



YES: Youth Engagement in Society

ERASMUS + KA2 PROJECT



GUIDELINES FOR IMPLEMENTATION

PART A #ENGAGE



Erasmus+

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INDEX

ENGAGE

0. GROUNDING	5
1. SELF-CONFIDENCE	6
2. SELF-DETERMINATION & RESILIENCE	21
3. MANAGING FEELINGS	35
	50

EMPOWER

4. CITIZENSHIP	63
5. INTERCULTURAL DIALOGUE	64
6. RELATIONSHIP & LEADERSHIP	79
	93

CONNECT

7. SOCIAL ENTREPRENEURSHIP & CREATIVITY	120
8. PLANNING & PROBLEM-SOLVING	121
9. COMMUNICATION	133
10. CONNECTING THE DOTS	146
	160

INTRODUCTION

Welcome!

Research shows that Young People Not in Education, Employment or Training (NEET) are more likely to become marginalized and to suffer from poverty, social exclusion, crime and mental/physical health problems, while at a macro-economic level they represent a considerable loss in terms of unused productive capacity and a considerable cost in terms of welfare payments. In fact, low self-esteem and self-confidence, typically present in this target, seems to be linked with increased isolation and lack of belonging, what contributes to the perpetuation of this cycle of decreased motivation to assume an active role in the community and increased social exclusion. This project aims to increase NEETs' Social Inclusion and promote Active Citizenship, by developing key competences in Youth NEET and train youth workers to address better to NEETs' needs, namely: the need to break the cycle of isolation/social exclusion; lack of motivation to become an active citizen; lack of self-awareness of their passions/talents and, even, the low self-esteem and lack of key-skills that are required to take an initiative and build an action plan to concretize it.

The main goal of the program is to support NEETs in acquiring and developing basic skills and key competences, in order to foster social inclusion, active citizenship and socio-educational/personal development.

We adapted the 3 areas of action of the EU Youth Strategy 2019-2027 (Engage, Empower and Connect) to develop the 3 Sections of our "YES: Youth Engagement in Society" program.



A person with brown hair in a ponytail, wearing a blue denim jacket and a pink strap, is seen from the back. They are making a peace sign with their right hand, which has red nail polish and a ring. The background is a scenic view of a valley with mountains in the distance.

**TO FOSTER YOUNG
PEOPLE'S
PARTICIPATION IN CIVIC
LIFE, BY FIRST
PROMOTING SELF-
DEVELOPMENT AND
AWARENESS.**

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0 | GROUNDING

AIM & OUTCOMES

The main aim of the present module is to reflect on the principles of non-formal education and the learning process for youth workers to be able to create a warm and safe learning environment in their sessions.

The learning outcomes are:

- To explore the role and potential of Non-Formal Education in youth work.
- To practice and add to the know-how concrete non-formal activities, working methods, safe learning environment and tools transferable into practice with youth.
- To learn how to map the group to ensure inclusion and adaptability of the activities to every member of the group.
- To get a common understanding of the objectives of the project.

We expect to achieve the following outcomes:

- Common understanding of Non-Formal Education methodology and implications in youth work.
- Increased sense of proactivity and knowledge of activities to promote an experiential learning adapted to the needs of the participants.
- Basic knowledge of how to create a safe learning environment and a learning process together with the participants.

Learning how to motivate youth and empower them in their own learning process is one of the fundamentals of Non-Formal Education. Therefore, after this module the youth worker should be able to create a safe environment and to invite youth to reflect on their learning process, introducing their learning journey for the present course.

SUB-TOPICS

0.1 | Non-Formal Education

0.2 | The Experiential Learning Process

0.3 | The Role of the Trainer

DURATION

4-5 hours



COMPETENCES DO BE DEVELOPED

KNOWLEDGE

- Non-Formal Education principles
- Pedagogy and Learning Processes
- Learning environments

SKILLS

- Active Listening
- Interpersonal Skills and teamwork
- Sense of initiative

ATTITUDES

- Intrinsic Motivation
- Respect and Trust towards other
- Curiosity

ASSESSMENT GUIDANCE

The first objective of a session should be to map the group in their familiarity with the concepts and start to establish a healthy learning environment and strong alliance between the participants and with the trainer. A good exercise to start to break the ice and map the group is to give them some sentences and two answers or a scale (for example, to stick one note saying “Strongly Agree” in one wall and then in the other “Strongly Disagree” in the other) and then the participant has to choose one side or to choose a position in the case of the scale. Examples of sentences could be “How well do you know Non-Formal Education?”, but also some informal sentences to know the group and break the ice “Books or Movies?”.

At the end of every module, the trainer should create an open space for discussion about the experience and ask for feedback from the participants, using for example a moral and posts-its. Knowing what methodology or attitude worked better for the group, how they can relate the teachings to active citizenship and what could be improved in the next session is a good practice for every session.

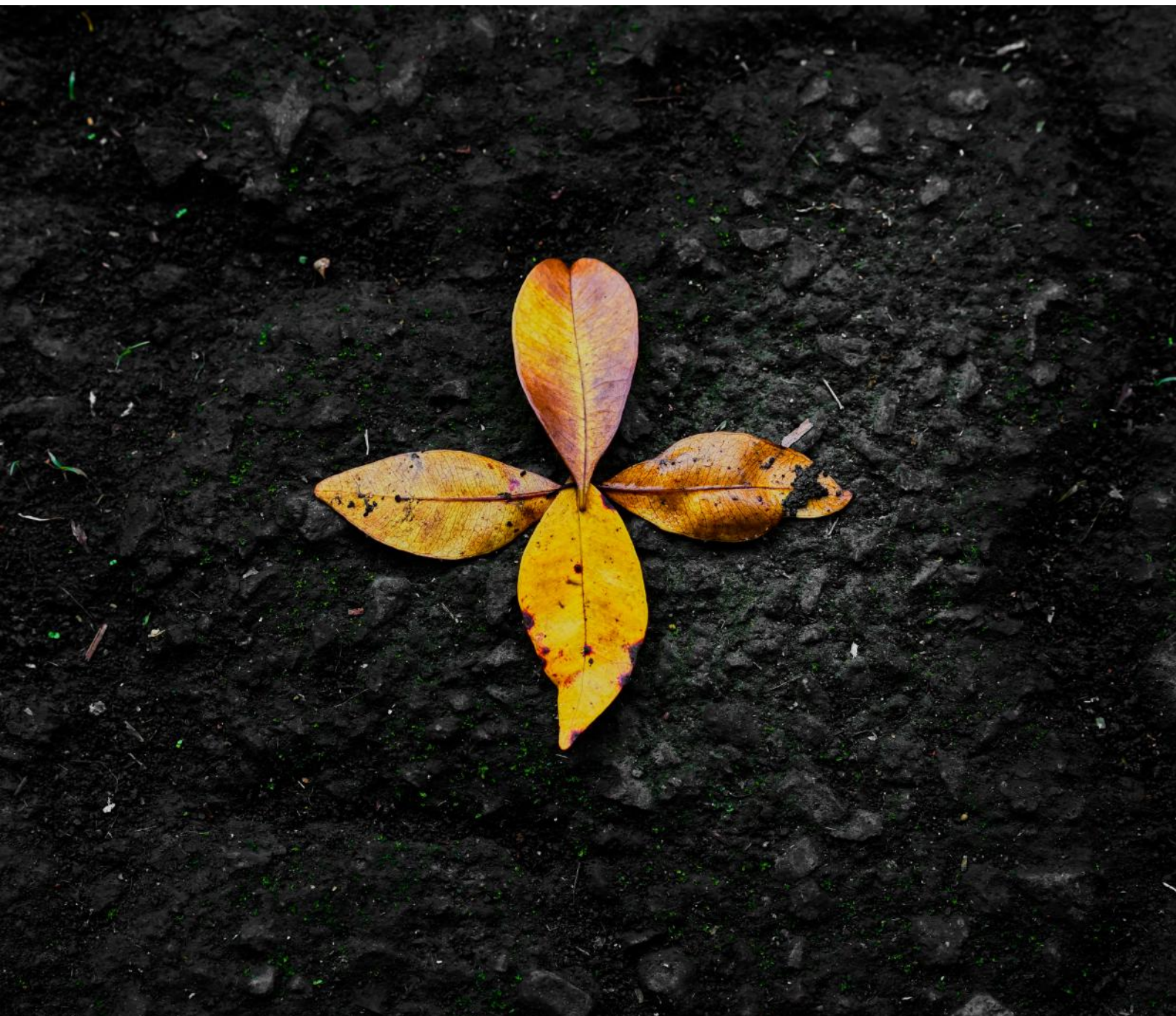
It is important that the main goal of the project is always present in every session: to become an active citizen and create a project with impact for their local community. In the beginning of the training it is crucial to share the main points with NEET:

1. **ENGAGE** – The main goal is to foster young people's participation in civic life, by first promoting self-development and awareness. For this, we expect to:
 - Teach and support participants to set S.M.A.R.T. personal goals;
 - Provide the right conditions for NEET youth to discover their passions and talents;
 - Grow resilience and tolerance to frustration related to possible difficulties that might appear;
2. **EMPOWER** – Next, for them to follow their goals, we expect to:
 - Increase awareness and contact with societal problems, encouraging critical thinking and sense of initiative;
 - Develop several basic skills and key competences to become active citizens (e.g., leadership skills, self-esteem, self-confidence, communication skills and management skills).

3. CONNECT – Connecting young people across the European Union and beyond to foster voluntary engagement, learning mobility, solidarity and intercultural understanding, meaning:

- Increase motivation for NEET Youth to assume an active role in society;
- Teach a methodology to identify societal needs in their community;
- Develop entrepreneurial skills and provide practical tools to build social/volunteering projects;
- Contribute to a positive impact on local/European development in a sustainable way, considering youth as key agents;
- Encourage an international mindset, by creating a European network and promoting European Identity with transnational activities;

Therefore, we advise the trainer to create an activity of discussion to collect expectations for the training, definitions of what it means to them to be an active citizen and what they would like to learn. In the end, it is advisable to share these mean points and ask for their input.



0.1 | NON-FORMAL EDUCATION

THEORETICAL CONTEXT

We can say that they are three types of learning:

- *Informal Learning* that occurs in everyday life, anywhere, without planning and many times is not even conscious.
- *Formal Education* takes place in education and training institutions, is recognized by relevant national authorities, and leads to a certification or qualifications. It is guided by a structured plan curriculum with specific learning objectives.
- *Non-Formal Education* which is acquired in addition or alternatively to formal education

Non-Formal Education (NFE) is, therefore, an organized educational process that gives young people the possibility to develop their values, skills and knowledge in a safe learning environment and puts them in the center in their own learning process. Those skills might include a wide range of competences such as interpersonal, team, organizational and conflict management, intercultural awareness, leadership, planning, organizing, coordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility, that are transversal to all parts of their life. Regarding values, we can have compassion, solidarity, curiosity, tolerance, common understanding, among others. Finally, the concepts approach in NFE can vary accordingly to the topic of the session, but the common goal remains to deepen their knowledge about a topic in an experiential way.

What is special about Non-Formal Education is that individual participants are the actors actively involved in the education/learning process. The methods used aim to give young people the tools to further develop their skills and attitudes, remembering that learning is an ongoing process and one of its crucial features is “learning by doing”.

“Non-formal” does not imply unstructured; rather, it refers to the fact that the process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development. The structured and goal-oriented nature of Non-Formal Education is in fact the main differentiating factor between informal and formal learning. It is also important that individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process.

Setting Learning Outcomes

The objectives express the results that are intended to be achieved with the training. The definition of objectives can encompass different situations or levels of generality, from very general definitions of what is intended with training, to very specific indications for the session. There are different levels of defining training purposes or intentions, each level is derived from the previous level and in this way a hierarchy can be established in the formulation of objectives.

For an objective to be able to fully fulfill the functions that are aimed at it, it must be correctly and completely formulated, that is, formulated in an operational way.

Therefore, the technique of choice is to use the SMART mnemonic:

(S) Specific.

(M) Measurable.

(A) Mutually agreed.

(R) Realistic.

(T) Timed.

Example: Learners will be able to identify which scenarios to apply each of the five types of conflict management.

To sum up, Non-Formal Education is characterized by:

- The belief that young people should be empowered to participate fully in their communities and societies in a spirit of respect for the dignity and equality of all. Their voice matter and they have a huge potential.
- Voluntary participation.
- Learning-center basis that takes into account the participants' needs and interests.
- Participants' experience and its relation to their situation.
- An action-oriented process with a specific focus on multipliers, meaning to train youth for them to train others.
- The learning of skills, knowledge and competences that should lead to changes of awareness, attitudes, or behavior.
- Using experience or practice, emotional involvement, and intellect (hand, heart, and head).
- A non-vocational mindset. Qualities gained in youth-work training can be of value for future professional development, but the goal sticks with personal and social development.
- The evaluation process doesn't aim to assess theoretical aspects in order to give a grade, but to assess to plan a learning journey with them.

Non-formal learning has proved to have enormous potential to enrich or complement formal education through its links to real-life, emphasis on social learning and learner-oriented processes of critical reflection of knowledge and values.

RESOURCES:

- https://www.salto-youth.net/downloads/4-17-3043/Basic%20document%20-%20ETS_set_of_trainer_competences_v2.pdf
- <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-6-training-essentials>
- https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000144423&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_8878a4a1-8d0c-4345-b6cc-37598d04ccf5%3F_%3D144423eng.pdf&updateUrl=updateUrl6381&ark=/ark:/48223/pf0000144423/PDF/144423eng.pdf.multi&fullScreen=true&locale=en#%5B%7B%22num%22%3A146%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C0%2C595%2Cnull%5D
- https://www.youtube.com/channel/UCrP1Y7BI4_8rW4wIitZ6M3g

