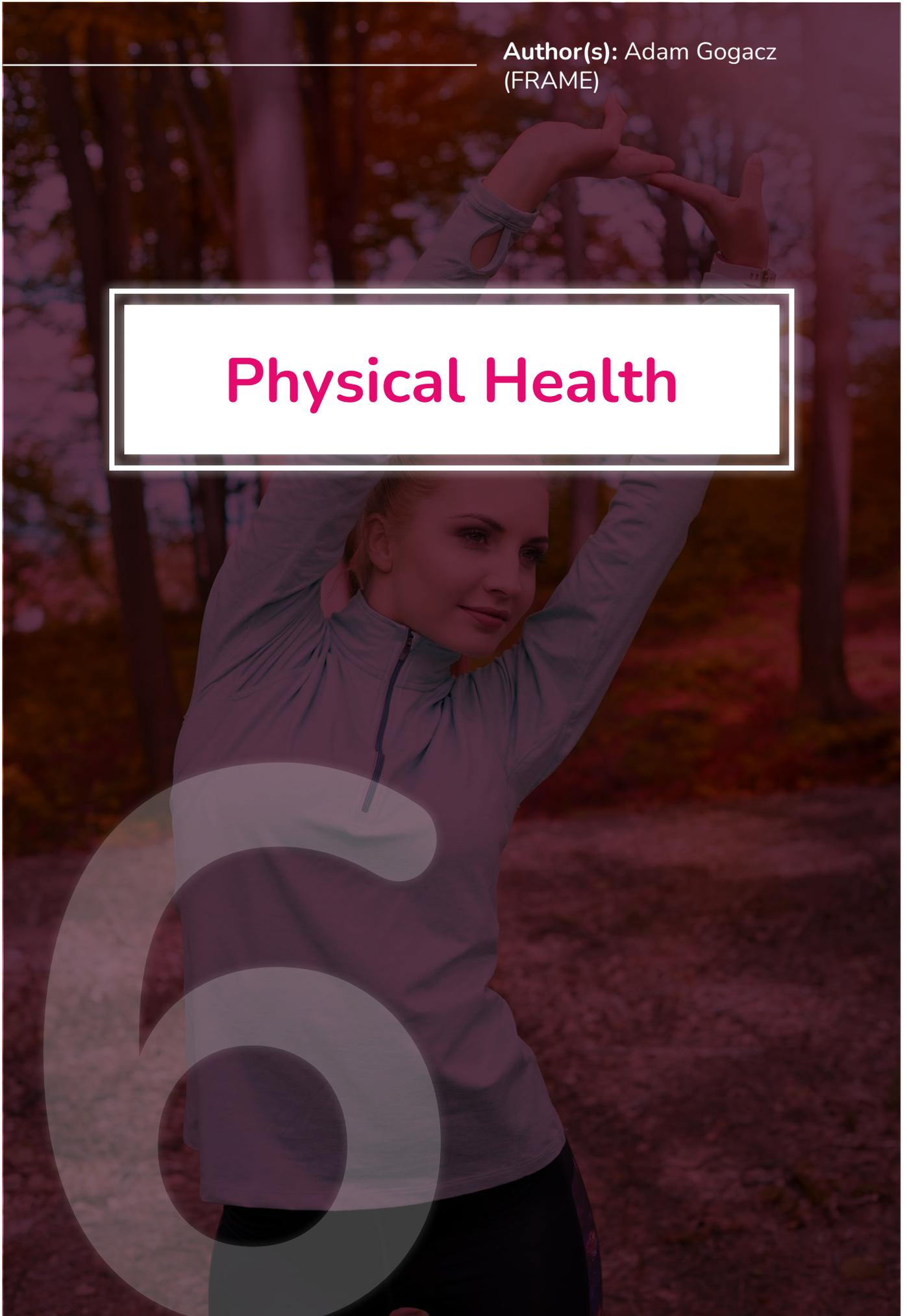
None



STRONGER YOUTH

Author(s): Adam Gogacz
(FRAME)

Physical Health



6. Physical Health

6.1 Activity 1: Clean the world



Materials Needed



Rubbish bags



Good shoes



'Work' clothes

Appropriate to the weather



Thick, working gloves.



Target Age Group

Each



Duration

3-5 hours



Learning Aim and Objectives

- To learn shared, purposeful physical activity.
- To develop a sense of being needed.
- To develop active citizenship.



Description

First of all, you should choose a good place to be cleaned. It could be a park that we know has a lot of rubbish in it. It could be a city neighbourhood. Or the surrounding forest. If the area has an administrator, you need to notify them in advance of your intention to clean up. Invite as many people as you can. Charge mobile phones well. Cleaning up rubbish should also follow the principles of waste segregation. Remember to provide yourself with suitable coloured bags. In the case of large bulky items, make a note of the exact location and notify the administrator that the item needs to be removed.

Agree exactly where you are starting the clean-up and in which direction you are going. Go in pair with your mentor/mentee. Depending on the size of the area, plan your route well.

Clean up in pairs or larger groups, so you can agree on who is going to collect what type of rubbish. Remember to wear thick work gloves. Watch out for sharp objects. If you have a problem with something, it is better to let an educator know who will be with you and who will supervise the action, or call the appropriate services.

When you have finished, be sure to take photos! It's not important who collected how much, but it's important that you leave behind a piece of the clean planet! Celebrate your success!



Preparation

For the Educator

Please remember to have the site administrator notified. Please avoid areas where you know there may be hazardous waste. You can ensure that the rubbish is collected from the site and that the action is completed. It is good if there is a celebration after the action is over. For example, you could provide some refreshments or small prizes for the 'cleaners'.

For Participants

Take good shoes, appropriate clothing, charged mobile phones and thick work gloves.

6.2 Activity 2: Let's walk out a story



Materials Needed



Map

Of the chosen area



Mobile phone or camera



Notebook



Pen



Target Age Group

Each



Duration

3-6 hours*

** half day, 3 to 6 hours, depending on the plan*



Learning Aim and Objectives

- Outdoor movement.
- Exercising creative activity.
- Building stories together.



Description

Set up a walking plan. It should consist of short stages that have resting places: these can be parks, squares, or public places such as a café or a train station. Remember to charge your phones before the trip. Take good shoes and weather-appropriate clothing.

You start the adventure from the place where you start the story together. Make up a story together, it can start in connection with the place where you start the tour. The essence of the activity is to march from point to point. Each of you takes photos of places or objects that you find interesting. At each stop, you summarise the stage by creating a story together and writing it down in a notebook. Use the photos taken during the stage. The story is meant to be shared, but can be surprising and change as the environment you are walking by changes. Afterwards, give a story you created together during the hike to your teacher.



Preparation

The only things you need to think about are: a jointly agreed itinerary to make the trip interesting and not tiring for anyone, a notebook, some pens or pencils, and a camera or mobile phone. Try to hit the right weather for you: it doesn't have to be nice. In the rain, if you have an umbrella and a decent pair of shoes, equally interesting stories can be created.

6.3 Activity 3: Funlympic Games



Materials Needed



???

Depending on the disciplines you come up with: they can be light, coloured feathers, apples, pieces of string, whatever comes to mind



Target Age Group

Each



Duration

1+ hour*

* an event can take an hour, but it can also be organized in a larger group, such as a classroom or even as a school event. It can then last between three and six hours



Learning Aim and Objectives

- To share physical activity.
- Relaxing the atmosphere, gaining distance from yourself and others.
- Developing rules for healthy competition.



Description

As a group, come up with a set of the most bizarre sports you can think of. It could be, for example, throwing a lightweight feather at a target or a cushion into the distance. It could also be the sport of trying to eat an apple hanging on a string without using the hand.

Organise games with imaginary sports. Remember to set the rules of the competition before you enter it. It is important to cheer everyone on and not criticise efforts. It will quickly become apparent that no one is perfect at everything and everyone has problems in some discipline. Remember not to force anyone to participate. Even the author of an idea may not take part in the discipline he or she has invented. The entire Games are intended to bring you joy and fun.



Preparation

The educator should make sure that all disciplines are safe, that there are no strenuous or competitive disciplines, and that they are tailored to the group involved. Medals can also be prepared, and a ceremony for awarding them can be developed. All mentoring pairs in the school, or even all pupils, can be invited to play. It is important to create an inclusive atmosphere: safe, no judging, no ridicule.

6.4 Activity 4: Shared challenges



Materials Needed



Computer

With internet access



Camera



Wish list



Task list



Speakers



Target Age Group

Each



Duration

1 week*

* for exercise to make sense, it should be spread out optimally over one week.



Learning Aim and Objectives

- Developing healthy exercise habits.
- Working on systematicity.



Description

The activity is designed for mentoring pairs.

At the beginning, the mentor and mentee exchange physical activity needs. The needs should be their own, tailored to their own abilities, such as: “I would like to do abdominal exercises every day”, “I would like to walk more”, “I want to go rollerskating regularly”.

The person who receives the wish list then sets a list of challenges for the partner. This could be, for example: a list of suitable exercises for the week, the number of kilometres to be cycled during the week, etc. The list should take the form of “to do list” to be completed. The tasks must be accepted for completion by the person who receives them.

Every evening you should meet on any instant messenger and exchange progress on tasks. It is important not to criticise each other, but to motivate and support each other. Then you have to decide together what to do next: do we change the list or move the task to the next day. It

is important to exchange lists with the completed plan at the end.

When you have finished the task, reflect together on what was the most difficult: whether the exercises themselves or maintaining consistency in their implementation. Or maybe something else?



Preparation



None

6.5 Activity 5: Compose my menu



Materials Needed



Nothing

You can complete the task by email or instant messaging.



Target Age Group

Each



Duration

2-3 hours*

* the preparation of the day's report is about half an hour. The task takes about one to two hours to prepare. Monitoring the task is half an hour.



Learning Aim and Objectives

- Learning about the principles of healthy eating.
- Work on systematic behaviour.
- Developing concern for others.



Description

The mentor asks for a report on a typical day of the mentee: what time he/she gets up, what activities he/she does and at what time during the day. How he/she rests and when he/she goes to bed.

On the basis of this data and knowledge of the mentored person: his/her physique, lifestyle, what he/she likes and dislikes (this can be asked in advance), he/she develops sample dietary guidelines. They do not have to be very specific, e.g. in the form of recommendations: eat a minimum of two fruits like apples or pears a day, have a two-course lunch. But they can also be a complete menu. It is important that they are fully adapted to the person.

The next day, after receiving the recommendations, the mentored person implements them in order to report (either in person or online) on what worked and what did not work the next day. It is important to discuss why certain things, such as proper hydration, are important.



Once the task is completed, the mentee can repay the mentor in this way.



Preparation

The educator prepares for the mentor (or together with him/her) the principles of good nutrition. He/she can also check the prepared recommendations before giving them to the mentee.



STRONGER YOUTH

Author(s): Aneta Vodičková
(PELICAN)

Self-Regulation



7. Self-Regulation

7.1 Activity 1: Minute Breathing Exercise



Materials Needed



A table or firm surface

For participants to place their hands on



A quiet environment



Target Age Group

12-18 years old



Duration

5-10 minutes

Can be done several repetitions of the process



Learning Aim and Objectives

Learning Aim: to equip participants with a simple mindfulness technique to enhance focus, manage stress, and promote self-awareness.

Specific Objectives

- By the end of the activity, participants will be able to describe the connection between breathing and emotional regulation.
- Participants will practice and demonstrate the ability to focus on their breath for at least 3 minutes without distraction.
- Participants will reflect on their emotional state before and after the exercise to identify changes in stress or tension.



Description

Introduction (3 minutes)

The facilitator introduces the exercise by explaining how focusing on breathing can help calm the mind and body. Mention that this technique is especially useful when participants feel overwhelmed or distracted.

Setting the Scene (2-3 minutes)

Participants sit down at a table or desk, place both hands flat on the surface, close their eyes, and relax their shoulders. The educator sets a timer for 3 minutes.

Guided Focus (2-3 minutes)

Participants focus entirely on the sensation of breathing – feeling the air enter their nose, fill their lungs, and leave their body.

Encourage them to notice any tension in their body and release it with each exhale.

Closing the Exercise

Once the minutes are over, participants are asked to open their eyes and reflect silently for a moment on how they feel.

Optionally ask participants to share their experiences in one or two words.



Preparation

For Facilitators

- Prepare a timer or a calming audio track (if used).
- Be prepared for a demonstration of correct breathing technique if necessary.

For Participants

- Participants should be open to trying the exercise without judgement.

7.2 Activity 2: Therapeutic Journaling



Materials Needed



Journals or notebooks



Pens or pencils



A comfortable writing space



Target Age Group

15 - 20 years old



Duration

10-15 minutes*

* daily, at least for a week



Learning Aim and Objectives

Learning Aim: to encourage emotional intelligence and self-reflection by providing a structured outlet for expressing and processing thoughts and feelings.

Specific Objectives

- By the end of the activity, participants will identify and express at least one challenging or rewarding experience through journaling.
- Participants will explore and articulate their emotions, gaining greater insight into their internal processes.
- Participants will commit to a daily or weekly journaling practice to enhance long-term emotional clarity.



Description

Introduction (3-5 minutes)

The educator introduces the concept of journaling as a personal and confidential tool to process thoughts and emotions. Highlight that there's no right or wrong way to journal – it is about personal expression.

Writing Prompts (Optional, 2-3 minutes)

Offer a starting point for participants who may not know where to begin, such as:

- “What is something that has been on your mind lately?”
- “Describe a moment from today that made you feel proud or upset.”
- “Write a letter to someone who has inspired or frustrated you.”

Quiet Writing Time (10 minutes)

Participants spend 10 minutes writing without interruption. Encourage them to write continuously, even if it feels unstructured. Reassure them that this is their personal space, and they do not need to share unless they wish to.

Optional Reflection

Participants can voluntarily share a general theme or take away from their journaling. This step should be handled with care to maintain privacy.

Encouragement for Daily Practice

The educators motivate participants to continue journaling at home emphasizing its long-term benefits for stress reduction and emotional well-being.



Preparation

For Facilitators

- Emphasize that journaling is private and that mentees are free to express themselves without judgement.

For Participants

- Come with open mind to explore your thoughts honestly without worrying about structure or grammar.
- Consider a Journaling Schedule: Mentees should consider dedicating regular time to this exercise (daily or weekly), which helps develop the habit of reflection.

7.3 Activity 3: Visualization of the Day



Materials Needed



Paper



Pens



A Quiet space for visualization



Target Age Group

12- 20 years old



Duration

15-20 minutes*

** repeatedly for several days in a row.*



Learning Aim and Objectives

Learning Aim: to promote positive thinking and mental preparation by helping participants visualize a productive and fulfilling day ahead.

Specific Objectives

- By the end of the activity, participants will be able to articulate one specific goal or highlight for their day.
- Participants will demonstrate the ability to visualize and mentally rehearse their ideal day.
- Participants will establish a habit of positive visualization to improve focus and reduce anxiety.



Description

Introduction (2-3 minutes)

The educator explains the power of visualization as a mental rehearsal that helps set a positive tone for the day. Participants are encouraged to imagine their ideal day in detail, focusing on both tasks and emotions.

Guided Visualization (5-10 minutes)

Participants close their eyes and take a few deep breaths to center themselves. The educator leads them through prompts such as:

- “Picture yourself waking up feeling refreshed and ready for the day. How would that look like?”
- “Visualize yourself overcoming any challenges with confidence.”
- “Imagine the most exciting or rewarding part of your day ahead.”

Journaling (5-10 minutes)

After visualization, participants should write down a short description of their visualization or they can draw it. They can also write down a description of their ideal day or one thing they’re looking forward to.

Closing Reflection

Participants share (if comfortable) a word or phrase that describes how they feel about their upcoming day.

Daily Practice Encouragement

The educator suggests practicing visualization every morning to establish a positive daily routine.

Preparation

For Facilitators

- Prepare optional prompts to help mentees focus on positive elements.
- Facilitators should practice leading visualization exercises, keeping the guidance simple and encouraging positive, goal-oriented imagery.

For Participants

- Some participants might prefer to write down their visualized goals or outcomes after the exercise, reinforcing the mental imagery.

7.4 Activity 4: Controlled Breathing for Anxiety



Materials Needed



Calming background music

Optional



Target Age Group

12- 16 years old



Duration

5-10 minutes*

* (or as needed)



Learning Aim and Objectives

Learning Aim: to teach participants a practical breathing technique to alleviate anxiety and improve emotional self-regulation.

Specific Objectives

- By the end of the activity, participants will practice controlled breathing exercises to manage anxiety effectively.
- Participants will identify at least one situation where they can apply the breathing technique in their daily lives.
- Participants will describe the physical and emotional effects of controlled breathing on their stress levels.



Description

Introduction (1-2 minutes)

Facilitator demonstrates the technique, explaining each step.

Steps: (2-3 minutes)

1. Participants inhale for 3 seconds, hold their breath for 3 seconds, and then exhale slowly for 6 seconds.
2. Next, they inhale for 3 seconds, hold their breath, and tense their shoulders and abdominal muscles for 6 seconds before slowly exhaling.

- The cycle repeats at least 5 times (more if needed) focusing on releasing tension with each exhale.

Reflection (2-5 minutes)

Educators invites participants to describe how they feel afterward.

Adaptation (Optional)

Participants can practice lying down for deeper relaxation or combine the exercise with calming music.



Preparation

For Facilitators

- Emphasize the importance of slow, controlled breathing.
- Be ready to assist participants who find it difficult to follow the timing.

For Participants

- Participants should be aware that they might feel unfamiliar sensations (like muscle tension), which is normal.
- Participants should wear comfortable clothes to allow free movement of their shoulders and abdomen.
- Participants should know that learning controlled breathing takes practice and that it is normal if it feels unusual at first.

7.5 Activity 5: STOPP Technique



Materials Needed



STOPP handout or written instructions

Optional



Target Age Group

15 - 20 years old



Duration

15-20 minutes



Learning Aim and Objectives

Learning Aim: to equip participants with a structured method for managing intense emotions and improving decision-making in stressful situations.

Specific Objectives

- By the end of the activity, participants will be able to recall and explain the five steps of the STOPP technique.
- Participants will demonstrate the ability to apply STOPP in a role-play scenario, identifying their emotions and selecting an appropriate response.
- Participants will create a personal plan for using the STOPP technique in a real-life situation.



Description

Introduction (1-2 minutes)

The educator introduces the STOPP acronym, explaining that it is a quick, actionable technique to regain control during emotional moments. Provide examples of when STOPP might be useful, such as during arguments or before making important decisions.

Step-by-Step Practice (5-10 minutes)

1. S (Stop): Pause immediately when feeling overwhelmed. The educator encourages participants to notice when they are about to act impulsively.

2. T (Take a Breath): Take a deep breath, focusing solely on the physical sensation of breathing to create space between reaction and response.
3. O (Observe): Reflect on thoughts and reactions. Where is your focus of attention? Ask: “What am I feeling? What triggered me?”.
4. P (Pull Back): Gain perspective by asking questions such as: “What is another way of looking at this situation?” or “Is this a fact or just my interpretation?” or “How important is this?”.
5. P (Practice What Works - Proceed): Decide the best course of action and take it. “What is the best thing to do right now?”.

Role-Playing Scenarios (5-10 minutes)

Participants practice using STOPP in group scenarios (e.g., someone cutting in line, a disappointing grade) to rehearse applying the technique under pressure.

Discussion (2-5)

Participants share insights from the role-play or describe situations where STOPP might help them in the future.

Takeaway Tools

Provide a printed or digital handout summarizing STOPP for future reference. Encourage participants to use it regularly to build the habit.



Preparation

For Facilitators

- Provide clear explanations and examples for each step.
- Prepare simple scenarios relevant to participants' lives for role-playing.
- Be available to guide participants during practice and encourage questions.

For Participants

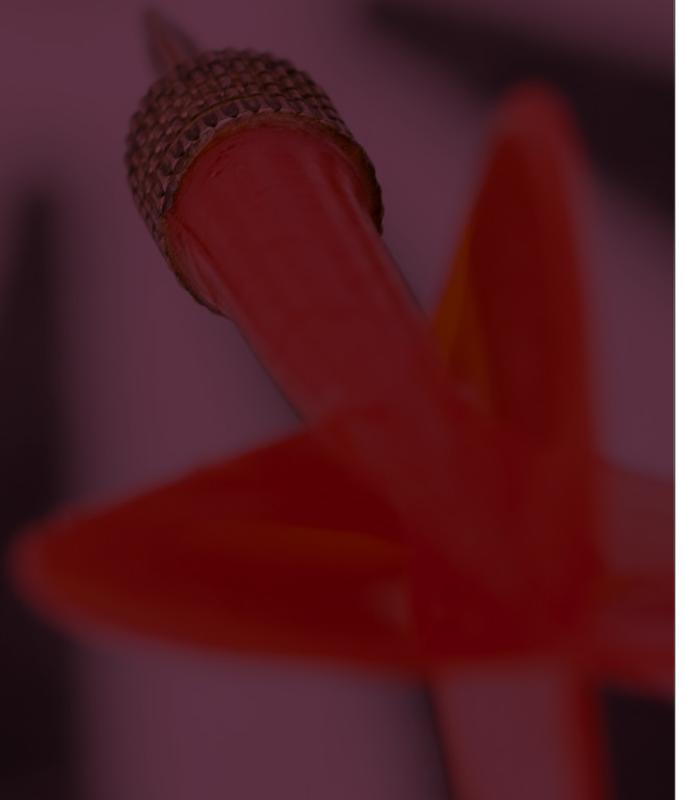
- Participants may think about situations that typically lead to stop emotions, so they have a few “real-life” examples where they might apply STOPP.
- Participants should be open to trying role-playing exercises, which can feel uncomfortable at first but are key to learning the STOPP steps effectively.



STRONGER YOUTH

Author(s): Aneta Vodičková
(PELICAN)

Goal Setting



8. Goal Setting

8.1 Activity 1: Vision Board



Materials Needed



Magazines [...]

Magazines, newspapers, printed images etc.



Glue



Markers, pens



Scissors



Large paper [...]

Large paper, poster board, or digital tools (e.g., Canva)



Target Age Group

12- 18 years old



Duration

45-60 minutes



Learning Aim and Objectives

The general purpose of the activity is to **help participants articulate their goals and aspirations by creating a visual representation, boosting motivation, and fostering creativity.**

Specific Objectives

- By the end of the activity, participants will be able to identify at least three key goals across different life areas (e.g., education, health, career).
- Participants will demonstrate their ability to express aspirations visually by completing a personalized vision board.
- Participants will understand how visualizing their goals can improve focus and motivation.



Description

Introduction (3 minutes)

The mentor explains the concept of a vision boards for inspiration.

Brainstorming Goals (5-10 minutes)

Participants list their goals in categories such as education, relationships, career, health, and travel.

Collecting Images and Words (20-30 minutes)

Participants search for pictures, words, or quotes that represent their aspirations and cut them out. Draw or write elements if preferred.

Assembling the Vision Board (10-20 minutes)

Participants arrange their collected elements on a board or paper, grouping similar goals together. Add captions or affirmations to clarify the meaning of images.

Displaying the Board

Encourage participants to place their boards where they will see them daily to stay inspired and focused.



Preparation

For Facilitators

- Be prepared to help the participants clarify their goals if they are unsure.

For Participants

- Mentors can create a sample vision board to demonstrate the process.
- Mentees can think about personal goals and dreams beforehand.

8.2 Activity 2: Bucket List



Materials Needed



Paper



Pens, markers, or crayons



Target Age Group

12- 18 years old



Duration

30-40 minutes



Learning Aim and Objectives

The activity aims to **encourage long-term thinking, promote a growth mindset, and inspire participants to take actionable steps toward achieving their life aspirations.**

Specific Objectives

- By the end of the activity, participants will be able to list at least five meaningful goals for their short-term or long-term future.
- Participants will practice breaking down life aspirations into actionable, realistic steps.
- Participants will improve self-reflection skills by categorizing and prioritizing their goals.



Description

Introduction (3-5 minutes)

The mentor introduces the concept of a bucket list, explaining how it helps participants dream big and take actionable steps toward those dreams.

List Creation (10-15 minutes)

Participants list experiences, skills, or achievements they want in their lives (e.g., learn guitar, visit Paris, start a blog).

Optional: Categorize into short-term (1 year) and long-term (lifetime goals).

Illustrating Dreams (15-20 minutes)

Participants decorate their lists with drawings or symbols to make them visually engaging.

Reflection and Sharing (3-5 minutes)

Participants share one or two items with the group for encouragement and accountability.

Revisiting Goals

Encourage participants to review their lists annually to check progress and update goals.



Preparation

For Facilitators

- Guide mentees to balance realism and aspiration in their goals.

For Participants

- Be open to revisiting and refining their lists over time.

8.3 Activity 3: Where Do You See Yourself in 5 and 10 Years?



Materials Needed



Paper



Pens



Digital devices for presentations

Optional



Target Age Group

14-20 years old



Duration

45 minutes



Learning Aim and Objectives

This activity aims to **foster future-oriented thinking and provide participants with a framework for aligning their current actions with their long-term goals.**

Specific Objectives

- By the end of the activity, participants will describe their envisioned lifestyle, career, and personal achievements in 5 and 10 years.
- Participants will outline at least two concrete steps they can take in the present to align with their envisioned future.
- Participants will build confidence in setting long-term goals and visualizing a positive life trajectory.



Description

Introduction (2-3 minutes)

The mentor explains the importance of envisioning the future as a way to set clear goals.

Guided Visualization (5-10 minutes)

Participants close their eyes and imagine their life in 5 and 10 years, considering details such as career, relationships, hobbies, and lifestyle.

Planning and Writing (5-10 minutes)

After visualization, participants create a written description or visual representation of their envisioned future. Include specific steps or milestones needed to achieve this vision.

Presentation (Optional)

Participants share their future vision with the group in a short presentation.



Preparation

For Facilitators

- Provide prompts to guide visualization (e.g., “What does your home look like? Who do you spend time with?”)

For Participants

- Mentees can think about personal values and interests as a foundation for their future goals.
- Be open to constructive feedback during sharing.

8.4 Activity 4: Personal SWOT Analysis



Materials Needed



Paper divided into four quadrants



Pens or markers



Target Age Group

15-20 years old



Duration

30-55 minutes



Learning Aim and Objectives

The purpose of this activity is to **help participants develop self-awareness, identify personal strengths and weaknesses, and learn to capitalize on opportunities while mitigating threats.**

Specific Objectives

- By the end of the activity, participants will identify at least three strengths and three weaknesses in themselves.
- Participants will list two opportunities they can leverage and two challenges they need to address to achieve their goals.
- Participants will create one actionable goal and develop a basic plan to use their SWOT insights for personal growth.



Description

Introduction (3-5 minutes)

The mentor explains the SWOT framework and its value in goal setting. It is a strategic tool used to evaluate personal, organizational, or situational factors to understand current circumstances and make informed decisions. The SWOT framework provides a clear, structured approach to self-assessment, helping individuals create achievable and realistic goals.

Quadrant Analysis: (20-30 minutes)

1. Strengths: Identify skills, talents and qualities.
2. Weaknesses: Acknowledge areas for improvement.
3. Opportunities: Highlight external factors that can help (e.g., resources, mentors).
4. Threats: Consider challenges or obstacles to success.

Reflection (5-10 minutes)

Participants reflect on how to leverage strengths and opportunities while addressing weaknesses and threats.

Action Plan (5-10 minutes)

Participants write one goal based on their analysis and outline steps to achieve it.



Preparation

For Facilitators

- Create and share an example SWOT analysis to clarify the process.
- Encourage mentees to focus on honesty and balance.

For Participants

- Reflect on personal traits and external circumstances before starting.
- Be open to discussing results with peers or mentors for additional insights.



STRONGER YOUTH

Author(s): Aneta Vodičková
(PELICAN)

Personal Development



9. Personal Development

9.1 Activity 1: 30 Days Challenge



Materials Needed



Journals or habit trackers

(you can make your own or use a template)



A list of habit ideas

(optional, for brainstorming)



Target Age Group

14-20 years old



Duration

15-30 minutes*

* daily for 30 days



Learning Aim and Objectives

Learning Aim: to cultivate self-discipline, perseverance, and the ability to form positive habits through consistent daily practice.

Specific Objectives

- **Developing self-discipline** - participants will develop the ability to perform their chosen activity regularly and build a positive habit.
- **Perseverance and consistency** - they will learn to overcome obstacles and continue to challenge themselves despite any lapses.
- **Promoting personal responsibility** - they will learn to take responsibility for their own development and be aware of their progress.



Description

Introduction (2-5 minutes)

The **30 Days Challenge** is a powerful way to build a positive habit that can enhance your life by dedicating just 15–30 minutes daily to a chosen activity. Success starts with choosing a manageable and realistic habit—small steps lead to big changes over time. Staying consistent is key; even on busy days, a few minutes of effort keeps your momentum going. Flexibility is also important—life happens, so if you miss a day, simply pick up where you left off without

discouragement. Sharing your goal with a supportive friend or family member can provide motivation and accountability, making your journey even more rewarding.

Choose a Habit (5-10 minutes)

Think about an area of your life where you want to improve. It can be: Physical health (daily exercise, drinking more water...), Mental health (meditation, journaling, practicing gratitude...), Skills (learning a language, drawing, coding or reading...), Productivity (waking up early, organizing your day, studying consistently...). Be specific about your habit: Instead of “exercise”, say “do a 10-minute yoga routine every morning”. Make a specific plan.

Set a Time Commitment (5-10 minutes)

Decide how much time you can dedicate daily (e.g., 5-30 minutes). Schedule the habit at the same time every day to make it part of your routine.

Track Your Progress (5-10 minutes daily)

Create or print a habit tracker - write the days of the month across the top and your habit along the side. Check off each day when you successfully complete your habit.

- Optionally, journal your experience: Write about how you feel after completing the habit. Reflect on any challenges you faced that day.
- Weekly Check-In: at the end of each week look back at your progress and reflect if you complete your habit every day and if not, why. You can reflect on challenges and identify solutions.

Evaluation(10-15 minutes)

Evaluate the Impact - How do you feel after 30 days? What positive changes have you noticed in your life? After this, decide the next steps - Will you continue this habit?



Preparation

For Facilitators

- Provide examples of habits and how to structure time for them
- Offer a habit tracker template.

9.2 Activity 2: Self-Discovery Map



Materials Needed



Large paper



Colored pens and pencils, markers or highlighters



Target Age Group

12-20 years old



Duration

30-45 minutes



Learning Aim and Objectives

Learning Aim: the Self-Discovery Map activity aims to help participants develop a deeper understanding of themselves by exploring their identity, values, passions, strengths, and areas for growth. This reflective exercise fosters self-awareness, clarity, and goal-setting skills, enabling individuals to align their actions with their personal aspirations and values.

Objectives

- **Self-Awareness:** encourage participants to reflect on their unique characteristics, such as strengths, values, and interests.
- **Goal Identification:** help participants recognize dreams and ambitions to guide their future decisions.
- **Growth Mindset:** enable individuals to acknowledge challenges and areas for improvement as opportunities for development.
- **Holistic Understanding:** provide a structured method for participants to visualize different facets of their identity, highlighting interconnections and patterns.
- **Motivation for Change:** inspire participants to take action based on insights gained, improving areas they wish to develop and celebrating their strengths.



Description

Introduction (2-5 minutes)

The **Self-Discovery Map** is an exciting activity designed to help you explore your unique

identity, values, passions, and goals. By organizing your thoughts visually, you'll gain a clearer picture of your strengths, interests, and areas for growth. This exercise is not about getting the "right answers" but about reflecting on who you are and what you want to focus on as you grow.

Set Up Your Self-Map (5-10 minutes)

Take a paper and draw a large circle in the center. Inside this circle, write the word "ME." This represents your central identity. Around this central circle, draw smaller circles or sections branching outward. Label each of these surrounding areas with the following categories: Interests (hobbies, topics, activities), Skills (talents or abilities), Values (principles or beliefs), Strengths (qualities and traits that make you feel confident), Dreams (ambitions or goals), Challenges (obstacles).

Fill in Your Map (15-20 minutes)

For each category, brainstorm and write down words, phrases, or draw images that represent you.

Reflect on Your Map (5-10 minutes daily)

Spend a few minutes reviewing your completed map. Look for patterns or connections:

- Are your strengths helping you achieve your dreams?
- Do your challenges align with areas you want to improve?
- Use highlighters or markers to emphasize areas you find most important or inspiring, such as strengths to celebrate or challenges to tackle.

Plan for Growth

Choose one or two areas from your map that you'd like to focus on improving or exploring further. Write a brief action plan below your map to guide your next steps.

Conclusion (10-15 minutes)

Your Self-Discovery Map is a tool to help you stay connected to your passions and guide your growth. After some time, you can return to the map and reflect on whether you are moving towards your goals and ambitions. Participants can share their maps and discuss.



Preparation

For Facilitators

- Materials Preparation - gather large sheets of paper, provide a variety of colored pens, markers etc.
- Remind participants that the map is for personal use and reflection; they only need to share if they are comfortable.