0.2 | THE EXPERIENCIAL LEARNING PROCESS

THEORETICAL CONTEXT

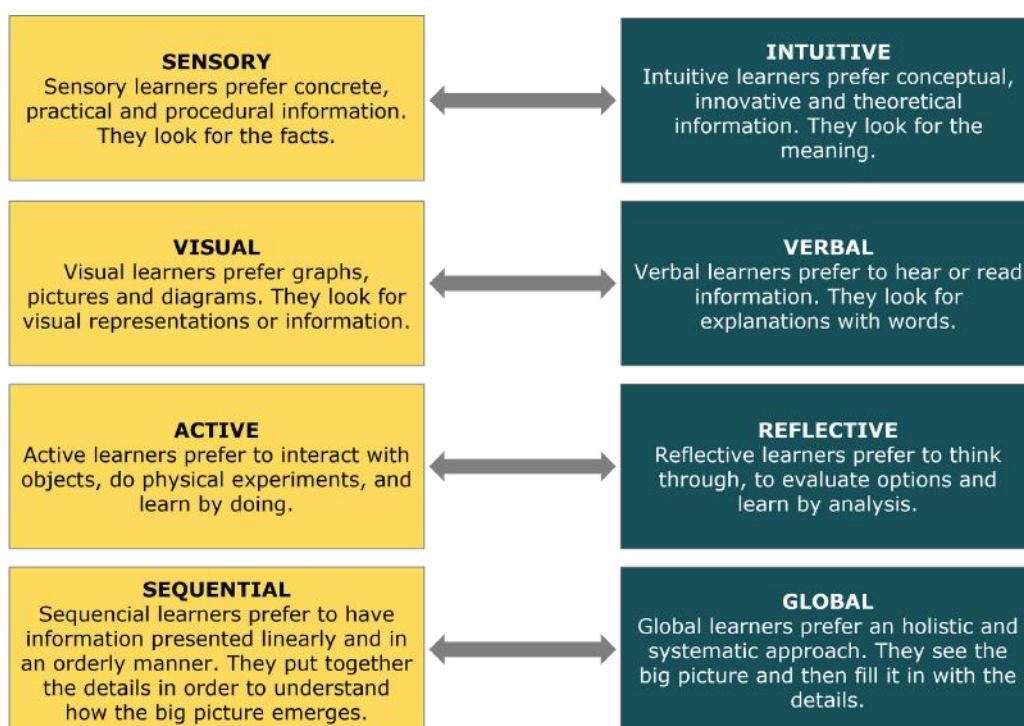
Combining non-formal education methodology with a learner-centred approach means that the main role of the learning process is given to the learners or participants in a training course and the trainer is just a trainer.

It is important not just to consider the needs of the participants and the social context in which they find themselves, allowing personal action and change, but also it gives space for individual and group activities, time for self-reflection, self-assessment and group evaluation.

If every participant is an ambassador of their learning process and the trainer the trainer of his potential, then knowing and exploring the best learning preferences that can facilitate the journey is vital. Nevertheless, not only styles vary for each person, but also in different situations.

By considering and understanding that other people can have various learning preferences, the trainer can improve the communication to better transmit your message effectively and meet their learning needs better.

One of the most widely used models of learning styles is **Felder-Silverman learning style model** that has associated the questionnaires *The Index of Learning*. According to this model there are four dimensions of learning styles in a continuum line with one learning preference in the extreme left, and the other one in the extreme right. The middle of the line is the balance, and this is the key for a great learning capacity, not limiting your ability to receive and understand new information.

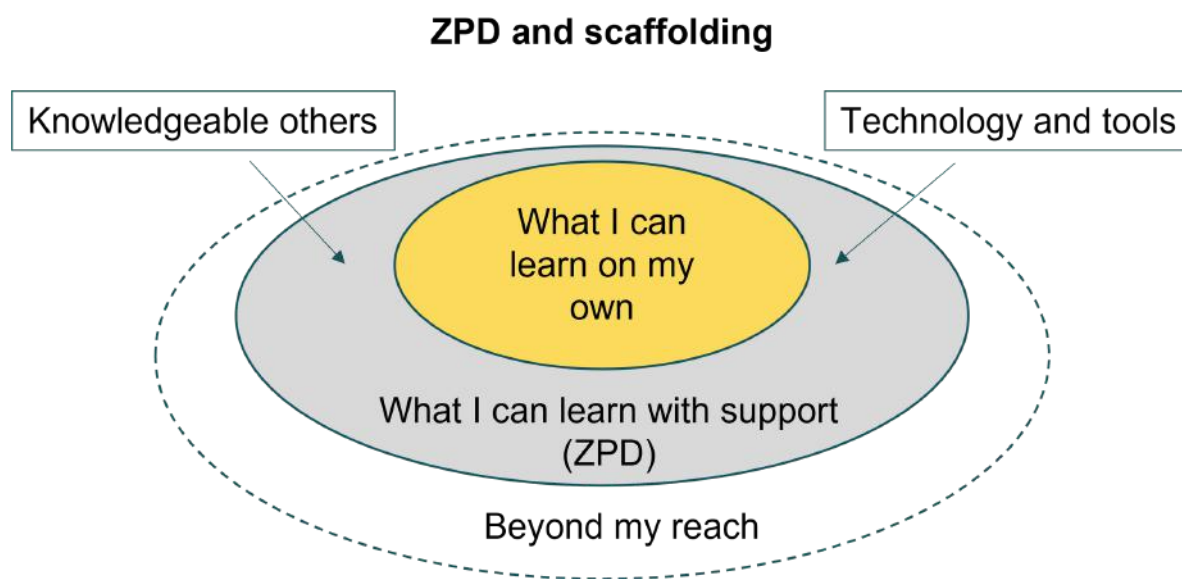


It is important to be conscious of the range of preference of your group in order to provide a balanced and well-adjusted learning experience by:

- *Sensory-Intuitive*: Provide both hard facts and general concepts.
- *Visual-Verbal*: Incorporate both visual and verbal cues.
- *Active-Reflective*: Allow both experiential learning and time for evaluation and analysis.
- *Sequential-Global*: Provide detail in a structured way, as well as the big picture.

The second important concept that the trainer needs to know is the **Zone of Proximal Development (ZPD)** has been defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). Meaning, the need to describe the current or actual level of development of the learner and the next level attainable through the use of mediating semiotic and environmental tools and trainer and peer facilitation.

The idea is that individuals learn best when working together with others during joint collaboration, and it is through such collaborative endeavours with more skilled persons that learners learn and internalize new concepts and skills.

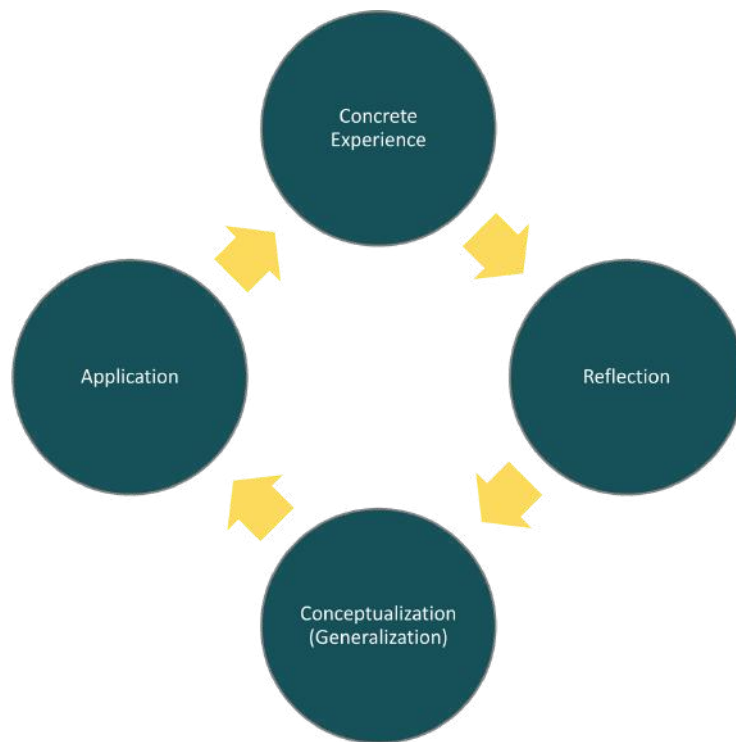


Vygotsky stated that learners should be taught in the ZPD. A good trainer identifies a learner's ZPD and helps them to go beyond it. It has to be planned as a ladder in which trainer gradually withdraws support until the learner can assimilate the contents. This can be concretized either by asking the right questions and then use what the group gives you, either by group activities that facilitates the learning process, giving a special attention to experiential learning methodology.