9.3 Activity 3: Gratitude Journal



Materials Needed



Journal or notebook



Pens or markers



Target Age Group

12-20 years old



Duration

5-10 minutes*

* daily (at least for 2 weeks)



Learning Aim and Objectives

Learning Aim: to help adolescents cultivate a positive mindset, increase awareness of daily blessings, and develop a consistent habit of mindfulness and gratitude.

Objectives

- Recognize and appreciate positive aspects of everyday life.
- Enhance emotional well-being through regular reflection.
- Develop a mindful approach to identifying and valuing simple joys and meaningful experiences.



Description

Introduction (2-5 minutes)

Gratitude is a powerful tool to shift focus from what's lacking to what's already abundant in life. Keeping a gratitude journal is a simple yet transformative exercise. By jotting down what you are grateful for daily, you can improve your mood, strengthen your sense of well-being, and cultivate resilience.

Daily Reflection (5-10 minutes)

Use a notebook or journal dedicated to this practice. Write the date at the top of each entry. Spend 5–10 minutes at the end of each day reflecting on three things you're grateful for. Be

specific and focus on meaningful moments, no matter how small.

- Examples: “A good conversation with a friend,” “The sound of rain this morning,” or “Enjoying my favorite meal.”
- Prompts: What made me smile today? Who or what am I grateful for in my life right now? What’s one thing that went better than expected today?

End-of-Week Reflection (5-10 minutes)

On the weekend, review your entries for the week. Look for recurring themes or surprises in what you are grateful for. Reflect on how practicing gratitude has influenced your mood and perspective.

Conclusion (10-15 minutes)

Your Self-Discovery Map is a tool to help you stay connected to your passions and guide your growth. After some time, you can return to the map and reflect on whether you are moving towards your goals and ambitions. Participants can share their maps and discuss.



Preparation

For Facilitators

- Encourage consistency by checking in on participants’ progress and offering gentle reminders.

9.4 Activity 4: Feedback Session



Materials Needed



Feedback request templates

(optional)



Notebooks or paper

for reflection



Target Age Group

15-20 years old



Duration

20-30 minutes

for feedback gathering + reflection



Learning Aim and Objectives

Learning Aim: to develop self-awareness, improve personal skills, and embrace a growth mindset by understanding how others perceive your strengths and areas for improvement.

Objectives

- Learn how to request and accept constructive feedback gracefully.
- Identify strengths and weaknesses from external perspectives.
- Develop actionable steps for personal and professional growth based on feedback.
- Cultivate gratitude and build stronger relationships through acknowledgment of feedback.



Description

Introduction (2-5 minutes)

Feedback is an invaluable tool for personal and professional growth. Sometimes, others notice strengths and opportunities for improvement that we may not see ourselves. By seeking and reflecting on feedback, you gain new perspectives and actionable insights. This activity will guide you step by step in requesting feedback, processing it constructively, and using it as a foundation for growth.

Prepare to Request Feedback (2-5 minutes)

Think about 2–3 people who know you well and can provide honest, constructive insights.

This could include a **trusted** friend, a family member, a teacher, or a mentor.

Choose Your Focus (5-10 minutes)

Reflect on the areas of your life or personality where you want feedback (e.g., communication skills, handling stress, teamwork, study habits).

Request Feedback (10-15 minutes)

You can provide a written template with specific questions to make it easier for others (e.g. “What do you think are my greatest strengths?” or “How do you think I handle challenges or setbacks?”). When receiving feedback, listen actively without interrupting or becoming defensive and if something isn’t clear, ask for clarification.

Reflect on the Feedback (5-10 minutes)

Write down the feedback you’ve received in your notebook. Look for common themes across feedback from different people.

Identify actionable steps to improve in areas highlighted by the feedback - you can focus on one or two areas to create an action plan for personal growth and improvement.



Preparation

For Facilitators

- Explain what constructive feedback is and how it differs from criticism.
- Encourage participants to keep an open mind and focus on growth.
- Emphasize the importance of confidentiality and respect during the activity.

For Participants

- Reflect on the qualities or skills you’d like to improve.
- Be prepared to listen and process feedback constructively, even if it highlights areas for improvement.

Author(s): Laura Sanchez Conca
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Time Management



10. Time Management

10.1 Activity 1: Time Tracking Challenge



Materials Needed



Printable time-tracking sheets or a notebook



Pens or markers



Timer or stopwatch
(optional)



Target Age Group

14-20 years old



Duration

15–30 minutes*

* daily for 7 days



Learning Aim and Objectives

Learning Aim: to gain a detailed understanding of how time is spent throughout the day, identifying patterns and opportunities for improvement.

Objectives

- Build awareness of daily habits and routines.
- Recognize time-wasting activities and inefficiencies.
- Lay the groundwork for creating intentional and productive schedules.



Description

Introduction (5–10 minutes)

Time is one of the most valuable resources, yet we often lack awareness of how it is spent. The Time Tracking Challenge helps participants log their activities to identify productive moments, distractions, and opportunities for growth. This step is crucial for developing

intentional routines.

Step 1: Setting the Stage

Begin by preparing a simple time-tracking sheet with columns for:

- **Activity:** What you did.
- **Start/End Time:** When you began and ended the activity.
- **Category:** Group activities into categories such as work, study, relaxation, chores, or social media.
- **Notes:** Include observations, like “felt energized” or “got distracted.”

Step 2: Daily Tracking (15–30 minutes daily)

1. Start from the moment you wake up. Log every activity, including meals, scrolling through your phone, or commuting.
2. Be honest and thorough. For example:
 - o 8:00–8:15: Breakfast
 - o 8:15–8:45: Browsing Instagram (note: “unplanned distraction”)
3. Avoid making judgments about your choices; the goal is awareness, not perfection.

Step 3: Reflection and Weekly Review (30 minutes)

At the end of the week, analyze your logs:

- **Identify High-Value Activities:** tasks that align with personal goals (e.g., studying for an exam, exercising).
- **Highlight Time-Wasters:** recurrent distractions or tasks with low return on investment.
- **Note Productivity Peaks:** times of day when you’re most focused and efficient.

Outcome

Using your observations, draft a plan for reallocating time from low-value activities to high-value ones. Set specific, measurable goals, such as reducing social media usage by 30 minutes per day.



Preparation

For Facilitators

- Provide sample logs for participants to understand how to track activities effectively.
- Share insights about common time-wasters and strategies to overcome them.

For Participants

- Be prepared to track every activity consistently throughout the day.
- Approach the exercise with curiosity and openness, avoiding self-criticism.

10.2 Activity 2: The Prioritization Matrix



Materials Needed



Printable Eisenhower Matrix templates or large paper



Markers, pens, or pencils



Target Age Group

14-20 years old



Duration

45–60 minutes



Learning Aim and Objectives

Learning Aim: to master task prioritization using the Eisenhower Matrix, focusing on long-term success rather than short-term urgency.

Objectives

- Understand the difference between urgency and importance.
- Use a structured method to prioritize daily and weekly tasks.
- Learn to delegate, postpone, or eliminate low-priority tasks.



Description

Introduction (5–10 minutes)

The Eisenhower Matrix is a decision-making framework that helps organize tasks by urgency and importance. By focusing on what truly matters, participants can reduce stress, improve efficiency, and prevent burnout.

Step 1: Understanding the Quadrants (10 minutes)

Explain the four quadrants:

- Q1: Urgent and Important: Tasks with immediate deadlines, such as submitting assignments or attending medical appointments.
- Q2: Not Urgent but Important: Activities like exercise, learning a new skill, or planning

long-term projects.

- Q3: Urgent but Not Important: Interruptions or tasks that can be delegated (e.g., non-essential emails).
- Q4: Neither Urgent nor Important: Low-value tasks like excessive gaming or watching unrelated videos.

Step 2: Applying the Matrix (15–20 minutes)

1. Provide participants with a list of sample tasks to practice categorizing into quadrants.
2. Have them create their own matrix and populate it with tasks from their daily lives.

Step 3: Action Plan (15 minutes)

- For Q1, plan immediate action.
- For Q2, schedule tasks to prevent them from becoming urgent.
- For Q3, delegate or minimize effort.
- For Q4, decide how to eliminate or reduce these activities.

Evaluation (10 minutes)

Reflect on how the matrix influenced decision-making and whether it helped participants feel more in control of their time.



Preparation

For Facilitators

- Provide clear examples of tasks for each quadrant.
- Prepare materials to guide participants in setting realistic priorities.

For Participants

- Prepare a list of personal and academic tasks to use during the activity.

10.3 Activity 3: Weekly Planner Creation



Materials Needed



Weekly planner templates or large paper



Pens, markers, or planning apps



Target Age Group

14-20 years old



Duration

60-75 minutes



Learning Aim and Objectives

Learning Aim: to create a balanced weekly schedule that integrates priorities, self-care, and flexibility.

Objectives

- Plan tasks and activities in advance to avoid last-minute stress.
- Allocate dedicated time for relaxation and hobbies.
- Monitor and adapt plans for continuous improvement.



Description

Introduction (10 minutes)

A weekly planner is an essential tool for staying organized and managing time effectively. It enables participants to visualize their commitments and make adjustments proactively.

Step 1: Set Up Your Planner (20–25 minutes)

1. Mark fixed commitments, such as classes or appointments.
2. Block time for high-priority tasks from the prioritization matrix.
3. Reserve slots for personal goals, hobbies, and relaxation.

Step 2: Planning for Flexibility (15 minutes)

1. Add “buffer times” for unexpected events or delays.
2. Use colour coding to differentiate task types (e.g., work, leisure, self-care).

Step 3: Review and Adjust (15 minutes)

- Evaluate how realistic your plan was at the end of the week.
- Adjust next week’s schedule to incorporate lessons learned.



Preparation

For Facilitators

- Share examples of well-balanced weekly schedules.
- Encourage participants to include leisure and downtime for mental health.

For Participants

- Bring a list of commitments and goals for the upcoming week.

10.4 Activity 4: Beat the Clock: Optimizing Your Day



Materials Needed



Printable daily planner templates

(hourly breakdown) – 1 per participant



Time management cards with pre-written tasks

(e.g., studying, socializing, exercising)



Target Age Group

18-20 years old



Duration

1 hour and 30 minutes



Timer or stopwatch



Flip chart or whiteboard



Sticky notes



Pens and markers



Learning Aim and Objectives

Learning Aim: to enable participants to identify time-wasting habits and develop practical strategies for efficient time use.

Objectives

- Participants will identify at least three personal timewasters.
- Participants will practice optimizing a daily schedule for productivity and balance.
- Participants will develop a personalized strategy for managing unplanned interruptions.



Description

Introduction (15 minutes)

1. Kick off with the question: “Where does your time go?”

2. Present an example of a poorly managed day and highlight its consequences (stress, missed deadlines, lack of leisure).
3. Discuss the 80/20 rule (Pareto Principle): “20% of tasks often yield 80% of results.”

Main Activity (60 minutes)

1. Time Audit (15 minutes):

- o Distribute sticky notes. Ask participants to write down everything they typically do in a day, one activity per note.
- o Have them categorize tasks as:
 - o **Essential** (e.g., studying, eating)
 - o **Optional but valuable** (e.g., exercising, socializing)
 - o **Time-wasting** (e.g., scrolling social media).
- o Display categories on a flip chart for group discussion.

2. Schedule Optimization (30 minutes):

- o Distribute daily planner templates.
- o Ask participants to reallocate their tasks to fit a productive schedule.
- o Encourage them to use time blocks for focused work, breaks, and leisure.
- o Simulate interruptions using “time management cards” (e.g., “Unexpected meeting” or “Urgent request”) and discuss how to adjust schedules in real-time.

3. Role-Playing Scenarios (15 minutes):

- o Split participants into pairs.
- o One partner introduces unexpected scenarios, while the other practices rescheduling effectively.

Debrief and Reflection (15 minutes)

1. Reflect on the exercise with questions:
 - o “What changes will you make to your daily routine?”
 - o “How did it feel to adjust your schedule under pressure?”
2. Encourage participants to set a short-term goal for optimizing their time (e.g., “Spend 30 minutes less on social media daily”).



Preparation

For Facilitators

- Prepare and print task cards with realistic scenarios.
- Familiarize yourself with examples of optimized schedules.
- Arrange a timer and materials for easy access.

For Participants

- None required; all materials provided during the session.



STRONGER YOUTH

Author(s): Laura Sanchez Conca
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Coping Mechanisms



11. Coping Mechanisms

11.1 Activity 1: Building a Resilience Toolbox



Materials Needed



Large paper or notebook



Pens, markers, or coloured pencils



Cards or sticky notes
(optional)



Target Age Group

14-20 years old



Duration

45-60 minutes



Learning Aim and Objectives

Learning Aim: to identify and practice a set of personalized strategies for managing challenging emotions and situations effectively. Build awareness of daily habits and routines.

Objectives

- Recognize personal stress triggers and responses.
- Develop a toolkit of strategies to handle stress and emotional challenges.
- Build confidence in using coping techniques during difficult time.



Description

Introduction (5–10 minutes)

Life presents challenges that can sometimes feel overwhelming. Building a Resilience Toolbox equips participants with personalized strategies for navigating stress and emotional hardship. This activity helps participants identify practical tools for self-regulation and emotional well-being.

Step 1: Understand Coping Styles (10 minutes)

Discuss the difference between:

- **Problem-focused coping:** Addressing the root cause of a problem (e.g., creating a study schedule for a difficult exam).
- **Emotion-focused coping:** Managing emotions triggered by a situation (e.g., practicing mindfulness when feeling overwhelmed).
- **Avoidance coping:** Recognizing when it's necessary to momentarily step back to recharge.

Step 2: Create a Resilience Toolbox (25–30 minutes)

1. Brainstorm Coping Tools:

- o Encourage participants to list strategies they've found helpful (e.g., journaling, talking to a friend, physical activity).
- o Share examples such as deep breathing exercises, creative outlets, or positive affirmations.

2. Organize into Categories: divide tools into physical, emotional, social, and cognitive categories.

- o Example: Physical = yoga, Emotional = gratitude journaling, Social = seeking advice from a mentor, Cognitive = breaking tasks into smaller steps.

3. Make it Visual: create a colourful "toolbox" on paper or use sticky notes to represent each tool.

Step 3: Practice and Reflection (10–15 minutes)

- Choose one tool from the toolbox and practice it during the session (e.g., a brief guided meditation).
- Reflect on how it felt and discuss scenarios where the tool might be useful.

Evaluation

- At the end of the activity, participants should feel empowered to use their toolbox independently.
- Encourage them to add new strategies as they discover them.



Preparation

For Facilitators

- Prepare examples of coping tools and strategies.
- Provide resources or templates for participants who want to explore tools further, such as apps for mindfulness or printable gratitude journals.

For Participants

- Bring an open mindset to explore different strategies and share ideas with others.

11.2 Activity 2: Stress and Solution Mapping



Materials Needed



Large paper or whiteboard



Markers, pens, or sticky note



Target Age Group

14-20 years old



Duration

60 minutes



Learning Aim and Objectives

Learning Aim: to help participants visualize their stressors and identify actionable solutions for managing them. Recognize personal stress triggers and responses.

Objectives

- Learn to break down overwhelming problems into manageable parts.
- Discover practical solutions tailored to individual stressors.
- Gain clarity on which stressors are within their control.



Description

Introduction (10 minutes)

Stress can feel like a tangled web of problems. Stress and Solution Mapping helps participants untangle their stressors by visually organizing them and brainstorming solutions. This activity fosters problem-solving skills and emotional clarity.

Step 1: Map Your Stress (15–20 minutes)

1. On a large paper, write the word “Stress” in the center and circle it.
2. Draw branches outward for different areas of life (e.g., school, relationships, health).
3. Under each branch, list specific stressors. Example:

- o School → Exams, heavy workload, group projects.
- o Relationships → Miscommunication, lack of support.

Step 2: Identify Controllable and Uncontrollable Factors (15 minutes)

1. Highlight stressors you can control (e.g., preparing for exams) in one colour.
2. Use another colour to mark uncontrollable factors (e.g., weather, others' actions).

Step 3: Brainstorm Solutions (15 minutes)

1. Focus on controllable stressors and write potential solutions or coping strategies next to each one.
 - o Example: Heavy workload → Create a study schedule.
2. For uncontrollable stressors, brainstorm ways to change your perspective or manage emotions.
 - o Example: Rainy weather → Stay indoors and practice gratitude for cozy time.

Evaluation (10 minutes)

Discuss which solutions felt most actionable and how participants plan to apply them in real life.



Preparation

For Facilitators

- Provide examples of stress maps and potential solutions.
- Encourage participants to focus on constructive strategies rather than venting.

For Participants

- Reflect on current stressors before the session to prepare for mapping.

11.3 Activity 3: Guided Emotional Reset



Materials Needed



A quiet space for relaxation



Soothing music or guided meditation recordings

(optional)



Target Age Group

14-20 years old



Duration

30-40 minutes



Learning Aim and Objectives

Learning Aim: to practice a guided emotional reset that helps participants calm their minds, regain focus, and build resilience.

Objectives

- Learn a structured method for relaxation and emotional regulation.
- Recognize physical and emotional signals of stress.
- Build a habit of resetting emotions during overwhelming moments.



Description

Introduction (5 minutes)

Sometimes, the best way to cope is to pause and reset. This activity introduces participants to a guided reset technique combining mindfulness and breathing exercises to reduce stress and promote clarity.

Step 1: Preparation (5 minutes)

1. Ensure participants are seated comfortably in a quiet space.
2. Encourage them to close their eyes or soften their gaze.

Step 2: Guided Reset (15–20 minutes)

1. Lead participants through a short breathing exercise:
 - o Breathe in for 4 counts, hold for 4 counts, exhale for 6 counts. Repeat 5 times.
2. Use a calming script to guide them:
 - o “Picture a wave washing over you, carrying away your stress with each breath.”
3. Optionally, incorporate body scans or light stretches.

Step 3: Reflection (10–15 minutes)

- After the exercise, ask participants to describe how they feel.
- Encourage them to journal their experience or share verbally.

Evaluation

Participants should leave with a sense of calm and a practical tool to use in moments of stress.



Preparation

For Facilitators

- **Create a Comfortable Space:** ensure the environment is quiet and free from distractions. This is essential for the reset process. Dim the lights or use natural lighting to make the room feel calming.
- **Guide on Breathing Techniques:** prepare a calm, steady voice to guide the breathing and body scan activities. You may want to practice beforehand to ensure your delivery is smooth.
- **Music or Meditation:** select soft background music or find an appropriate guided meditation recording to enhance the atmosphere. Ensure the audio is at a low volume to avoid disturbing participants.
- **Encourage an Open, Safe Environment:** let participants know they can share their feelings or keep them private. Stress the importance of creating a non-judgmental space where everyone feels safe to relax and reset.

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Stress Management

12. Stress Management

12.1 Activity 1: Role Play: Mastering Stressful Scenarios



Materials Needed



Scenario cards with detailed descriptions



Optional props

(e.g., backpacks, papers, or other relevant items)



A safe and comfortable space for role play



Target Age Group

14-20 years old



Duration

90 minutes



Learning Aim and Objectives

Learning Aim: to build participants' resilience and confidence in managing real-life stressful situations through immersive and practical role-play exercises.

Objectives

- Understand emotional and behavioural responses to stress.
- Practice adaptive strategies for handling challenging scenarios.
- Develop communication and problem-solving skills under pressure.



Description

Introduction (10–15 minutes)

Stressful situations often catch us off guard, but practice can prepare us to respond effectively. In this activity, participants will role-play challenging scenarios, exploring stress-management techniques in action.

Step 1: Selecting Scenarios (10 minutes)

- Provide participants with scenario cards tailored to their age group. Examples:
 - **School Scenario:** a group project is due, and one member isn't contributing.
 - **Personal Scenario:** an argument with a friend about a misunderstanding.
 - **Time Management Scenario:** preparing for an exam while balancing other responsibilities.
- Assign roles, such as a stressed individual, peers, or a mentor.

Step 2: Acting and Observing (30 minutes)

1. Each group spends 5 minutes preparing their role play, focusing on how their character would handle the stress.
2. Perform the scenario (5–7 minutes per group).
3. Observers note effective and ineffective stress-management techniques.

Step 3: Group Discussion (20 minutes)

- Analyze each role play:
 - What strategies worked well?
 - How could the situation have been handled differently?
- Encourage participants to reflect on similar real-life experiences.

Evaluation

Participants should leave with at least one actionable stress-management technique they feel confident using.



Preparation

For Facilitators

- Design realistic, relatable scenarios.
- Create a positive environment for feedback and learning.

For Participants

- Approach the activity with an open mind and willingness to explore solution.

12.2 Activity 2: Flash Mob: Expressing Stress and Resilience



Materials Needed



Pre-selected music or spoken-word poetry



Props or costumes

(optional)



A public or semi-public venue

(e.g., school cafeteria or park)



Target Age Group

14-20 years old



Duration

2+ hours*

* Planning: 2–3 hours; Performance: 10–15 minutes



Learning Aim and Objectives

Learning Aim: to creatively channel stress into a collaborative, empowering performance that showcases resilience and teamwork.

Objectives

- Transform personal stressors into creative expression.
- Build teamwork and planning skills.
- Promote a message of strength and solidarity to an audience.



Description

Introduction (10–15 minutes)

Flash mobs combine performance art with an element of surprise. This activity allows participants to creatively express how stress impacts them and how they overcome it.

Step 1: Planning the Performance (60 minutes)

1. Choose a theme (e.g., overcoming challenges, seeking balance).
2. Brainstorm performance ideas: dance routines, spoken word, or a skit.

3. Divide tasks: choreographers, performers, music coordinators.

Step 2: Rehearsing (60 minutes)

1. Practice repeatedly until the performance flows smoothly.
2. Incorporate symbols or gestures that represent stress and resilience (e.g., breaking imaginary chains, forming supportive circles).

Step 3: Performing and Reflecting (10–15 minutes)

- Perform in a public setting to share your message.
- Afterward, discuss the experience:
 - o How did it feel to express stress creatively?
 - o What reactions did the audience have?

Evaluation

Encourage participants to journal their experience or share how the activity helped them release tension.



Preparation

For Facilitators

- Secure permissions for the performance venue.
- Guide participants in balancing creativity with feasibility.

For Participants

- Be open to working closely with others and trying something new.

12.3 Activity 3: Video Project: Coping Chronicles



Materials Needed



Smartphones or cameras



Basic video editing software or apps



Storyboarding templates



Target Age Group

14-20 years old



Duration

2+ hours*

* Planning: 2–3 hours; Screening: 30 minutes



Learning Aim and Objectives

Learning Aim: to create short films that explore personal or collective stress experiences and coping mechanisms, fostering reflection and creativity.

Objectives

- Explore and share personal stress experiences through storytelling.
- Learn basic filmmaking and editing skills.
- Reflect on and share practical coping strategies.



Description

Introduction (15 minutes)

Visual storytelling is a powerful way to process and share experiences. In this activity, participants will create short films highlighting stressors and the strategies they use to overcome them.

Step 1: Brainstorming and Storyboarding (45 minutes)

1. Divide into small groups and brainstorm topics:

- o “A Day in the Life of Stress”
 - o “How I Found My Calm”
2. Create a storyboard with key scenes and dialogue.

Step 2: Filming and Editing (2–3 hours)

1. Shoot scenes using smartphones or cameras.
2. Edit the footage into a cohesive narrative.

Step 3: Screening and Discussion (30 minutes)

- Watch the videos as a group.
- Discuss key takeaways:
 - o What strategies resonated most?
 - o How did creating the video impact participants’ understanding of stress?

Evaluation

Encourage participants to share their videos beyond the group to spread awareness.



Preparation

For Facilitators

- **Provide Technical Guidance:** share tips on filming and editing basics. If possible, provide a short tutorial or recommend beginner-friendly tools such as Canva Video or iMovie.
- **Offer Examples:** show participants examples of similar video projects to inspire ideas.
- **Ensure Accessibility:** check that all participants have access to devices for filming and editing. If resources are limited, pair participants or organize equipment-sharing schedules.
- **Encourage Open Discussion:** make it clear that participants can focus on general stress scenarios rather than personal stories if they feel uncomfortable sharing intimate experiences.
- **Facilitate Reflection:** prepare prompts to guide the post-screening discussion, such as:
 - o What was the most challenging part of this project?
 - o What did you learn about coping mechanisms from this experience?



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Environmental Wellbeing



13. Environmental Wellbeing

13.1 Activity 1: Seed of Change: Plant a Tree for the Future



Materials Needed



Tree saplings

(native species)



Shovels or trowels



Gloves

(for participants)



Watering cans or buckets



Soil amendments

(e.g., compost)



Markers or tags

for labeling trees



Measuring tape

(for spacing trees)



First aid kit

(for safety)



Target Age Group

12-16 years old



Duration

1 hour and 30 minutes*

* estimated time required to complete the activity: 1.5 hours, including 15 minutes for introduction, 60 minutes for the main activity and 15 minutes for debriefing.



Learning Aim and Objectives

To promote environmental stewardship, teamwork, and awareness of the importance of trees in our ecosystem.

- Participants will learn about the ecological benefits of trees and their role in combating climate change, enhancing environmental awareness.
- Teams must collaborate effectively to plant the trees and care for them, developing teamwork and practical skills.
- Participants will understand the importance of nurturing and maintaining the trees they plant, encouraging a sense of responsibility.



Description

Introduction (15 minutes)

Explain the purpose of the activity (to plant trees that will benefit the environment and

community), provide instructions on how to plant the saplings and care for them, and divide participants into small teams and distribute materials. Discuss the importance of trees for air quality, wildlife habitats, and climate regulation.

Tree Planting (60 minutes)

Teams will work together to plant their assigned saplings. Each team should:

- Choose a planting location that meets the requirements for the tree species.
- Prepare the planting hole (digging, adding soil amendments).
- Plant the sapling at the proper depth and water it well.
- Label their tree with a tag that includes their team name and planting date.
- Discuss the ongoing care that will be needed for their trees.

Debrief (15 minutes)

Gather the teams to reflect on their experiences. Ask questions such as: “What did you learn about the importance of trees?” and “What will you do to ensure the trees thrive in the future?”. Highlight the skills developed during the activity, emphasizing teamwork, environmental stewardship, and the long-term impact of their efforts.



Preparation

For Educators

- Prepare the planting site and materials in advance, ensuring the area is safe and suitable for planting.
- Be ready to facilitate discussions and provide guidance during the planting process.

For Mentors and Mentees

- Research the importance of trees and come prepared with ideas on how to care for them after planting.

13.2 Activity 2: Clean-Up Challenge: Park Restoration Project



Materials Needed



Trash bags

(compostable or biodegradable preferred)



Gloves

(disposable or reusable)



Recycling bins

(if available)



First aid kit



Water bottles

for hydration



Sunscreen and insect repellent

(optional)



Signage

(to mark cleaned areas)



Target Age Group

12-20 years old



Duration

2 hours*

* estimated time required to complete the activity: 2 hours, including 15 minutes for introduction, 90 minutes for the main activity and 15 minutes for debriefing.



Learning Aim and Objectives

To promote environmental stewardship, community engagement, and teamwork through a hands-on clean-up initiative.

- Participants will learn about the impact of litter on ecosystems and the importance of maintaining clean public spaces, enhancing environmental awareness and sense of responsibility.
- Teams will develop teamwork skills by collaborating to organize and execute the clean-up effort effectively.
- Participants will experience the positive impact of their efforts on the local community and environment, improving their community engagement.



Description

Introduction (15 minutes)

Explain the purpose of the activity (to clean and restore a local park, promoting environmental stewardship and community pride) and discuss the impact of litter on the environment and the importance of keeping public spaces clean. Provide safety guidelines and instructions on how to properly collect and sort waste and divide participants into small teams and distribute materials.

Clean-up Phase (90 minutes)

Teams will work together to clean designated areas of the park, collecting litter, sorting items into trash and recycling bins as appropriate.

Debrief (15 minutes)

Gather the teams to reflect on their experiences. Ask questions such as: “What did you learn about the impact of litter on the environment?” and “What can you do in the future to keep your community clean?”



Preparation

For Educators

- Coordinate with local park authorities for permission to conduct the clean-up;
- Prepare the necessary materials and ensure safety guidelines are communicated.
- Be ready to facilitate discussions and provide support during the clean-up.

For Mentors and Mentees

- Come prepared with ideas on how to continue to support the local environment after the event.

13.3 Activity 3: Nature Quest: Hunt for the Great Outdoors



Materials Needed



Scavenger hunt list

(printed or digital)



Pens or pencils



Clipboards

(optional)



First aid kit



Bags or containers for collecting items (if applicable)



Camera or smartphone

(for documenting finds)



Water bottles for hydration



Target Age Group

12-18 years old



Duration

1 hour and 30 minutes*

* estimated time required to complete the activity: 1.5 hours, including 15 minutes for introduction, 60 minutes for the main activity and 15 minutes for debriefing.



Learning Aim and Objectives

To enhance awareness and appreciation of nature while promoting teamwork and observational skills through an interactive scavenger hunt.

- Participants will increase their environmental awareness and enhance their observational skills by learning to identify various plants, animals and natural features in their local environment.
- Teams will collaborate to locate items on the scavenger hunt list effectively, developing teamwork skills.
- Participants will engage in outdoor exploration, promoting health and well-being.



Description

Introduction (15 minutes)

Explain the purpose of the activity (to explore the local environment while searching for specific natural items), provide participants with the scavenger hunt list and explain any safety

guidelines for being outdoors (e.g., staying on trails, being aware of wildlife), and divide them into small teams and distribute materials.

Scavenger Hunt (60 minutes)

Teams will have 60 minutes to search for items on the scavenger hunt list, working together to identify and locate items (e.g. a specific type of leaf, a bird, a flower, or a unique rock) and documenting their finds by taking photos or collecting small, non-destructive items (e.g. fallen leaves).

Debrief (15 minutes)

Gather the teams to reflect on their experiences. Ask questions such as: “What was the most interesting thing you found during the hunt?” and “What did you learn about the local ecosystem?”. Highlight the skills developed during the activity, emphasizing teamwork, observational skills, and appreciation for nature.



Preparation

For Educators

- Prepare the scavenger hunt list in advance, ensuring it includes a mix of common and interesting items that can be found in the local environment.
- Be ready to facilitate discussions and provide support during the hunt.

For Mentors and Mentees

- Wear appropriate clothing for outdoor exploration and come prepared to engage with their surroundings.

13.4 Activity 4: Planet-Friendly Plates: A Sustainable Cooking Journey



Materials Needed



Ingredients for selected recipes
(focus on local and seasonal produce)



Cooking utensils
(knives, cutting boards, mixing bowls, etc.)



Cooking appliances
(stove, oven, blender, etc.)



Plates and utensils for tasting



Aprons



Recipe handouts
(with a focus on sustainability tips)



Cleaning supplies
(sponges, dish soap, towels)



First aid kit



Target Age Group
14-20 years old



Duration
2 hours*

* estimated time required to complete the activity: 2 hours, including 15 minutes for introduction, 90 minutes for the main activity and 15 minutes for debriefing.



Learning Aim and Objectives

To educate participants about sustainable cooking practices and the importance of using local, seasonal ingredients while promoting healthy eating habits.

- Participants will learn the benefits of choosing local, seasonal, and organic ingredients, increasing their awareness of sustainability and healthy eating.
- Participants will develop teamwork and culinary skills by collaborating in small groups to prepare their dishes, fostering communication and cooperation.



Description

Introduction (15 minutes)

Explain the purpose of the activity (to learn about sustainable cooking practices and prepare a delicious meal together) and discuss the importance of using local and seasonal ingredients

and the environmental benefits of sustainable cooking. Provide an overview of the recipes and assign teams to different dishes.

Cooking phase (90 minutes)

Teams will work together to prepare their assigned recipes, discussing the sustainability aspects of the ingredients used and how they impact the environment.

Debrief (15 minutes)

Gather the teams to reflect on their experiences. Ask questions such as: “What did you learn about sustainable cooking?” and “What sustainable practices can you adopt in your everyday cooking?”.



Preparation

For Educators

- Prepare the cooking space and ensure all necessary materials and ingredients are available.
- Review the recipes and any specific techniques that will be used during the class.
- Be ready to facilitate discussions and provide support during the cooking process.

For Mentors and Mentees

- Think about their own eating habits and come prepared with ideas for incorporating sustainability into their cooking.



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Problem Solving

14

14. Problem Solving

14.1 Activity 1: Escape Room: find your way out!



Materials Needed

The required materials will vary based on the specific activities selected. Some examples could be:



Puzzles and riddles

(physical or digital)



Locks

(combination or key locks)



Target Age Group

14-20 years old



Duration

1 hour and 30 minutes*

* estimated time required to complete the activity: 1.5 hours, including 15 minutes for introduction, 60 minutes for the main activity and 15 minutes for debriefing.