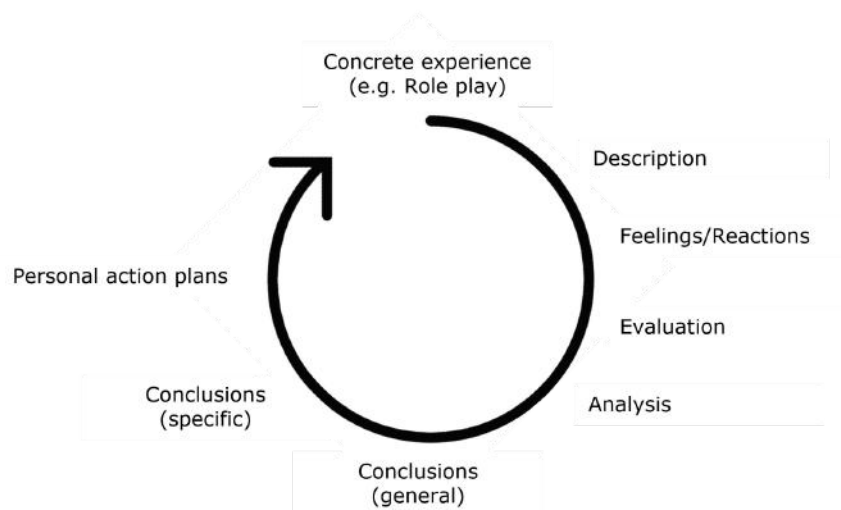
Experiential Learning

According to Kolb's *Experiential Learning Theory*, there are four phases of the experiential learning cycle.

1. *Concrete Experience*: is where the learner actively experiences an activity such as a lab session or field work.
2. *Reflection*: is when the learner consciously reflects back on that experience.
3. *Conceptualization (Generalization)*: is when the learner attempts to conceptualize a theory or model of what is observed.
4. *Application*: is when the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.



One of the most challenging and important stages is the debriefing after the experience and how learning points can be drawn out through structured reflection and conceptualization. The diagram below relates the stages of a full structured debriefing to the stages of the experiential learning cycle:



Phases of the Debriefing:

1. **Description:** What happened? Don't make judgements yet or try to draw conclusions; simply describe.
2. **Feelings/reactions:** What were your reactions and feelings? Again, don't move on to analyzing these yet.
3. **Evaluation:** What was good or bad about the experience? Make value judgements.
4. **Analysis:** What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on? Were different people's experiences similar or different in the important aspects?
5. **Conclusions (general):** What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?
6. **Conclusions (specific):** What can be concluded about your own specific, unique, personal situation or way of working?
7. **Personal action plans:** What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?

To sum up, a trainer should choose tools and activities that:

- Transferable and capable of further change and development depending on context.
- Results in identifiable learning outcomes.
- Adaptive to a variety of learning methods, styles, and approaches, for example group work, games, discussions, simulations.
- Helps participants in identifying their own learning needs and capacities.
- Engages and stimulates participants in the learning process.
- User friendly and flexible.
- Stand-alone but can also be part of or related to a broader activity.

RESOURCES:

- <https://www.webtools.ncsu.edu/learningstyles/>
- <https://www.learning-styles-online.com/overview/>
- "Applications, Reliability, and Validity of the Index of Learning Styles," by R. Felder and J. Spurlin.
- "A Contribution to Validation of Score Meaning for Felder-Soloman's Index of Learning Styles," by M. Zywno.
- "A Psychometric Study of the Index of Learning Styles," by T. Litzinger, S. Lee, J. Wise, and R. Felder.
- <https://www.engr.ncsu.edu/wp-content/uploads/drive/1WPAfj3j5o5OuJMiHorJ-lv6fON1C8kCN/styles.pdf>
- <https://files.eric.ed.gov/fulltext/EJ1081990.pdf>

0.3 | THE ROLE OF THE TRAINER

THEORETICAL CONTEXT

The trainer has the responsibility to plan, guide and manage the group, ensuring that objectives are met effectively. This role is not about offering the right answers, is about questioning, in order to guide the group in the discussion to achieve a conclusion.

To facilitate effectively, the trainer must be objective and take a neutral posture, stepping back from its personal point of view and focus on the group process, always with the ethical principle present. The trainer must clearly understand the desired outcome, the background, and the context, developing a strategy and a plan that addresses the target group's needs, and works towards attaining the overall goal. The role of the trainer is multifaceted, acting as a supporter, as a source of information, and as a partner for the members of the group.

The **European Training Strategy Competence Model** defines seven competence areas to take into account regarding the role of the trainer:

- Understanding and facilitating individual and group learning processes
- Learning to learn*
- Designing educational programs
- Cooperating successfully in teams
- Communicating meaningfully with others
- Intercultural competence
- Being civically engaged

*‘**Learning to learn**’ is the ability to organize the participant own learning’ and includes elements such as effective management of time and information, raising awareness of their own learning needs and being active in designing a pathway on how to achieve them. Learning to learn engages learners to build on prior learning and life experiences, in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training.

To bring the group to a successful conclusion and achievement of the desired outcome, the trainer has to:

- Create a safe and trustful learning environment, providing physical, emotional, and intellectual security for the group, a space for sharing, thinking, growing, and learning.
- Design and plan the group process, selecting the learning tools that best fit the dynamics of that group.
- Guide the group, ensuring that participants have a good level of self-awareness and motivation.
- Participants achieve a mutual understanding about the desired outcome; There is effective participation of all members and that contributions are considered and included in the discussion.

- There is an atmosphere of self-reliance among the group.
- Participants take shared responsibility for the outcome following the Learning to Learn vision.
- Monitor, assess and summarize the outcomes and impact of the activities performed by the group.

To sum up, the trainer is crucial in the task of making things easier for learners to go through the process of learning and self-discovery, challenging them out of their comfort zone (ZDP).

RESOURCES

- <https://www.mindtools.com/pages/article/RoleofAFacilitator.htm>
- https://pjp-eu.coe.int/documents/42128013/47261287/1_context_2.pdf/42f7822b-b983-4a83-94f3-31a7533e12c8
- <https://www.youtube.com/watch?v=-UvFISHAuT4>
- <https://www.salto-youth.net/rc/training-and-cooperation/trainercompetencedevelopment/trainercompetences/>



PROPOSED ACTIVITIES

ACTIVITY #1	
TITLE	Line Up
SUB-TOPIC(s)	1. Non-Formal Education – Establish a Safe Learning Environment
OBJECTIVE(s)	Icebreaker Establish new channels of communication between the participants
TIME	10 min
MATERIALS & PREPARATION	----
INSTRUCTIONS	1. Tell the group that they have to line up according to their birth date (dd-mm-yyyy) without being able to speak!
DEBRIEFING/ EVALUATION	By applying the phases of debriefing from the subtopics, the emphases should be on the communication channels, the importance of paying attention to the other and the safe learning environment.
TIPS FOR TRAINERS	Other option is to order according to the first letter of their name and length.