Clue cards or hints



Decor

(to create the theme or atmosphere, optional)



Timer/stopwatch



Paper and pens

for note-taking



Learning Aim and Objectives

To enhance problem-solving, communication, and teamwork through a competitive, timed escape room challenge.

- Teams will improve problem-solving and time management skills by working together to solve puzzles and unlock clues under pressure.
- Participants will need to collaborate and delegate tasks efficiently to complete the challenge in the shortest time, enhancing their teamwork and communication skills.



Description

Introduction (15 minutes)

Explain the rules and provide an overview of the escape room theme, and how teams will move from one puzzle to the next. Set expectations for behavior, such as respecting team members' ideas and ensuring everyone participates.

Escape Room Challenge (60 minutes)

Teams are locked in separate rooms or areas, each filled with puzzles, codes, and clues to solve, and must work together to solve all puzzles within the time limit (e.g., find a key, crack a code, solve a riddle). The team that escapes the room first or solves the most puzzles within the time limit wins.

Debrief (15 minutes)

Gather the teams for a short reflection and ask questions like: "How did your team approach problem-solving under pressure?". Highlight the importance of collaboration and how the activity relates to real-life teamwork situations.



Preparation

For Educators

- Set up the escape rooms or designated spaces with puzzles and props.
- Ensure the puzzles match the difficulty level of the group.
- Prepare instructions for each stage of the challenge and test the escape room setup beforehand to ensure all elements work.
- Be ready to provide hints when requested, and track the time taken by each team.

For Mentors and Mentees

- Familiarize themselves with basic problem-solving techniques and the importance of clear communication within a team.

14.2 Activity 2: Murder Mystery Game



Materials Needed

The required materials will vary based on the specific activities selected. Some examples could be:



Character role cards

(with descriptions of each character and their background);



Clue cards or envelopes

(containing hints or evidence)



Target Age Group

15-20 years old



Duration

1 hour and 30 minutes*

* estimated time required to complete the activity: 1.5 hours, including 15 minutes for introduction, 60 minutes for the main activity and 15 minutes for debriefing.



Crime scene props

(optional, to set the atmosphere)



Notebook and pens

(for note-taking and deductions)



Timer or clock

to track time



A designated "murderer" and "victim"

(assigned beforehand)



Learning Aim and Objectives

To promote teamwork, problem-solving, and communication through a collaborative and competitive mystery-solving challenge.

- Participants will enhance critical thinking analyzing clues, questioning characters, and piecing together evidence to solve the mystery.
- Teams will collaborate, share information, and pool ideas to solve the crime, improving teamwork and communication skills.
- Teams will need to think outside the box and approach the mystery from different angles to uncover the truth, encouraging creative problem-solving.



Description

Introduction (15 minutes)

Explain the rules and the overall objective (to solve the mystery by identifying the murderer, the motive, and the method). Assign roles to each participant (e.g., detective, suspects, witnesses), giving them character cards with background information. Set the scene by describing the scenario (e.g., a murder at a dinner party or in a mansion), and how the game will proceed.

Murder Mystery Game (60 minutes)

The game begins with the “discovery” of the crime. Teams or individuals must then investigate by questioning suspects, analyzing clues, and deducing the identity of the murderer. Clues are revealed periodically or hidden in the environment, and players must collect and interpret them. The game includes time-limited questioning rounds, where teams or players interview each suspect or witness, collecting crucial details. At the end of the investigation, each team must present their findings: who they believe the murderer is, the motive, and the method used. The team with the most accurate deduction wins.

Debrief (15 minutes)

Gather the teams to reveal the murderer and the full story behind the crime. Discuss the strategies used by different teams, and ask: “What clues or behaviors led you to your conclusions?”. Highlight how the activity helped develop problem-solving skills, teamwork, and communication.



Preparation

For Educators

- Prepare the murder mystery script and ensure the story is engaging and age-appropriate.
- Set up the game environment with clues and props to create an immersive atmosphere.
- Assign character roles in advance, ensuring everyone understands their part and has access to their character's background.

For Mentors and Mentees

- Review the roles assigned to them and prepare to fully engage with the character. They may need to keep track of important information and communicate it effectively to their team.

14.3 Activity 3: Survival Showdown: The Ultimate Challenge



Materials Needed

The required materials will vary based on the specific activities selected. Some examples could be:



Scenario cards

(detailing the survival situation)



Problem-solving challenge tasks

(printed or written on flip charts)



Target Age Group

15-20 years old



Duration

1 hour and 30 minutes*

* estimated time required to complete the activity: 1.5 hours, including 15 minutes for introduction, 60 minutes for the main activity and 15 minutes for debriefing.



Basic supplies for challenges

(e.g., rope, duct tape, cardboard)



Whistle

(for safety and signaling)



Timer/stopwatch



Papers and pens

(for note-taking)



Learning Aim and Objectives

To promote teamwork, problem-solving, and resilience through a competitive survival scenario.

- Participants will devise creative solutions to survival challenges and obstacles, enhancing their problem-solving skills.
- Teams must collaborate effectively to tackle challenges and achieve common goals, developing teamwork and communication skills.
- Participants will build resilience by learning to adapt to changing situations and maintaining a positive attitude in the face of challenges.



Description

Introduction (15 minutes)

Explain the rules and the overall objective: to survive the scenario by completing various challenges. Distribute scenario cards that detail the survival situation (e.g., stranded on an island, lost in the wilderness). Describe the challenges teams will face and how the game will proceed.

Survival Game Challenge (60 minutes)

The game begins with teams receiving their first challenge. Teams must work together to devise a solution to each scenario, such as building a shelter, creating a signal for rescue, or finding food and water. Teams will rotate through different challenges, and each challenge will have a time limit. Throughout the game, teams can earn points for creativity, teamwork, and successful completion of each task. At the end of the challenge, teams will be scored based on their performance and creativity in overcoming each scenario.

Debrief (15 minutes)

Gather the teams to discuss their experiences during the challenges. Ask questions such as: “What strategies worked well for your team?” and “How did you handle disagreements or challenges?”. Highlight the skills learned through the activity, emphasizing teamwork, problem-solving, and communication.



Preparation

For Educators

- Prepare the scenario cards and challenges in advance, ensuring they are age-appropriate and engaging.
- Set up the environment where the challenges will take place, ensuring safety measures are in place.
- Be ready to facilitate and guide teams during the challenges.

For Mentors and Mentees

- Review the importance of teamwork and effective communication.
- Think about past experiences where they had to work together to solve problems.

14.4 Activity 4: Save the Egg



Materials Needed



Raw eggs

(1 per team)



Various building materials

(e.g., straws, newspapers, cardboard, tape, rubber bands)



Target Age Group

12-18 years old



Duration

1 hour and 30 minutes*

* estimated time required to complete the activity: 1.5 hours, including 15 minutes for introduction, 60 minutes for the main activity, and 15 minutes for debriefing.



Scissors



Measuring tape

(to measure the drop height)



A drop zone

(from a designated height, e.g., a table)



Papers and pens

(for planning and notes)



Learning Aim and Objectives

To promote teamwork, creativity, and problem-solving through a competitive engineering challenge.

- Participants will brainstorm and design unique structures to protect their eggs enhancing creativity and problem-solving skills.
- Teams will develop teamwork collaborating effectively to plan and executing their designs.
- Teams will learn to adapt and refine their strategies based on test results, building resilience.



Description

Introduction (15 minutes)

Explain the rules of the activity, emphasizing the objective (to design and build a protective structure for a raw egg that can withstand a drop from a height). Discuss the materials available and encourage teams to brainstorm their ideas. Divide participants into small teams and provide each team with an egg and building materials.

Building Phase (50 minutes)

Teams will have 50 minutes to design and construct their egg protection devices using the provided materials. They should work together to plan, build, and test their designs before the final drop. Encourage creativity and teamwork throughout the process. After the building time is up, teams will prepare for the drop test.

Drop Test (10 minutes)

Each team will drop their egg from a designated height, one at a time, and observe the results.

Debrief (15 minutes)

Gather the teams to discuss their experiences. Ask questions such as: “How did you handle challenges during the building phase?” and “What would you do differently if you could try again?”



Preparation

For Educators

- Prepare the materials in advance and set up the drop zone.
- Be ready to guide teams during the building phase and provide support as needed.
- Ensure safety measures are in place for the drop test.

For Mentors and Mentees

- Encourage participants to think about past engineering or design experiences and how they can apply that knowledge to this challenge.

14.5 Activity 5: Solutions Lab: from Idea to Impact



Materials Needed



Large sheets of paper or poster boards



Markers, pens, and colored pencils



Sticky notes



Target Age Group

12-20 years old



Duration

1 hour and 30 minutes*

* estimated time required to complete the activity: 1.5 hours, including 10 minutes for introduction, 70 minutes for the main activity, and 10 minutes for debriefing.



Prototype materials

(e.g., cardboard, scissors, glue, tape)



Access to computers or tablets

(optional, for research)



Timer or stopwatch



Learning Aim and Objectives

To promote creativity, critical thinking, and collaboration through a structured design thinking process.

- Participants will brainstorm and design innovative solutions to real-world problems enhancing creative problem-solving
- Teams must collaborate to generate ideas and create effective solutions developing teamwork skills.
- Participants will practice presenting their ideas and prototypes to their peers, improving their presentation skills.



Description

Introduction (10 minutes)

Explain the rules and the overall objective of the workshop (to design a solution to a specific problem, e.g., environmental issues, community challenges, or personal wellness). Present the problem clearly and provide context. Divide participants into small teams and provide them with materials.

Design Phase (50 minutes)

Teams will have 50 minutes to brainstorm, sketch, and create a prototype of their solution. They should:

- Identify the problem they are addressing.
- Brainstorm potential solutions and select one to develop.
- Create a visual representation of their solution (sketches, diagrams).
- Build a simple prototype if time allows.

Presentation (10 minutes)

Teams present their solutions to the group, explaining their design process and the rationale behind their choices. Encourage constructive feedback from peers.

Debrief (10 minutes)

Gather the teams to reflect on their experiences. Ask questions such as: “What was the most challenging part of the design process?” and “What did you learn about collaboration and creativity?”



Preparation

For Educators

- Prepare the problem statement and materials in advance.
- Be ready to facilitate discussions, provide guidance during the design phase, and support teams as they work through their ideas.

For Mentors and Mentees

- Think about real-world problems they care about and come prepared to engage in collaborative brainstorming.

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Social Wellbeing



15. Social Wellbeing

15.1 Activity 1: Collaborative Mural: Picture Our Community



Materials Needed



Large canvas or paper roll

(to cover a wall or table)



Acrylic paints or markers



Paintbrushes of different sizes



Target Age Group

15-18 years old



Duration

2 hours*

* estimated time required to complete the activity: 2 hours, including 10 minutes for introduction, 90 minutes for the main activity and 20 minutes for debriefing.



Protective clothing or aprons



Masking tape

(to secure the canvas)



Paper towels and water

for cleanup



Cameras

(optional, for documenting the process)



Learning Aim and Objectives

To foster a sense of community and belonging by creating together a shared representation of their group identity.

- Participants will develop teamwork skills collaborating to create a mural that represents their sense of community, using visual symbols, colors, and designs that are meaningful to them.
- Participants will be able to experience and reflect on the importance of cooperation and shared responsibility.
- By the end of the activity, participants will be able to identify at least two ways in which they feel connected to their peers, enhancing their sense of belonging.



Description

Introduction (10 minutes)

Explain the purpose of the activity (create a shared visual representation of their group identity) and give instructions about how to use different materials.

Mural creation (90 minutes)

Participants interact freely while choosing what to draw.

Debrief (20 minutes)

In a group discussion, participants will articulate how working together on the mural helped them understand the importance of cooperation and shared responsibility, identifying at least two ways in which they feel connected to their peers.



Preparation

For Educators

- Review the activity instructions and objectives thoroughly.
- Prepare all necessary materials in advance and ensure the workspace is set up for the activity.

For Mentors and Mentees

- Bring any relevant materials, such as personal drawings or symbols they feel represent their identity.
- Complete a pre-activity task, such as writing a short reflection on what community means to them.
- Familiarize themselves with the topic of community identity to contribute meaningfully during the activity.

15.2 Activity 2: Cultural Mosaic: Sharing Our Stories



Materials Needed



Tables for food display



Cultural artifacts

(e.g., traditional clothing, musical instruments, crafts)



Printed information sheets

about each culture represented



Target Age Group

12-20 years old



Duration

2 hours and 30 minutes*

* estimated time required to complete the activity: 2.5 hours, including 30 minutes for introduction, 90 minutes for the main activity and 30 minutes for debriefing.



Plates, utensils, and napkins

for food tasting



Decorations

representing different cultures



Music playlist

featuring songs from various cultures (optional)



Learning Aim and Objectives

To foster appreciation and understanding of diverse cultures while building connections among participants.

- Participants will increase their cultural awareness by learning about different cultures represented in their community, encouraging inclusivity.
- Participants will engage in conversations and share experiences related to their cultures developing interpersonal skills.



Description

Introduction (30 minutes)

Welcome participants, explain the purpose of the activity (to celebrate and share cultural

diversity) and outline the schedule for the event and the types of activities participants will engage in (e.g., food tasting, storytelling, demonstrations).

Cultural Activities (90 minutes)

Participants will rotate through different stations or tables set up to represent various cultures. Activities may include:

- Food Tasting: participants share traditional dishes from their cultures for others to sample.
- Storytelling: individuals share stories or folklore from their cultural backgrounds.
- Demonstrations: participants showcase cultural practices, such as dance, music, or art techniques.
- Cultural Quiz: a fun quiz on different cultures to engage participants and encourage learning.

Debrief (30 minutes)

Gather participants for a group discussion. Ask questions such as: “How can we promote cultural understanding in our community?” and “What was your favorite part of the event?”. Highlight the importance of diversity and inclusivity in fostering a sense of community.



Preparation

For Educators

- Organize logistics, including space setup, materials needed, and participant coordination.
- Prepare an agenda for the event and communicate it to participants in advance.

For Mentors and Mentees

- Encourage participants to think about what cultural items or dishes they can bring to share and to prepare a brief presentation about their culture.

15.3 Activity 3: Team Building Olympics



Materials Needed

The required materials will vary based on the specific activities selected. Some examples could be:



Cones or markers

to designate spaces for activities



Scorecards or a board

for tracking team progress



Target Age Group

12-20 years old



Duration

2 hours*

* estimated time required to complete the activity: 2 hours, including 15 minutes for introduction, 90 minutes for the main activity and 15 minutes for debriefing.



Small prizes or certificates

for food tasting



Whistle or timer

to signal the start and end of each game



Learning Aim and Objectives

To enhance collaboration, communication, and problem-solving skills through fun and challenging team activities.

- Participants will improve teamwork skills and foster positive peer relationships collaborating in small teams to complete various challenges, relying on communication and mutual support.
- Teams will work together to strategize and solve physical and mental challenges efficiently, developing problem-solving skills.



Description

Introduction (15 minutes)

Explain the purpose of the “Team Building Olympics” and the importance of teamwork and communication. Outline the rules for each challenge and how teams will rotate between activities.

Team Building Challenges (90 minutes)

Each team competes in a series of activities (rotate teams through each challenge, tracking their progress and points) that will be chosen depending on the number and on the age of the participants, and also on the available spaces. Some examples could be:

- *Human Knot Race*: teams must untangle themselves from a “human knot” as quickly as possible without letting go of each other’s hands. The first team to untangle wins.
- *Obstacle Course Challenge*: teams race through a series of physical obstacles, requiring strategy and cooperation to complete the course the fastest.
- *Pictionary*: teams take turns drawing words or phrases while their teammates guess. The team with the most correct guesses in a set time wins.
- *Tower Building Challenge*: teams compete to build the tallest tower using limited materials (e.g., spaghetti and marshmallows). The tallest, most stable tower wins.
- *Blindfolded Maze Race*: one team member is blindfolded and must be guided through a maze by verbal instructions from their teammates. The fastest team through the maze wins.
- *Team Trivia Battle*: teams compete in a trivia competition with questions on various topics. The team with the highest score at the end wins.

Debrief (15 minutes)

Gather participants for a group discussion. Ask questions such as: “How can we promote cultural understanding in our community?” and “What was your favorite part of the event?”. Highlight the importance of diversity and inclusivity in fostering a sense of community.



Preparation

For Educators

- Review all activities to ensure they are appropriate for the group and that all materials are ready.
- Set up the space for each challenge in advance, ensuring clear rules and safety guidelines.

For Mentors and Mentees

- Wear appropriate clothing for physical activity.

15.4 Activity 4: Teach it, Learn it: Skill Sharing Day



Materials Needed



Space for multiple skill-sharing stations
(tables or areas)



Supplies specific to each skill
(e.g., art supplies, cooking utensils, sports equipment)



Handouts
with step-by-step instructions for each skill



Name tags
for participants



Refreshments
(optional)



Target Age Group
12-18 years old



Duration
2 hours and 30 minutes*

* estimated time required to complete the activity: 2.5 hours, including 15 minutes for introduction, 105 minutes for the main activity and 30 minutes for debriefing.



Learning Aim and Objectives

To promote collaboration, foster connections, and build confidence among participants through sharing and learning new skills.

- Participants will practice communication and teaching skills while sharing their expertise, enhancing their interpersonal skills and building self-confidence.
- Participants will learn from one another, strengthening bonds and understanding within the group, fostering a sense of community.



Description

Introduction (15 minutes)

Welcome participants, explain the purpose of the workshop (to share and learn a variety of skills from one another) and outline the schedule for the event and how the skill-sharing sessions will be organized.

Skill Sharing Sessions (105 minutes)

Participants will rotate through different skill-sharing stations, each led by a participant who is knowledgeable about the skill. Possible skills to share include: Cooking/Baking, Art and Crafting, Sports Skills, Music, Tech Skills, Self-Care Techniques (e.g. sharing mindfulness, meditation, or stress-relief strategies). Each skill-sharing session can last about 10-15 minutes, allowing participants to practice what they learn and ask questions.

Debrief (15 minutes)

Gather participants for a group discussion. Ask questions such as: “What new skills did you learn today?” and “How did it feel to share your skill with others?”. Highlight the importance of collaboration, community, and lifelong learning.



Preparation

For Educators

- Organize logistics, including space setup and ensuring all materials for the skills are available.
- Prepare an agenda for the workshop and communicate it to participants in advance.

For Mentors and Mentees

- Think about what skills they can teach and what skills they want to learn before the workshop.



STRONGER YOUTH

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Emotional Regulation



16. Emotional Regulation

16.1 Activity 1: Alchemy of Feelings



Materials Needed



Cards with diverse sentiments

(see suggestions at handout)



Cards with everyday situations

(see handout)



Target Age Group

13-18 years old



Duration

45 minutes



Learning Aim and Objectives

Learning Aim: identify emotions, develop empathy and regulate emotions Explore and share personal stress experiences through storytelling.

Objectives

- Identify feelings that influence our reactions in everyday situations.
- Understand your own feelings and those of others.
- Regulate emotions.
- Develop empathy.



Description

Introduction

The mentor explains the importance of identify our emotions/feelings and learning to deal with our emotions/feelings and those of others. Which are fundamental to emotional well-being and building healthy relationships (5min).

Main activity

The activity can do with only a mentor-mentee or in group. Division of the mentees and

planning the role-play (10 min): The mentor should divide the group into groups of 2 or 3 at random. Each group should randomly choose a card with feelings/emotions and another card with an everyday situation. The groups should take inspiration and create a short scene that expresses the feeling they have chosen, paying close attention to body language, tone of voice and facial expressions.

Role-Play (30 min)- Presentation of the role-play per group to the rest of the mentees (approximately 3/4 minutes per group). One group of mentees present the role play and the rest of the mentees try to identify - 'What was the situation?' and 'What was the feeling represented?'

The mentor(s) should discuss with the mentees 'Which feelings were easier or harder to identify? Why?'; "How do different feelings influence the way we relate to others?"; and "What can happen when we misinterpret other people's feelings?". The mentees could give examples of misunderstandings They had been involved in or witnessed.

The mentor should explain that these everyday situations are common ways of experiencing these feelings, which can arise at any time in life and influence the way we deal with our daily lives. We can understand them better and try to promote more positive feelings.

Debrief and Reflection

The mentor stimulates reflection through the following questions:

- First moment: 'What was the situation?' and 'What was the feeling represented?'
- Second moment: 'Which feelings were easier or harder to identify? Why?'; "How do different feelings influence the way we relate to others?";
- Third moment: "What can happen when we misinterpret other people's feelings?". "Can you give some examples of misunderstandings you have been involved in or witnessed?"



Preparation

For Mentors

- Reviewing the activity instructions, preparing the necessary materials, and understanding the context of the activity to effectively guide mentees.
- Keep in mind that feelings can be positive, negative or neutral, and have a great influence on an individual's behaviour and decisions.
- Unlike emotions, which are quicker and more intense, feelings tend to be longer-lasting and deeper. Feelings can be the result of a lingering emotion or a reflection on the emotional experience.
- About cards of situations, it is important to remember that different people may experience different feelings in similar situations. The titles of the situations are only indicative of some possibilities of feelings.

Handout: Feelings

On the front of the card there is the image and on the back there is the corresponding sentiment.



1. Love

Image

Two hearts intertwined, perhaps with a soft glow around them. It could be a scene of affection, such as two friends or couples embracing.

Environment

Soft light, warm colours like red or pink.



2. Happiness

Image

A person smiling broadly, jumping or dancing, with rays of sunshine in the background.

Setting

Sunny scenery, nature, festive atmosphere.



3. Sadness

Image

A person with their head down, sitting alone on a bench, with a tear falling.

Environment

Cloudy skies or rain, cold colours like blue and grey.



4. Anger

Image

A person with a red face, clenched fists, perhaps with steam coming out of their ears or a background with intense colours like red and orange.

Environment

A tense atmosphere, with elements that suggest conflict.



5. Fear

Image

Someone with a terrified expression, eyes wide, recoiling from something, perhaps a shadow or mysterious figure.

Environment

Dark place, shadows, a threatening setting.



6. Surprise

Image

A person with their hands to their face, eyes wide, in a position of shock or amazement.

Environment

Vibrant colours, such as confetti or fireworks in the background.



7. Shame

Image

A person with their head down and their hands covering their face, with a slight blush on their cheeks.

Setting

Small or intimate setting, perhaps a simple background with soft colours.



8. Guilt

Image

Someone with a sad look, hands on their face or head lowered, with a heavy shadow over them.

Environment

Grey background, perhaps with elements symbolic of regret (such as a broken object).



9. Gratitude

Image

A person smiling with their hands together in a 'thank you' gesture, holding a gift or flower.

Setting

Warm colours, soft lighting and a cosy atmosphere.



10. Pride

Image

A person standing with a puffed-out chest and a smile of achievement, perhaps holding a trophy or medal.

Setting

Stage background or victory scene, with a soft light focussed on the person.



11. Relief

Image

A person with relaxed shoulders, breathing deeply, smiling with a look of relaxation.

Setting

A quiet space, perhaps with a sunset or peaceful surroundings.



12. Loneliness

Image

A person sitting alone in a large empty space, looking at the horizon.

Environment

Empty environments, cold or dark colours to represent the feeling of isolation.



13. Hope

Image

A person looking up at the sky, with an optimistic countenance, with a soft light in the background.

Setting

Clear sky, sunrise or a rainbow appearing on the horizon.



14. Despair

Image

A person with their hands on their head, face contorted by anguish, in a chaotic or dark environment.

Environment

A desolate setting, with very strong colours such as black or red.



15. Confidence

Image

A person standing with their arms crossed or hands on their hips, with a firm posture and a calm smile.

Setting

Simple background, perhaps in an open place or outdoors.



16. Envy

Image

A person looking at another with an expression of discomfort or desire, perhaps with green eyes

Environment

Dark colours, such as green, with a background of comparison between people or things.



17. Admiration

Image

A person with a look of respect or reverence, perhaps applauding or looking at something far away.

Setting

Soft light, bright details all around, showing something worthy of admiration.



18. Empathy

Image

Two people hugging or looking into each other's eyes, with expressions of understanding.

Environment

Warm surroundings, with soft colours, and an atmosphere of connection.



19. Disappointment

Image

A person with their head down, shoulders hunched, looking at something that didn't turn out as expected.

Environment

Slightly cluttered environment, cold colours like blue or grey.



20. Longing

Image

A person looking at an old photo or a significant object, with a melancholy gaze.

Setting

Nostalgic scenery, perhaps with a fuzzy, soft background, such as a landscape at dusk.

Handout: Everyday situations (some examples)

It is important to remember *that different people may experience different feelings in similar situations*. The titles of the situations are only indicative of some feeling's possibilities in them.



1. Situations Love

A friend from your childhood saw you, became very happy and gave you a big hug.

Your family are affectionate towards you specially if the notice that you are not very well.



2. Situations Happiness

At the weekend, friends you hadn't seen for a while came to visit you.

You've received an affectionate gesture from a colleague.

You've received an unexpected compliment from a teacher.



3. Situation Sadness

You had an argument with a friend



4. Situation Anger

You've been accused of something you didn't do.



5. Situation Fear

You need to tell your parents you've been skipping school.



6. Situation Surprise

A colleague you hardly know paid you a high compliment in public



7. Situation Shame

You were told that someone had said something bad about you, you went to talk to them and accused them. Later you found out that what you'd been told was a lie.



8. Situation Guilt

You forgot your appointment with a friend who needs you

You forgot to hand in an important piece of work



9. Situation Gratitude

Friends surprised you with a birthday party.

Friends give you an unexpected present.



10. Situations Pride

You won a prize in a sporting or other competition.

You've received an unexpectedly high mark in a test you've worked hard on.



11. Situations Relief

You resolved a conflict with a colleague.

You were worried about your health and you got the news that it wasn't serious.



12. Situation Loneliness

You were ignored by a group of friends at break time



13. Situations Hope

You think good things will happen in your life.

You realise that you're going to be able to have the future you want.



14. Situations Despair

You've received an unexpectedly low mark in a test you've worked hard to pass

You feel there are no more options or solutions to a situation that is difficult for you



15. Situation Confidence

A friend, with a complicated personal problem, asked for your help.



16. Situations Envy

The person you like pays more attention to your friend than to you.

You see a colleague who has a life and material possessions that you would like to have.



17. Situations Admiration

You feel respect or appreciation for someone or something that you see as an example.

You read a book that talks about many of the things you feel or experience and it helped you.



18. Situations Empathy

You found out a friend told someone your secret.

You saw someone being unfairly treated and had to decide whether to intervene or not.



19. Situations Disappointment

You found out a friend told someone your secret

Someone you weren't expecting made a negative comment about you on social media



20. Situations Longing

Your groups of friends went to another school.

Your best friend is moving to another city.

16.2 Activity 2: Emotions in command



Materials Needed



Cards with feelings

(Identical to the cards of activity 1)



Cards with written strategies to regulate emotions

(see handout)



Target Age Group

13-18 years old



Duration

45 minutes

Including 10 minutes for introduction, 30 minutes for the main activity, and 15 minutes for debriefing.



Learning Aim and Objectives

Learning Aim: broadening the range of strategies to regulate emotions.

Objectives

- Realise that we can manage our emotions.
- Identify the most challenging emotions.
- Practice 2 or 3 strategies to deal with most challenging emotions.



Description

Introduction

The mentor begins the session by explaining the importance of properly expressing how we feel and knowing how to regulate our emotions, highlighting the impact this has on how we think and act. He then asks the mentee to give examples of strategies they use when him/her feel bad (sad, angry, afraid...) to make themselves to feel better. (5 min)

Preparing the activity (5 min) - The mentor places the cards with different feelings on the board (anxiety, frustration, anger...). Then randomly distributes cards with different emotional regulation strategies.

Main activity

The mentees should read out their strategy and place it next to the emotion/feeling that makes the most sense to them. The mentor should question why the mentee matched that strategy to a particular emotion/feeling. Finally, ask if that same strategy couldn't be applied to another feeling/emotion, which one and why? Do the same with the other cards.

The mentor should then ask which of the strategies they have learned they would like to try. The mentee should choose 2 or 3 strategies to try out during a month and in the next meetings tell what have happened when he/she have used them. (30 min).

Debrief and Reflection

Throughout the session mentor should encourage reflection on the relationship between what we think and feel and what we end up doing in the end.

Mentor should explain that it is important for a person's well-being that they know how to identify and deal with their feelings. This allows them to deal with unforeseen events and with what doesn't go well without losing control, getting too frustrated or nervous and without taking it out on others.



Preparation

For Mentors

- Reviewing the activity instructions, preparing the necessary materials, and understanding the context of the activity to effectively guide mentees.

Handout: cards with strategies to regulate feelings

1. **Use breathing techniques.** Stop and concentrate on your breathing. Gradually begin to breathe calmly, concentrating on your breathing until you become calmer.
2. **Find the reasons for your attitudes.** Try to understand how you feel and why.
3. **Put yourself in the other person's shoes.** It's easy to lose control in situations caused by

others or to take your nervousness or frustration out on others. Do the exercise of putting yourself in the other person's shoes. They may have had a good reason or may not have intended to hurt you.

4. **Think first and act later.** Acting without thinking can harm you. Think it through first once or twice without being under the influence of feelings that affect you negatively and only then choose what to do and decide.
5. **Talk to someone else** who can help you think about the situation.
6. **Be positive.** Look at things positively and with the expectation that things will turn out well. Remember that there is always a solution to every problem.
7. **Stop complaining,** it only makes you more nervous or feel worse. Start thinking about how you can change what's bothering you.
8. **Sleep on it.** Sometimes you're too nervous or anxious to think about it. You can put the problem aside for a while and then think about it in a calmer way and how best to resolve it.
9. **Identify and recognize the thoughts that are making you feel** bad, scared, worried or something else, then think "I feel (name what you're feeling) because..."
10. **Write a diary**
11. **Listening to music**
12. **Take a walk**
13. **Play a sport**
14. **Draw what you feel.**
15. **Accept your problems and mistakes.** We all have flaws and we can learn and grow from them. When you feel nervous or anxious, think: "What am I getting out of this situation? What am I getting out of it?"; "What can I do to feel better and solve what I need to solve?"

16.3 Activity 3: Thinking, feeling, acting



Materials Needed



Handout: Thoughts



Handout: Feelings



Handout: Behaviours



Target Age Group

13-18 years old



Duration

50 minutes

Including 5 minutes for introduction, 30 minutes for the main activity, and 15 minutes for debriefing.



Learning Aim and Objectives

Learning Aim: developing the ability to identify the relationship between thoughts, feelings and behaviour. Realise that we can manage our emotions.

Objectives

- To distinguish between thoughts, feelings and behaviour.
- Identify how thoughts are linked to feelings.
- Understand how feelings influence behaviour.
- Understand that behaviours reinforce thoughts, feeding back into the cycle.



Description

Introduction (10 minutes)

The mentor begins explaining the aims of the activity. The activity can be done individually or in small groups. In case of groups, the mentor will divide the mentees into groups, randomly, with an equal number of cards.

The mentor will write the titles of the three columns ('thoughts', 'feelings', 'behaviours') on the board or on a piece of cardboard.

Main activity (30min)

In turn, each group should go to the board and place the cards they have been given in the corresponding column. When placing the cards, they should pay attention to the correspondence between the thought, feeling and behaviour on each line, i.e. they should analyse whether that card is related to any other that has been placed by another group. Throughout the session the mentor should encourage reflection.

Debrief and Reflection (10min)

Reflection on:

1. What are thoughts and their connection with our emotions. Thoughts are interpretations we have of events or situations. They shape the way we understand what is happening around us and directly influence our emotions.
 - o *For example:* If you think 'I'm terrible at this' after making a mistake, you're more likely to feel frustrated or sad.
 - o *What to do:* You can change negative or distorted thoughts and doing so you can change the emotions they generate.
2. Feelings are emotional states that arise in response to thoughts and the interpretation of situations. They can be positive (joy, hope) or negative (anger, sadness).
 - o *For example:* The thought 'They don't like me' can lead to feelings of rejection or sadness.
 - o *What to do:* You can identify and name the feelings, and this helps you to reduce their intensity and manage your emotions better.
3. Behaviours are the external actions or reactions that result from thoughts and feelings. They can reinforce the initial thoughts and emotions, creating a cycle.
 - o *For example:*
 - 1) Thought: 'They don't like me.' Feeling: Sadness, rejection. Behaviour: You isolate yourself, reinforcing the belief that people don't care about you.
 - 2) If you feel anxious because you think you're going to fail at a presentation, you may be tempted to avoid the situation, and if you do this it will reinforce the thought of incompetence, and this cycle perpetuates itself. Practising intentional behaviours (such as coping or taking positive action) can interrupt dysfunctional patterns (of thinking, feeling and acting) and help improve your management of emotions
 - o *What to do:*

Emotional regulation intervene at any point in the cycle:

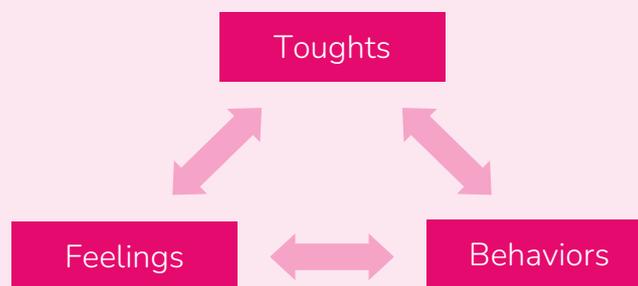
 - 1) Thoughts: You can identify cognitive distortions and replacing them with more

balanced perspectives.