ACTIVITY #2	
TITLE	My Boat Trip
SUB-TOPIC(s)	1. Non-Formal Education – Establish a Safe Learning Environment
OBJECTIVE(s)	Develop connections between the participants
TIME	45min
MATERIALS & PREPARATION	A4 Paper and Colorful Markers
INSTRUCTIONS	<ol style="list-style-type: none"> Participants will create paper boats origamis in group (https://www.youtube.com/watch?v=b3QZpBL8-Tg); Each participant gets one boat to write his name and color it. Speed Dating Task: Inform the group that in pairs they will have 3 minutes to share: Which elements of this boat relate more to your real self, which less? What do you do for a living when you are not sailing? Draw a symbol/flag in the boat. Why that symbol? Why did the boat travel all the way here? Put a personal object in your boat. Why that object? My geographical boat trip: Using the boat to sail from place to place, ask the participants to tell us a short journey of their personal boat. "How did you get here?" End by positioning the boat in the map of Europe. Using the floor as the map of Europe, position your boat in the right geographical location from where you are coming from. After it is done everyone can say something that the other boats can do there (very shortly).
DEBRIEFING/ EVALUATION	By applying the phases of debriefing from the subtopics, the emphases should be on the need to establish a safe learning environment, where every participant should be able to expose him/herself without judgment.
TIPS FOR TRAINERS	Learn how to do the origami before, if you are not able, you can do a plane paper with them and change the metaphor from the boat to a plane.

ACTIVITY #3	
TITLE	The Magic Carpet
SUB-TOPIC(s)	2. Experiential Learning - Teambuilding
OBJECTIVE(s)	Teambuilding Establish a group dynamic
TIME	15 min
MATERIALS & PREPARATION	1 carpet/tarp/sheet

INSTRUCTIONS	<ol style="list-style-type: none"> 1. Instruct the group to stand on the carpet (tarp/sheet). 2. Once everyone is settled, tell the group they are going on a magic carpet ride and have just risen 30 meters into the air, but unfortunately the directions to steer and land are on the other side of the carpet. 3. Tell the group they must flip the carpet over while standing on it. 4. Since the group is in the air, no one can get off the carpet at any time and they have maximum 10 minutes. 5. If the group loses a member due to a mid-air fall, they must start over. 6. If the group flips the carpet and you have a lot of remaining time, ask them how quickly they think they can flip it and time them.
DEBRIEFING/ EVALUATION	<p>Some example of questions:</p> <ul style="list-style-type: none"> • How does this activity relate to teamwork? • Did anyone emerge as a leader? What made that person a leader for the group? • Was anyone anxious during this activity? What made you feel anxious? • What implications does this activity have for us as a team?
TIPS FOR TRAINERS	The size of the carpet depends on the number of participants. The goal is for it not to be too large or too small, but the right size to make the task complicated but not impossible or too easy.

ACTIVITY #4	
TITLE	Reflection and Expectations
SUB-TOPIC(s)	<ol style="list-style-type: none"> 1. Non-Formal Education 2. Experiential Learning – Learning to Learn 3. The role of the trainer
OBJECTIVE(s)	To reflect on their own learning pathway
TIME	90 min
MATERIALS & PREPARATION	Post-its, Papers and pens
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Ask the group to write their biggest expectation about the course in a post-it. 2. Present the course (objectives, modules etc.) and discuss the expectations. 3. Ask the group to reflect on their own and to write some notes regarding the following questions (examples): <ul style="list-style-type: none"> • Share your motivation to be in this course and what you wish to learn. • List your learning goals in your notebook. 4. Tell the participants to find a comfortable place to sit together in small groups and to share. Move around the groups helping them to be specific in their learning goals.
DEBRIEFING/ EVALUATION	By applying the phases of debriefing from the subtopics, the emphases should be on clarifying the course, expectations and the importance of participant in the learning process.
TIPS FOR TRAINERS	Explain the role of the trainer in the course presentation.

ACTIVITY #5	
TITLE	World Café
SUB-TOPIC(s)	<ol style="list-style-type: none"> 1. Non-Formal Education 2. Experiential Learning
OBJECTIVE(s)	<p>Map the group regarding the methodology selected in the course.</p> <p>Share opinions and good practices among the participants.</p> <p>Experience the role of the trainer as a facilitator through debriefing and the learning process of the group.</p>
TIME	60 min
MATERIALS & PREPARATION	A1 colorful papers and markers
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Divide the group into small groups. 2. Create different stations putting 1 chart per group with one question/topic. Example of topics: <ol style="list-style-type: none"> 1. “The role of Youth in Politics” 2. “What really is to be an active citizen?” 3. “Active Citizenship at local level”

	<p>3. Each individual can choose the station that is more interested. Then, give 10 minutes for discussion in which they have to write the conclusions that have arrived in form of text, drawings...</p> <p>4. Every 10 minutes, the participants have to choose another topic. They don't need to move as a group.</p> <p>5. After 3 rounds, gather the group and ask for a presentation of the chart that they are on. Then go to the debriefing.</p>
DEBRIEFING/ EVALUATION	By applying the phases of debriefing from the subtopics, the emphases should be on the biggest conclusions that the group has arrived, clarifying the concepts and establish the link into the present course, but also into their daily life.
TIPS FOR TRAINERS	Use some schemas in the clarification of the concepts approached.

ACTIVITY #6	
TITLE	Our Way
SUB-TOPIC(s)	2. Experiential Learning - Teambuilding
OBJECTIVE(s)	Cooperation in team Importance of different talents and skills
TIME	20 min
MATERIALS & PREPARATION	Paper, rope, basket
INSTRUCTIONS	<p>1. Divide the class in 2 teams. Give to every team 1 sheets of paper per every players + 1 (ex: 10 players=11 sheets). Mark 2 different borders on the ground and put at the end a basket. Sheets of paper (better if recycled), ropes or anything that can be used to mark a border.</p> <p>2. Step 1: All the team has to get over a border in the room (marked on the ground). The players can step only on the piece of papers. Every team can find different strategies, respecting this rule.</p> <p>3. Step 2: When all the team has crossed the border, every players has to make a plane with his sheet and throw it over the second border. Optionally players can have more trials.</p> <p>4. Step 3: The plane who arrived over the border can be transformed in paper balls and thrown in the basket.</p> <p>5. The team put more balls in the basket wins.</p>
DEBRIEFING/ EVALUATION	<p>Some example of questions:</p> <ul style="list-style-type: none"> • How does this activity relate to teamwork? • Did anyone emerge as a leader? What made that person a leader for the group? • Was anyone anxious during this activity? What made you feel anxious? • What implications does this activity have for us as a team?
TIPS FOR TRAINERS	Emphasize that nothing should be left behind inside a team.

ACTIVITY #7	
TITLE	The Secret Mission
SUB-TOPIC(s)	1. Non-Formal Education 2. Experiential Learning – Teambuilding.
OBJECTIVE(s)	To understand the need of cooperation instead of the natural urge to competition.
TIME	15 min
MATERIALS & PREPARATION	Chairs in a room, Envelope, Paper
INSTRUCTIONS	<p>1. Divide the group into 3 groups;</p> <p>2. Give to each group an envelope saying “Secret Mission”. Each envelope has a paper with one of the following missions: “your team should organize all the chairs of this room in a corner”; “your team should put all the chairs of this room in a pile”; “your team should put all the chairs of this room facing the door”;</p> <p>3. Inform each team that they have 2 minutes to decide the strategy and then, all the teams at the same time have 2 minutes to complete/achieve their secret mission.</p>

	The first impulse of each team will probably be competing, until they understand the secret missions are complementary and they can cooperate to achieve all secret missions.
DEBRIEFING/ EVALUATION	By applying the phases of debriefing from the subtopics, the emphases should be on the competition vs cooperation.
TIPS FOR TRAINERS	Don't give additional information to participants, only repeat the rules. If they ask if they can talk between teams, just repeat the rules.