- 2) Feelings: You can use techniques such as mindfulness or breathing to manage emotional intensity.
- 3) Behaviours: You can adopt positive and constructive actions, even in challenging situations, to change the course of the cycle.

Conclusions

1. Thoughts, feelings and behaviours influence each other.



2. With practice, you can develop greater control over these elements (thoughts, feelings, behaviours) and increase your emotional well-being.



Preparation

For Mentors

- Reviewing the activity instructions, preparing the necessary materials, and understanding the context of the activity to effectively guide mentees.

Handout: Thoughts

This table provides examples of feelings and the thoughts that most likely come with them.

Surprise	Surprise	Surprise
I wasn't expecting that!	How did that happen?	This is something completely new.
Sympathy	Sympathy	Sympathy
I understand how you feel.	This must be so difficult for you.	I wish I could help.
Disgust	Disgust	Disgust
That's awful!	I can't even look at it.	How can anyone find that acceptable?
Fear	Fear	Fear
What if something goes wrong?	I'm not safe here.	I need to get out of here now
Compassion	Compassion	Compassion
I want to help that person feel better.	'No-one should have to go through that.	How can I ease her suffering?
Jealousy	Jealousy	Jealousy
I wish I had what he/she has.	Why does he/she get it and I don't?	It's not fair that he/she is luckier.
Anger	Anger	Anger
Why does this always happen to me?	I can't take it anymore!	This person has crossed the line!

Happiness	Happiness	Happiness
That's perfect!	I feel so good right now.	Life is amazing right now.
Sadness	Sadness	Sadness
Everything seems so difficult now.	I feel so alone.	Nothing I do seems to work.
Embarrassment	Embarrassment	Embarrassment
What will they think of me?	I can't believe I did that!	Now I just want to disappear
Guilt	Guilt	Guilt
I shouldn't have done that.	It was my fault that it happened.	How can I fix it?
Pride	Pride	Pride
I worked hard for it and it paid off.	I'm very satisfied with what I've done	It's nice to be recognised for my efforts.
Envy	Envy	Envy
I wish I had what he has.	Why does she get it and I don't?	It's not fair that he/she is luckier.
Gratitude	Gratitude	Gratitude
I'm so grateful for this opportunity.	I can't believe you did this for me.	I'm lucky to have this.

Shame	Shame	Shame
I'm so unsuitable.	I can't deal with what I've done.	I want to hide from everyone.
Admiration	Admiration	Admiration
'That person is incredible!'	'I'd like to be like that someday.'	'That's really impressive.'
Indignation	Indignation	Indignation
This is totally unfair!	How can this be happening?	Someone needs to do something about it.
Contempt	Contempt	Contempt
I'm happy exactly where I am.'	Everything seems to be in the right place.	I don't need anything else now.
Revolt	Revolt	Revolt
I can't accept that!	This is unacceptable.	I'll fight it to the end.
Rage	Rage	Rage
That person disrespected me.	That was totally wrong!	I won't let it go.
Joy	Joy	Joy
That's marvellous!	I couldn't be happier right now.	I want to share this joy with everyone.'

Handout: Feelings

Surprise	Sympathy	Disgust
Fear	Compassion	Jealousy
Anger	Happiness	Sadness
Embarrassment	Guilt	Pride
Envy	Gratitude	Shame
Admiration	Indignation	Contempt
Revolt	Rage	Joy

Handout: Behaviours

Laugh	Listening to someone else's problems without judgement.	Avoidance
Wearing objects that convey comfort	Offering help	Isolation
Showing irritation with facial expressions	Making derogatory comments about others	Share good news with others
Freeze	Smile spontaneously	Seeking company
Plan thoroughly to avoid unforeseen events.	Changing the subject	Avoid places, people or events
Making excuses	Facing the situation	Thank those who contributed to your success.
Showing oneself to be superior to others	Talk about personal achievements with Enthusiasm	Give thanks

Making derogatory comments about yourself	Avoid eye contact	Laugh nervously
Identify and challenge thoughts that generate envy	Express appreciation.	Avoid talking or answering questions.
Covering your face or part of your body	Pretending to be indifferent	Pretending to be busy with a task
Seeking distractions	Manipulating nearby objects	Strategically leaving the area for a moment
Blaming others	Show signs of approval	Raise the voice
Give genuine compliments	Take a deep breath and count to 10	Enjoy the moment
Fighting	Celebrating with gestures such as jumping or clapping	Expressing acknowledgement verbally or in writing



Refusing to follow rules	Protesting respectfully against something unfair	Demanding explanations
Making sudden gestures, such as banging on the table or pointing your finger.	Shouting	Performing playful actions
Being patient	Acting impulsively, like kicking something or shouting.	Having positive exclamations: such as 'how incredible!', 'I'm so happy!' Or 'wow!'

16.4 Activity 4: Breathe to calm down



Materials Needed



None



Target Age Group

12-18 years old



Duration

20 minutes



Learning Aim and Objectives

Learning Aim: learn to use breathe techniques to regulate emotional states.

Objectives

- Practising breathing techniques in order to calm down.
- Identify situations in which it can be useful
- Practice at least two times a week.



Description

Introduction (5 minutes)

The mentor explains that there are strategies for changing our emotional state for feeling better, for example when we are stressed, tense, anxious or nervous. One of the ways to do this is through certain techniques of breathing. Breathing is a good strategy for take control over our emotional state and change it. Breathing can help your heart rate return to normal, which helps you to relax.

Main activity

First moment: (5min) The mentee(s) should sit down and place their feet on the floor. They are asked to notice their normal breathing pattern. They can choose to close their eyes. The mentor provides the instructions out loud in a calm voice:

- First: Inhale your breath (preferably through your nose) for 4 seconds.

- Second: Hold your breath for 4 seconds.
- Third: Exhale slowly through your mouth for 4 seconds.
- Fourth: Pause for 4 seconds (without speaking) before breathing again.
- Repeat this exercise 3 times.
- Fifth: When the exercise is finished, mentees exhale and observe what their body and mind are experiencing.

Debrief and Reflection (15 minutes)

The mentor asks mentee(s) to say how they felt and feel, and what was the most challenging aspect of the activity.

Then the mentor ask the mentee whether him/her is interested in practicing this strategy in his/her daily life and in what kind of situations, places and times.



Preparation

For Mentors

- Reviewing the activity instructions, preparing the necessary space, and understanding the context of the activity to effectively guide mentees.



STRONGER YOUTH

Author(s): Luísa Grácio, Heldemerina Pires (University of Évora)

Self-Awareness

17. Self-Awareness

17.1 Activity 1: Self-Portrait



Materials Needed



Paper
(cardboard or A4)



Pens



Magazines and newspapers to cut out



Target Age Group
13-18 years old



Duration
45 minutes

Including 10 minutes for introduction, 30 minutes for the main activity, and 15 minutes for debriefing.



Baskets with pictures and sentence cut-outs



Markers



Glue



Learning Aim and Objectives

Learning Aim:

- Increase awareness of aspects of your identity in general.
- Express yourself creatively.
- Become aware of aspects of your identity (relationship with yourself and others, interests, goals, strengths, hopes, dreams).

Objectives

At the end of the activity, the young people should say at least:

- A new discovery about themselves.
- An aspect of their relationship with themselves.
- An aspect of their relationship with others.
- Two interests.

- Two strengths.
- A goal.
- A hope/dream.



Description

Introduction

The mentor presents the activity as a way of discovering aspects about themselves in a creative way. It is important to emphasise that mentees should focus on aspects of their personality/identity linked to their experiences, relationships with themselves and others, interests, what the mentee likes, strengths, hopes and dreams.

Main activity

The mentee chooses how to carry out the activity “Self-Portrait” (Text, Poem or collage) and executes it. This activity can be done with a mentor and mentee or with a group.

Debrief and Reflection

At the end, the mentee (or both mentee and mentor) show their products and discuss how they felt about the activity, which aspects of themselves were most revealing and which they hadn't thought about so much before and have now become more aware of. The final conclusions about self portrait are summarised with the help of the mentor in the handout. The mentor gives the mentee positive feedback. One of the possible conclusions is that developing your own self-awareness can have a positive impact not only on your self-knowledge, but on your life in general and can also have a positive impact on others.



Preparation

For Mentors

- Reviewing the activity instructions, preparing the necessary materials, and understanding the context of the activity to effectively guide mentees.

Handout: Self-Portrait

At the end of the activity, the mentee should register and summarize at least two aspects in each category of their identity in general.

New discoveries about me	
Aspects of my relationship with myself.	
Aspects of my relationship with others.	
Interests	
Strengths	
Goals	
Hope/dreams	

17.2 Activity 2: Map of My Values



Materials Needed



Paper and pen



Handout – Map of my values.



Handout – Values

Relation with behaviours and relations with others



Target Age Group

14-18 years old



Duration

45 minutes

Including 10 minutes for introduction, 30 minutes for the main activity, and 15 minutes for debriefing.



Learning Aim and Objectives

Learning Aim:

- Awareness of their own values and its impacts.
- Accepting the other values.

Objectives

At the end of the activity, the young people should say at least:

- Identify 3 values that are most important to you.
- Understand how your values influence your own behaviour and your relationships with others.
- Accept values that differ from your own.



Description

Introduction

The mentor presents the activity as a way of perceiving and understand their own thoughts and values and how these aspects influence their behaviours, interactions with others and the environment around them.

Main Activity

The mentee should think about and record at least 3 to 5 values that are important to them and explain why. After the mentee has thought about and recorded their main values, the mentor in a natural conversation, through dialogue and guidance, should ask the mentee to share the values he/she has chosen and explain why they are important to them and to the others. Register in Handout Map of my values.

The mentor helps to deepen the reflection by asking the mentee to think about the implications that the values can have on their own behaviour and their relationship with others.

At the end of the activity, the mentee should register and summarize their reflection about their values and its relationship with their behaviours and its relations with others. Handout: Values, behaviours and relations with others.

Debrief and Reflection

The mentor helps to deepen the reflection by asking the mentee to think about the implications that the values can have on their own behaviour and their relationship with others. Mentor should offer feedback in a positive and constructive way to help the mentee to understand how their values and linked actions. Mentor and mentee should discuss values that help establish a good relationship between people. It's important to conclude that knowing and understanding their own values can help them recognise what they do and why, which increases their self-awareness and self-knowledge. Discussion and reflection about the importance of respecting others' values.



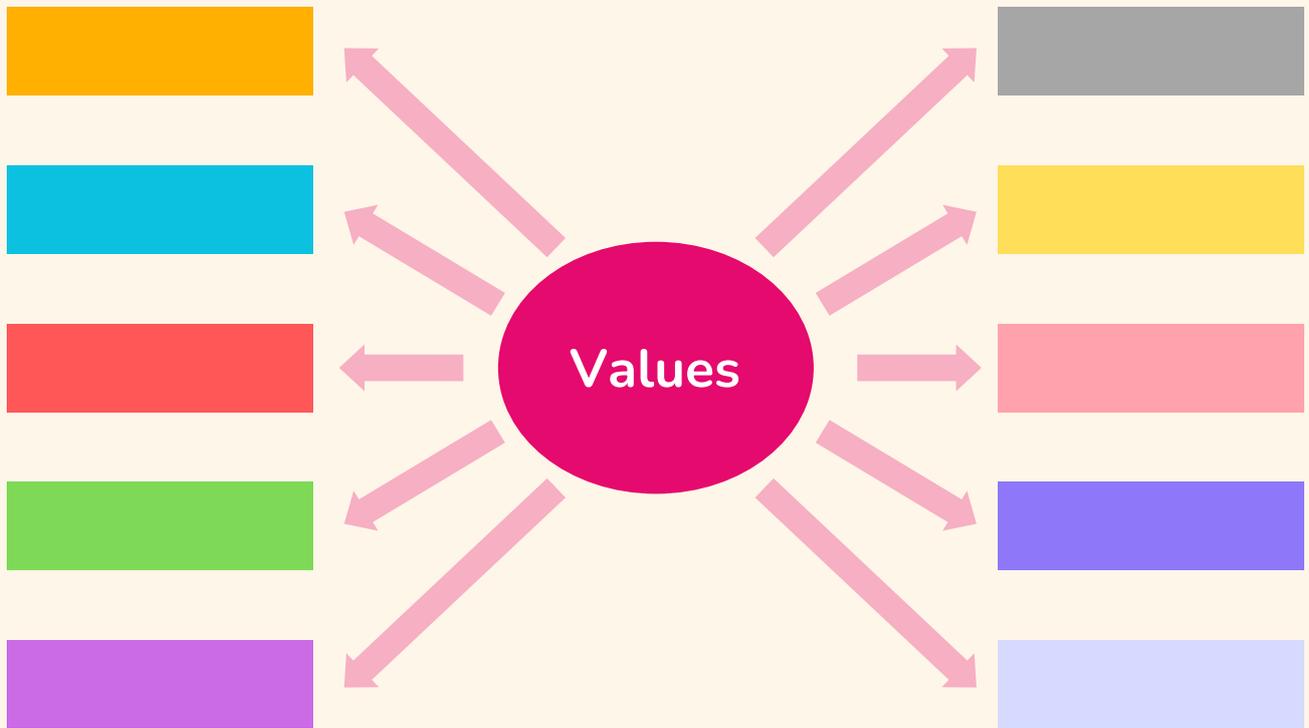
Preparation

For Mentors

- Reviewing the activity instructions, preparing the necessary materials, and understanding the context of the activity to effectively guide mentees.

Handout – Map of my Values

(Example of an image scheme, values must not be written in the scheme).



Handout – Values

My Values	Why are those values important to me?	How my values are reflected in my behaviour?	How my values influence my relationships with others?

17.3 Activity 3: Me in the Eyes of Others



Materials Needed



Audio or video recorder

OR



Handout – Me in the Eyes of Others

Paper and pencil



Target Age Group

13-18 years old



Duration

Variable

During a week in several diverse moments.



Learning Aim and Objectives

Learning Aim: developing the awareness about others standpoint on the self.

Objectives

Indicate 2 or 3 personal characteristics according to the point of view of 4/5 others.



Description

Introduction

The mentor explains that others don't always think about us, as we think. To realize how others see us allows us to better understand ourselves and regulated our behaviour in the relationship with others. The mentor explains the activity and plan mentee's interviews with significant others. Next week the mentee shares with the mentor the interviews' outcome.

Main Activity

During a week, the mentee will interview 5 different people (for instance, a neighbour, a schoolmate, a relative, a teacher, a close friend) and asks them (1) *what do you like most about myself?* (2) *which other characteristic do you think I possess?*

A week after, mentor and mentee will have a 45mn meeting for looking at the interviews in order to reflect about their more positive and less positive characteristics through others eyes. Registration handout: Me in the Eyes of Others.

Debrief and Reflection

The mentor should emphasise that the mentee is someone of value. Feedback should be given in a positive and optimistic way.



Preparation

For Mentors

- Reviewing the activity instructions, preparing the necessary materials, and understanding the context of the activity to effectively guide mentees.

Handout – Me in the Eyes of Others

<i>What do you like most about myself?</i>	
Person	Answers



Which other characteristic do you think I possess?

Person	Answers

17.4 Activity 4: What do I want to be when I'm 30?



Materials Needed



Paper



Pens



Target Age Group

14-18 years old



Duration

45 minutes

Including 5 minutes for introduction, 30 minutes for the main activity, and 10 minutes for debriefing.



Learning Aim and Objectives

Learning Aim: personal self-exploitation and Setting Long-Term Goals.

Objectives

- Identify the interests, skills, values and passions that guide your life choices.
- Reflect on what is most important in your personal, professional, emotional, etc. life).
- Understand how your current choices and actions impact your desired future.
- Start creating a realistic plan of actions that will bring you closer to your vision of the future.



Description

Introduction (5 minutes)

The mentor presents the activity as a way of discovering aspects of adulthood and future. It's important to emphasise that the mentees should focus on aspects that interest them, linked to their experiences, interests, what the mentee likes, goals, hopes and dreams.