ACTIVITY #8	
TITLE	Two truths and one lie
SUB-TOPIC(s)	1. Non-Formal Education – Establish a Safe Learning Environment
OBJECTIVE(s)	Develop connections between the participants;
TIME	15 min
MATERIALS & PREPARATION	
INSTRUCTIONS	1. Divide the group into pairs; 2. Tell them to share two true pieces of information and one false; 3. The pair has to guess which is the false information.
DEBRIEFING/ EVALUATION	By applying the phases of debriefing from the subtopics, the emphases should be on the safe learning environment: trust, communication...
TIPS FOR TRAINERS	----

ACTIVITY #9	
TITLE	Just trust
SUB-TOPIC(s)	1. Non-Formal Education – Establish a Safe Learning Environment
OBJECTIVE(s)	Develop connections between the participants;
TIME	15 min
MATERIALS & PREPARATION	----
INSTRUCTIONS	Divide the group into pairs In every pair, one person is blind and the other one can see. The person who is blind cannot speak. The goal is that the blind person reaches a ball, throwing it into a basket and bring it back at the starting point. The person who can see can guide his classmate using the voice: he can say "left", "right", "backward", "forward". Variation: the guide has to guide saying the opposite of he wants to get (ex: if he says "right" the blind has to move left). When everybody has completed the task, change role.
DEBRIEFING/ EVALUATION	By applying the phases of debriefing from the subtopics, the emphases should be on the safe learning environment: trust, communication...
TIPS FOR TRAINERS	Pay attention to the person that is blind that cannot communicate verbally but can communicate with body language and expressions.

1 | SELF-CONFIDENCE

AIM & OUTCOMES

Promoting active citizenship means building the power of citizens, starting with their internal 'power within' – self-confidence! The main aim of the present module is to provide a basic understanding, tools and activities for the facilitator to be able to develop the concept of self-confidence and its components among young people - NEETs. In fact, with self-confidence we are referring to the General Self-Confidence (GSC), meaning the individuals' perception of how capable, significant, successful, and worthy they are. As a generalized self-evaluation crossing various situations, GSC shares commonality with self-esteem and other psychological constructs.

The learning outcomes are:

- Developing strategies to increase self-esteem and self-confidence;
- Raising awareness about youth's self-speech about their own abilities and expectations about being able to achieve success;
- Training the sense of proactivity in youth;
- Discovering youth's passions/talents;
- Promoting interpersonal trust and teambuilding work.

Learning outcomes for participating NEET's:

- High awareness of the importance of Self-Confidence and Self-esteem in the youth's context;
- Increased sense of proactivity and knowledge of strategies to boost sense of self-efficacy;
- Self-awareness of one's values and ambitions associated with the learning of motivational strategies.

In a nutshell, having a high self-confidence has a lot of implications in the youngsters' context and in active citizenship. For example, according to the sociometer theory, GSC is a barometer of one's perceived past, present, and future relational value and has a significant influence on social decision making. For instance, people with low GSC who doubt their value in a relationship are less likely than other people are to join a social group, and work mainly for social acceptance. In contrast, people with high GSC who believe they are well accepted by others have a high threshold for social risk and are more willing than are their peers to join a social group. Being very important to provide the right conditions for NEET youth to discover their passion, values, talents and motivation.



SUB-TOPICS

1.1 | Self-awareness of one's values and aspirations

1.2 | Motivation/Proactivity

1.3 | Self-esteem/Self-belief

DURATION

6 hours

COMPETENCES DO BE DEVELOPED

KNOWLEDGE

In this module we intend to deepen the knowledge and, mainly, self-knowledge related to the following psychological variables:

1. Self-awareness of one's values and aspirations – get a basic perception of one's values and aspirations, but also strengths, weaknesses and strategies to achieve one's aspirations like goals setting;
2. Motivation/Proactivity - become aware of one's intrinsic motivation, and strategies to increase it like positive affirmations;
3. Self-belief/Self-esteem – learn to create a positive orientation toward oneself and an overall evaluation of one's worth or value.

SKILLS

- Observation and self-awareness techniques
- Planning, focus and decision-making
- Goal Setting
- Stress management
- Active Listening
- Interpersonal Skills and teamwork
- Sense of initiative

ATTITUDES

- Self-Compassion
- Intrinsic Motivation
- Respect and Trust towards other
- Persistence
- Determination
- Openness for embracing new challenges
- Self-Curiosity

ASSESSMENT GUIDANCE

In the beginning of the process is important to introduce the topic and sub-topics by an open space for discussion and brainstorming about the concepts and their importance in general. The objective is mapping the group and start to establish a healthy learning environment and strong alliance between the participants and with the facilitator.

After this initial phase, the facilitator can opt by three options of assessment: (1) applying some of the following examples of scales, inventories or questionnaires for each variable in the begin and in the end of the module (recommendable if there are several sessions with at least one week between each other and none of the other modules will occur) and then work with the group the different results; (2) applying these scales in the end of the activities, opening a space

for sharing and discussion; and (3) If all the modules will be implemented, it is recommended that the application occurs only 2 times: in the beginning of module 1 and in the end of the last module. However, the open space for sharing in big group and small groups with key questions is always advisable (ideally and with the right consents recorded for a posterior narrative analysis) like “What is the link between active citizenship and self-confidence?”.

To assess General Self-Confidence among youth

- <http://www.fasd-evaluation.ca/wp-content/uploads/2014/02/Self-Confidence-Self-Esteem-and-Hope.pdf>

To assess Self-awareness of one's values and aspirations

- https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjGIIHYtMrrAhVRLBoKHbMGA4YQFjAKegQIAxAB&url=https%3A%2F%2Ffaculty.darden.virginia.edu%2Fclawsonj%2Fgeneral%2Fself_assessment_tools%2Fself_awareness_assessment.docx&usg=AOvVaw0ZKrijC4aDaQWU1xggey5i

To assess Motivation/Proactivity

- <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1060.9687&rep=rep1&type=pdf>

To assess Self-belief/Self-Esteem

- https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_ROSENBERG_SELF-ESTEEM.pdf

The practice of active citizenship is a question of being empowered to handle the practice of democratic culture and feeling that one has a stake in getting involved in the communities in which one lives. The concept of active citizenship ultimately speaks to the extent to which individuals and groups feel a sense of attachment to the societies and communities to which they theoretically belong, and is thus closely related to the promotion of social inclusion and cohesion as well as to matters of identity and values. Therefore, starting by the “power in within”, developing self-confidence and showing to youth that they are worthy and their voice matters, it is fundamental in the pathway of becoming an active citizen.



1.1 | SELF-AWARENESS OF ONE'S VALUES AND ASPIRATIONS

THEORETICAL CONTEXT

Self-awareness represents the capacity of becoming the object of one's own attention. In this state one actively identifies, processes, and stores information about the self. If the youngsters become high self-aware, they can objectively observe and analyze themselves, helping on the regulation of emotions, alignment of the behavior with their values and stress management. Self-awareness also entails a sense of continuity as a person across time and includes a feeling of self as being distinct from the rest of the environment. Therefore, self-awareness practiced continually can result in a clear perception of one's cognitive patterns, strengths, weaknesses, thoughts, beliefs, motivation, and emotions.

Being self-aware allows youth to better notice their internal states, preferences, resources and intuitions. Another important outcome of developing this skill in youth is that it gives them the possibility of discovering and working according their personal, ethical and moral values, reinforcing cognitive consonance in their lives.

Personal values are chosen and desired qualities of life that direct our actions on a moment-to-moment basis. Living in accordance with one's core values is an important aspect of living a meaningful life and promotes psychological flexibility. Values reflect a person's sense of right and wrong. Values tend to influence attitudes and behaviors, bringing intrinsic motivation with them.

Therefore, it is very important to find out what are the youngsters' values. To help facilitators doing that, the following questions may be useful to work together with youth: (1) What is important to me as an individual now? (2) What really matters in this situation? (3) What is that going to bring to my life?

The values may differ depending on the context. For example, what a person values in a relationship may be different of what he/she values at work. That is why is so important to find out one's Vital Values in different contexts, for example, family, work, friendships, relationships, life.

Having one's values defined in a certain moment can facilitate the design of solid aspirations based on an intrinsic motivation source. Aspirations have become a key educational policy driver and are seen one of the critical levers for improving educational attainment, raising skills and capacitating individuals to better adapt to life situations. Increasing aspirations is at the heart of education and training based on the assumption that aspirations are presently too low among youth, particularly among youth from disadvantaged backgrounds, and that raising them is key to high achievement in personal and professional contexts.

RESOURCES

- Morin, Alain. (2011). Self-Awareness Part 1: Definition, Measures, Effects, Functions, and Antecedents. *Social and Personality Psychology Compass*. 5. 807 - 823. 10.1111/j.1751-9004.2011.00387.x.
- Bayly, B., & Bumpus, M. F. (2019). Predictors and Implications of Values Clarity In First-Year College Students. *College Student Journal*, 53(4), 397+.
- CLAIR, R.; BENJAMIN, A. Performing desires: the dilemma of aspirations and educational attainment. *British Educational Research Journal*, [s. l.], v. 37, n. 3, p. 501–517, 2011. DOI 10.1080/01411926.2010.481358.
- <https://www.youtube.com/watch?v=c1invnTgDgY> (Who are you? Unleashing your Core Values | Jennifer Jones | TEDxChathamKent)



1.2 | MOTIVATION /PROACTIVITY

THEORETICAL CONTEXT

Interest in the topic of motivation often begins with wondering why people don't change. It seems apparent that what some young people are doing either isn't working or is self-destructive; you can see a better way, yet this age range is known by a tendency to persist in the same behavior. A more productive and fascinating question is why some youngsters do change, for change also is the norm. In time, people adjust to new lifestyles. Often repeated in literature is that the likelihood that change will occur is strongly influenced by interpersonal interactions. People who believe that they are likely to change do so. People whose facilitators believe that they are likely to change do so. Those who are told that they are not expected to improve indeed do not. Therefore, what people say about change is important, the attitude of facilitators is fundamental.

One way to put this puzzle together is to think of motivation as fundamental to change and the need to nurture a sense of proactivity in young people emerges. Motivation is, first of all, the psychological process that determines the intention/ predisposition, direction and persistence of behavior, meaning the biological, emotional, social, and cognitive structures that activate behavior. The two more well known sources of motivation are: intrinsic and extrinsic. Extrinsic motivation is when we are motivated to perform a behavior or engage in an activity because we simply want to earn a reward or avoid punishment. While intrinsic motivation is when we engage in a behavior because we find it rewarding for itself. We are performing an activity for its own sake rather than from the desire for some external reward. The behavior itself is its own reward, being this type of motivation the most beneficial to raise in youngsters.

Self-Determination Theory (SDT) represents a broad framework for the study of human motivation and personality that can help the youth worker to get the best of his group. SDT articulates a meta-theory for framing motivational studies, a formal theory that defines intrinsic and varied extrinsic sources of motivation, and a description of the respective roles of intrinsic and types of extrinsic motivation in cognitive and social development and in individual differences. It defends that conditions supporting the individual's experience of autonomy (desire to be causal agent of one's own life and act in harmony with one's integrate), competence (seek to control the outcome and experience mastery), and relatedness (will to interact with, be connected to and experience caring for others) are the three main psychological needs associated with well-being and are described to foster the most high quality forms of motivation and engagement for activities, including enhanced performance, persistence, and creativity.

By raising motivation in youth, either at the personal level or to assume an active role in society, we are contributing for a next autonomous and proactive generation that can adapt and be resilient towards the wide range of human experiences.

RESOURCES

- <https://www.youtube.com/watch?v=qp0HIF3SfI4> (How great leaders inspire action | Simon Sinek | TedTalk)
- <https://www.youtube.com/watch?v=NWH8N-BvhAw> (The three secrets of resilient people | Lucy Hone | TEDx)
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York, NY: Plenum.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Maslow, A. H., Frager, R., & Cox, R. (1970). Motivation and personality (Vol. 2, pp. 1887-1904). J. Fadiman, & C. McReynolds (Eds.). New York: Harper & Row.
- Maslow, A. Toward a Psychology of Being: human flourishing Whitmore, J. Coaching For Performance: Growing People, Performance and Purpose Bandler, R., Thomson, G. The Secrets of Being Happy. The Technology of Hope, Health and Harmony
- McCormick, B. W., Guay, R. P., Colbert, A. E., & Stewart, G. L. (2019). Proactive personality and proactive behaviour: Perspectives on person–situation interactions. *Journal of Occupational & Organizational Psychology*, 92(1), 30–51.
<https://doi.org/10.1111/joop.12234>
- <https://www.psychologytoday.com/basics/motivation>
- Miller, W. & Stephen R., (2002) Motivational Interviewing: Preparing people for change – 2nd ed. New York: The Guildford Press



1.3 | SELF-BELIEF/SELF-ESTEEM

THEORETICAL CONTEXT

Self-esteem is related to how people value and perceive themselves and can have a great impact on numerous aspects of lives. It is based on how one sees aspects of who he/she is. These aspects include one's strengths and talents, skills and achievements and relationships.

The set of beliefs that a person has about him/herself (positive and negative) is likely to affect the ability to make decisions, to recognize strengths, to try new or difficult things, to respond to success and failure, enjoyment in life and relationships.

A lot of times self-esteem is associated with self-belief and self-efficacy, meaning a belief in innate abilities, valuing one's particular set of cognitive strengths. It also can involve determination and perseverance to overcome obstacles that would interfere with utilizing those innate abilities to achieve goals.

Self-esteem is the matrix through which we think, feel, and act, and reflects and determines our relation to ourselves, to others, and to the world. People with a healthy self-esteem treat themselves with respect and take care of their health, community, and environment. Healthy self-esteem is about accurately assessing your true value and holding this view deep inside.