Main Activity (30 minutes)

The mentor asks the mentee to draw a timeline and mark where he/she is today, milestones

he/she have already achieved and what they want to achieve by the time they are 30. Then the mentor present the folow reflexive questions:

- “Two characteristics they associate with themselves as a 30-year-old adult.”
- “ Two interests for the age of 30”.
- “ Two achievements you want to realise by the age of 30”.
- “A goal to realise by the age of 30”.
- “ What you would like to be/do at a professional level””.
- “ What they would like to be/do at family level.
- “ A dream for your adult years.”
- “ What you need to achieve your goals and dreams?”.

At the end answers should be recorded.

Debrief and Reflection (15 minutes)

At the end, mentee and mentor talk about the aspects mentioned by the mentee. The final conclusions are summarised with the help of the mentor such as: the importante of understanding how their current choices and actions impact their desired future; having awareness of the importance of living in the present while building the future. Another of the possible conclusions is that having goals in life and giving them meaning increases the likelihood of getting what you want for your future.



Preparation

For Mentors

- Reviewing the activity instructions, preparing the necessary materials, and erstanding the context of the activity to effectively guide mentees.



STRONGER YOUTH

Author(s): Mónica José, Maria João
Carapeto (University of Évora)

Mental Health



18. Mental Health

18.1 Activity 1: Mental health is a Treasure



Materials Needed



Cardboard

(to make a box; with scissors, pencil and ruler) or a cardboard box already made; paper, pencils and/or pens.



Handout: The Psychological Problems I Know



Handout: The Strategies and Resources I Know to Promote Positive Mental Health



Target Age Group

12 -19 years old



Duration

120 minutes



Learning Aim and Objectives

Learning Aim: identify various mental health problems and various strategies to promote mental health, from a broad perspective of what mental health is.

Objectives

- Identify mental health problems (at least eight);
- Identify mental health promotion strategies and resources (at least five).



Description

Introduction (20 minutes)

During adolescence, it is extremely important to talk to young people about mental health. Most young people reach adolescence without understanding the importance of mental

health, and without recognizing the various mental health problems (e.g. depression, anxiety, addictions, among others) and the strategies and resources available to maintain good mental health. Brief discussion about the topic.

Main Activity

If more than one mentee participates, the young people will be randomly organized by the mentor into groups with a similar number of members. The activity is divided between two important moments:

- *Moment 1* (25 min) – The mentee (or group/s) will have to record on the handout sheet “The Psychological Problems I Know” all the mental health problems he/she/they know about. Then proceed to the Debrief and Reflection step (see below).
- *Moment 2* (25 min) – The mentor proposes that they focus on young people’s strategies and resources for maintaining good mental health and distributes handout sheet “The Strategies and Resources I Know to Promote Positive Mental Health”, where the mentee/s records all the strategies and resources, he/she/they know about to promote mental health.

Debrief and Reflection

Following the identification and recording of psychological problems (Moment 1) or of strategies / resources to promote mental health:

- *Moment 1* (25 min) – The mentee/s shares with the mentor the problems he/she has/have identified and cut/s out the names of the different psychological problems recorded on the handout sheet and glue them to the outside of the box (45 minutes).
- *Moment 2* (25 min) – The mentee/s shares with the mentor the strategies and resources he/she has/have identified and cut/s out the strategies and resources recorded on the handout sheet and insert/s them to the inside of the box (45 minutes).



Preparation

Mentor should research about mental health (problems and personal and resources to promoting mental health) before implementing the activity. He/she should previously print the needed Handout sheets and provide the materials for the activity.

Handout: The Psychological Problems I Know

The Psychological Problems I Know

(write a different problem in each square)



Handout: The Strategies and Resources I Know to Promote Positive Mental Health

The Strategies and Resources I Know to Promote Positive Mental Health

(write a different strategy/resource in each square)

18.2 Activity 2: Quiz 1 – Anxiety Problems



Materials Needed



Handout – Infographic 1, Anxiety Problems



Paper and pencil



Computer and/or cellphone
with word processor and access to internet.



Target Age Group

12 -19 years old



Duration

90 minutes



Learning Aim and Objectives

Learning Aim: to learn about anxiety and anxiety problems.

Objectives

- Identify anxiety signs and symptoms (at least four, including cognitive ones);
- Identify strategies to cope with mild symptoms of anxiety (at least three);
- Distinguish between adaptive and maladaptive anxiety (at least one difference).



Description

Introduction (10 minutes)

Short presentation emphasizing the importance of youth being able to self-assess and recognize the early signs of mental disorders (in particular, anxiety) in order to get help and prevent small problems from becoming big ones. This activity requires reading and researching information about one of the most common mental disorders among adolescents (that is, anxiety) and preparing a quiz about that information they can share with peers.

If more than one mentee, the young people will be randomly grouped into small groups (max.

4-5 per group).

Main Activity (60 minutes)

The mentor/s and mentee/s read the infographics 1 and discuss their contents about anxiety and anxiety problems. Then the mentee/s develop/s a quiz of 8-10 questions about mental health issues based on the reading of the infographic and other searched information, if needed. This process requires out loud discussion and decision making. Answers can be True or False. The quiz can be inserted in an online platform, such as Google Forms, or printed in paper.

Debrief and Reflection (20 minutes)

The adolescent/s share its/their quiz, with other peers (for instance, with classmates).



Preparation

The mentor must print the Handout sheet and provide it to the mentee/s, inform him/her/them in advance about the required material he/she/they should bring to the activity (e.g., computer or tablet) and ask for him/her/them the previous reading of the Handout. Both mentor and mentee must read the Handout sheet before the meeting to implement the activity.

Handout: Infographic 1 - Anxiety Problems

ANXIETY that helps adapt

- Adaptive biological and psychological response in human beings (see below for symptoms);
- Prepares us to respond to events perceived as threatening or dangerous (e.g. road accidents, exams, medical interventions, etc.)

Maladaptive ANXIETY

But sometimes situations aren't as dangerous as we think, or we're more competent than we think.

PANIC ATTACK

An episode of intense anxiety combined by fear and bodily sensations such as shortness of breath, dizziness, palpitations, trembling, sweating and nausea.

Most common symptoms

- Difficulty breathing, feeling short of breath
- Rapid heartbeat, palpitations
- Chest pain, nausea, sweating, tremors
- Dizziness, difficulty maintaining balance
- Irrational fears
- Thoughts that seem uncontrollable

How to calm down anxiety

- Try to think up something other than what you're feeling (for example: describe what you see, tell a story...), to distract yourself.
- Talk and be with people.
- Get in touch with nature (go for a walk).
- Breathe deeply.
- Listen to soothing music.
- Write.
- Question anxiety.
- Some people need psychological counseling to manage their anxiety and/or deal with panic attacks.

How do I know if I need professional help?

- Are you anxious most of the time or do you often have panic attacks?
- Do you feel that your personal and professional life is being affected?
- Do you avoid certain situations or places because you're afraid of them (even of having a panic attack)?
- Do you find it difficult to manage your anxiety?

Ask for help!

18.3 Activity 3: Quiz 2 - Depression



Materials Needed



Handout – Infographic 2, about depression



Paper and pencil



Computer and/or cellphone
with word processor and access to internet.



Target Age Group

12 -19 years old



Duration

90 minutes



Learning Aim and Objectives

Learning Aim: to learn about depression.

Objectives

- Identify depression signs and symptoms (at least four);
- Identify strategies to cope with mild symptoms of depression (at least three);
- Distinguish between adaptive sadness and maladaptive depression (at least one difference).



Description

Introduction (10 minutes)

Short presentation emphasizing the importance of youth being able to self-assess and recognize the early signs of mental disorders (in particular, depression) in order to get help and prevent small problems from becoming big ones. This activity consists of reading and researching information about one of the most common mental disorders among adolescents (that is, depression) and preparing a quiz about that information that they can share with peers.

If more than one mentee, the young people will be randomly grouped into small groups (max. 4-5 per group).

Main Activity (60 minutes)

The mentor/s and mentee/s read the infographic 2 and discuss their contents about anxiety and anxiety problems. Then the mentee/s develop/s a quiz of 8-10 questions about mental health issues based on the reading of the infographic and other searched information, if needed. This process requires out loud discussion and decision making. Answers can be True or False. The quiz can be inserted in an online platform, such as Google Forms, or printed in paper.

Debrief and Reflection (20 minutes)

The adolescent/s share its/their quiz, with other peers (for instance, classmates).



Preparation

The mentor must print the Handout sheet and provide it to the mentee/s, inform him/her/them in advance about the required material he/she/they should bring to the activity (e.g., computer or tablet) and ask for him/her/them the previous reading of the Handout. Both mentor and mentee must read the Handout sheet before the meeting to implement the activity.

Handout: Infographic 2 - Depression

Clinical depression is an affective disorder characterized by:

- Sadness and boredom
- Loss of interest in activities you used to enjoy
- Anxiety
- Fatigue
- Changes in sleep and/or appetite
- Easy irritability, tension or agitation
- Difficulty concentrating and/or making decisions
- Motor agitation or slowness
- Feelings of worthlessness or inadequate guilt
- Thoughts about death, or suicidal thoughts/plans.



BUT BEWARE...

Sadness and depression are not the same thing. **Sadness** is a normal reaction, for example when we lose something/someone important, and it usually only lasts a short time.

Clinical **depression** is different. The negative feelings and symptoms don't go away after a while (can even intensify) and impair your daily functioning.

What can I do to prevent depression?

- ✓ Structure your day: it helps to have things to do and routines throughout the day
- ✓ Take good care of yourself: get enough sleep, eat a healthy diet and exercise regularly
- ✓ Find ways to manage stress and improve self-esteem
- ✓ Stay away from drugs and alcohol
- ✓ Take walks outside and in nature
- ✓ Invest in relationships you can trust
- ✓ Talk to and seek support from family and friends in difficult times
- ✓ Don't brood on what went wrong
- ✓ Try to be realistic: depression can make your view of the world, yourself and others very negative.

Don't forget it:

Seek help if you feel depressed.
Don't wait, it could make things worse.

Mónica José & M J Carapeto (2024)



18.4 Activity 4: Quiz 3 – Internet Addiction



Materials Needed



Handout – Infographic 3, about internet addiction



Paper and pencil



Computer and/or cellphone

with word processor and access to internet.



Target Age Group

12 -19 years old



Duration

90 minutes



Learning Aim and Objectives

Learning Aim: to learn about internet addiction.

Objectives

- Identify internet addiction signs and symptoms (at least four);
- Identify strategies to cope with mild symptoms of internet addiction (at least three);
- Distinguish between adaptive and maladaptive use of the internet (at least one difference).



Description

Introduction (10 minutes)

Short presentation emphasizing the importance of youth being able to self-assess and recognize the early signs of mental disorders (in particular, internet addiction) in order to get help and prevent small problems from becoming big ones. This activity consists of reading and researching information about internet addiction and preparing a quiz about that information that they can share with peers.

If more than one mentee, the young people will be randomly grouped into small groups (max.

4-5 per group).

Main Activity (60 minutes)

The mentor/s and mentee/s read the infographic 3 and discuss their contents about internet addiction. Then the mentee/s develop/s a quiz of 8-10 questions about internet addiction based on the reading of the infographic and other searched information, if needed. This process requires out loud discussion and decision making. Answers can be True or False. The quiz can be inserted in an online platform, such as Google Forms, or printed in paper.

Debrief and Reflection (20 minutes)

The adolescent/s share its/their quiz/zes, with other peers (for instance, with classmates).



Preparation

The mentor must print the Handout sheet and provide it to the mentee/s, inform him/her/them in advance about the required material he/she/they should bring to the activity (e.g., computer or tablet) and ask for him/her/them the previous reading of the Handout. Both mentor and mentee must read the Handout sheet before the meeting to implement the activity.

Handout: Infographic 3 - Internet Addiction

Did you know that...

- ... internet addiction is considered a behavioral addiction without substance?
- ... young people who are dependent on the internet show symptoms when they are not connected to the network, because they are constantly thinking about it?

- Internet abuse can affect the brain in the same way as drug addiction.
- Internet addiction changes habitual behaviors to the point that your personal, academic, family, social, and professional duties become secondary.

What are the symptoms of internet addiction?

Dissatisfaction with oneself



- Nervousness when you don't have access to the internet;
- Feeling restless if you don't have your cell phone within reach.
- Preferring to communicate with friends and family via social networks rather than face-to-face.
- Insomnia and lying about the time you spend on the Internet.

If...

- Time spent on the Internet is never enough...
- Your mood changes when internet time is restricted...
- You think you worry excessively about the internet...
- You feel anxious when you're offline or when you can't access the internet when you want to...

Ask for help!



Mónica José & M J Carapeto (2024)

18.5 Activity 5: Learning with films



Materials Needed



Handout “Learning With Films”



A film [...]

featuring adolescent/s going through psychological and/or behavioral difficulties (cinema tickets, film on TV set or computer with internet access, etc.).



Target Age Group

12 -19 years old

(depending on the film age ratings for the specific films)



Duration

120 minutes

(depending on the film length and or specific arrangements)

Examples of films

(check the age ratings for each film in your country, when translating to your national language)

1. Dead Poets Society, by Peter Weir (1989; m12),
2. The Perks of Being a Wallflower, by Stephen Chbosky (2012; m12),
3. Lady Bird, by Greta Gerwig (2017; m16)
4. Eighth Grade, by Bo Burnham (2018; m16),
5. Thirteen, by Catherine Hardwicke (2003; m16)
6. Precious, by Lee Daniels (2009; m16),
7. We Are the Best!, by Lukas Moodysson (2013; m12)
8. A Girl Like Her, by Amy S. Weber (2015; m12)
9. It's a Kind of Funny Story, by Anna Boden and Ryan Fleck (2010; m12)
10. To The Bone, by Marti Noxon (2017; m14)
11. Inside Out, by Pete Docter (2015; m6)
12. Inside Out 2, Kelsey Mann (2024, m6)



Learning Aim and Objectives

Learning Aim: promote the awareness of maladaptive behaviors, thinking and emotions that can happen during an adolescent's life, and the empathy with the involved person/s, as well as adequate attitudes towards mental health problems (e.g., anti-stigma, help-seeking).

Objectives

By the end of the activity, the participants should be able to:

- Identify three to five specific emotions, behaviors and/or thoughts, related to the suffering and/or problems of the character/s (and/or significant others) in the film;
- Identify three to five positive, adaptive behavior, thoughts and emotions, presented by the character/s, as well as strategies to cope with problematic situations and mental health issues;
- Discuss stigma and identify two or three strategies for the character/s in trouble to cope with (others and own) stigma;
- Discuss the importance of help seeking and how to do it, indicating two or three pathways.



Description

Introduction

Presentation of the activity as watching a film about adolescent/s facing mental health challenges, with final discussion, and the potential for learning from it. The participant/s choose the film, and the mentor introduces the questions to be discussed later and provides the Handout sheet "Learning With Films" to the mentee/s.

Main activity (variable length)

Watching the film together, if possible. If not possible, the participants can watch the film separately (for instance, in home) and meet as soon as possible to proceed with the activity. Mentees can take notes while watching.

Debrief and Reflection (20 minutes)

The mentor organizes the discussion around each question in the Handout sheet "Learning With Films" and writes (or the mentee) the main conclusions on the handout sheet.



Preparation

Mentor should research the available films and their adequacy according to his/her/ mentee/s needs and age. The final decision on which movie to watch can be made with the mentee, a little before the activity is due to take place. Thus, the mentee can participate in the selection of the film.

If possible, the mentor should watch the film in advance, trying him/herself to find answers for the questions in the Handout.

The mentor should previously print the needed Handout sheets and provide the materials for the activity.

Handout: Learning With Films

Which were the most problematic behaviors, thinking and/or emotions of the character/s (think about 3-5 of them)? Can you remember any specific moments where you verify it?

How did the character/s cope with his/her situation? Think about positive, adaptive behavior, thinking and emotions, he/she exhibited and the strategies he/she that contributed to improve his/her well-being (think about 3 to 5 of them).

Did the character suffer from any kind, or at any point, of stigma against mental health and other issues? Describe it and identify two or three strategies that the character/s implemented to cope with (others and own) stigma attitudes.*

Did the character receive any help from others to cope with his/her psychological difficulties? Discuss the importance of help seeking and how to do it, and identify two or three pathways.

*Stigma is “a cluster of negative attitudes and beliefs that motivate the general public to fear, reject, avoid and discriminate against people with mental illness. Stigma is not just a matter of using the wrong word or action. Stigma is about disrespect. It is the use of negative labels to identify a person living with mental illness. Stigma is a barrier. Fear of stigma and the resulting discrimination discourages individuals and their families from getting the help they need.” (Substance Abuse and Mental Health Services Administration, 2004).



STRONGER YOUTH

*Empowering young people social competences
and soft skills through peer mentoring*



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