RESOURCES

- Rosenberg, M. (1989). Society and the adolescent self- image. Revised edition. Middletown, CT: Wesleyan University Press
- Gnambs, T., Scharl, A., & Schroeders, U. (2018). The structure of the Rosenberg Self-Esteem Scale: A cross-cultural meta-analysis. *Zeitschrift für Psychologie*, 226(1), 14–29. <https://doi.org/10.1027/2151-2604/a000317>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- <https://www.youtube.com/watch?v=EirIZ7fy3bE> (Cultivating Unconditional Self-Worth | Adia Gooden | TEDxDePaulUniversity)



PROPOSED ACTIVITIES

ACTIVITY #1	
TITLE	Vital Values
SUB-TOPIC(s)	1. Self-awareness of one's values and aspirations
OBJECTIVE(s)	To support young people finding out their Vital Values
TIME	30 minutes
MATERIALS & PREPARATION	Pens and paper
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Make a List of 8 values in "Life"; 2. Make a new list putting the values in order of importance; 3. After putting the list in order of preference: <ol style="list-style-type: none"> a. Choose between the first value and the second one and write the one you choose in a new list; b. Choose between the value that was not chosen before and the next one on the list and write the one you choose in the new list; c. Continue doing the previous step to all the values. 4. The first 4 values in this new list are your Vital Values.
DEBRIEFING/ EVALUATION	<ul style="list-style-type: none"> • When you had to choose between the two most important values, what happened? How did you make the decisions? • Have the final list changed relatively to the one where you wrote the values in order of preference? • Were you waiting for those answers? • Do your vital values make sense to you? • Do you consider important to have this awareness? • What can you do to feel and live your own vital values in your "life"? • How can you relate these conclusions with active citizenship?
TIPS FOR TRAINERS	The definition of facilitation is "to make it easy". The facilitator has the responsibility to plan, guide and manage a group, ensuring that the group objectives are met effectively. It's not about offering the right answers, is about questioning, in order to guide the group in the discussion to achieve a conclusion. To facilitate effectively, the facilitator must be objective and take a neutral stance, stepping back from its personal point of view and focus on the group process.

ACTIVITY #2	
TITLE	Life Line
SUB-TOPIC(s)	<ol style="list-style-type: none"> 1. Self-awareness of one's values and aspirations 3. Self-belief/Self-esteem
OBJECTIVE(s)	To provide the participants an opportunity to reflect on various issues through their personal life experiences; to develop abilities of self-reflection and self-awareness.
TIME	45 minutes
MATERIALS & PREPARATION	Pen, paper and drawing equipment (pens and pencils)
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Work individually without sharing your impressions or thoughts with others; 2. Draw a line representing your "life line" and draw in the line (by chronological order) all moments that you consider the most important; 3. Share your experiences in pairs or small groups.
DEBRIEFING/ EVALUATION	<p>After the activity it's important to reflect with the participants about their experience by asking:</p> <p>How did you feel in expressing yourselves to the others?</p> <p>How can you relate these conclusions with active citizenship?</p>
TIPS FOR TRAINERS	

ACTIVITY #3	
TITLE	Be The Best
SUB-TOPIC(s)	2. Motivation/Proactivity
OBJECTIVE(s)	To help participants discover what motivates them and increasing intrinsic motivation
TIME	45 minutes
MATERIALS & PREPARATION	Pens and paper
INSTRUCTIONS	<p>Divide the participants into groups of two. Have the groups decide who will be the committee leader and who will be the committee member. Tell the committee leader to read each steps' directions before beginning it.</p> <ol style="list-style-type: none"> 1. Read the following instructions to your committee member. "Your job is to discuss to as many committee members as possible in 5 minutes and find out what motivate them. Write all information collected on sheets of paper and give them to the leader." 2. Each committee member has to write on a sheet of paper 3 things that motivates him/her to get involved in different projects/activities. They have to do that very quickly, in maximum 5 minutes. 3. Committee members exchange sheets of papers and they have to read 3 things that motivate the person who has written on the sheet of paper and write 2 methods/tools that can be used to help that person get motivated. 4. All committee members (leader and members) make together a chart emphasizing what usually motivates people and writing suggestions that we can use to motivate others and keep ourselves motivated.
DEBRIEFING/ EVALUATION	<ul style="list-style-type: none"> • Was this exercise easy or hard? • Do you feel you have identified correctly your motivating factor? How about the suggestions for others? • Do you feel you would have chosen other suggestions if you had more time to think about them? • The importance of clarifying your goals, how to achieve them and how can you do that. • Were you able to think about your goals? Was this exercise easy? • Did you find some steps to achieve your goal? Are you more motivated? How can you improve your motivation? • How can you relate these conclusions with active citizenship?
TIPS FOR TRAINERS	

ACTIVITY #4	
TITLE	Making the Commitment
SUB-TOPIC(s)	1. Self-awareness of one's values and aspirations 2. Motivation/Proactivity
OBJECTIVE(s)	To raise awareness towards own passions; To increase intrinsic motivation; To understand the importance of planning.
TIME	30 minutes
MATERIALS & PREPARATION	Pens and A4 paper
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Alone, write one or two sentences outlining your plan/vision/what you want to achieve, e.g., "set up a new organization to help young people find their path"; 2. Say why you want to achieve this – your passion/belief/change you want to see in the world, e.g., "because I believe every young person has the right to find and express their full creative potential"; 3. Write your three actions and a time to complete them (be realistic and kind to yourself, don't put on too much pressure); 4. Decorate your certificate so you can be proud to have it hanging on your wall. Put the date and your signature at the bottom.
DEBRIEFING/ EVALUATION	<ul style="list-style-type: none"> • Was it hard? • Did you identify easily an action plan for you? • Can an action plan help you to find goals and how to reach them? • How can you relate these conclusions with active citizenship?
TIPS FOR TRAINERS	

ACTIVITY #5	
TITLE	Catch your anchor and Motivate
SUB-TOPIC(s)	2. Motivation/Proactivity
OBJECTIVE(s)	Energize the group and find things that motivate people to do something
TIME	30 minutes
MATERIALS & PREPARATION	One ball
INSTRUCTIONS	The participants should be standing in a circle with their arms crossed. The person in the center will throw the ball to someone in the circle. They will say, "Motivate". The participant should catch the ball and say something that motivates people (for example, happiness, appreciation and so on). If a participant does not answer to the question quickly or misses the ball, he must go inside the circle.
DEBRIEFING/ EVALUATION	<p>Discussion about what "words" motivates us more, if these words can be an anchor, how others can help us to find them, the importance of others in our external motives and how it can influence our behavior.</p> <p>Was it hard? Did you identify easily motivating factors where you were put under pressure? Can you help others to improve their motivation? How can you relate these conclusions with active citizenship?</p>
TIPS FOR TRAINERS	

ACTIVITY #6	
TITLE	What do you see in me
SUB-TOPIC(s)	3. Self-belief/Self-esteem
OBJECTIVE(s)	Sharing among participants of positive qualities and personality issues to improve
TIME	30 minutes
MATERIALS & PREPARATION	Paper, pens and masking tape
INSTRUCTIONS	<p>A paper is placed on the back of each participant; The group should write on the paper of each participant what is requested by the trainer, in just one word, for example:</p> <ol style="list-style-type: none"> 1. What is the quality that stands out in this participant? 2. Personality trait to be improved by the participant?
DEBRIEFING/ EVALUATION	<p>Is it easy to recognize positive aspects in others? How did you feel when talking about what other participants need to improve? What about yourself? Were you aware of the qualities that other participants wrote on your paper? Can you define strategies for what you need to improve? And for others? How can you relate these conclusions with active citizenship?</p>
TIPS FOR TRAINERS	

ACTIVITY #7	
TITLE	Union and Trust
SUB-TOPIC(s)	3. Self-belief/Self-esteem
OBJECTIVE(s)	To provide the participants an opportunity to promote union and trust between them; to develop abilities of confidence and trust with others.
TIME	45 minutes
MATERIALS & PREPARATION	A room and chairs
INSTRUCTIONS	<p>Create a path with obstacles (chairs);</p> <p>Divide participants into pairs, one of them will be blindfolded and the other will not;</p> <p>The pair will have to go through the obstacle path, the blindfolded participant will have to be guided by the other participant;</p> <p>Each of the pairs will have to plan a communication strategy, so that they can understand each other;</p> <p>Those who are not blindfolded will have to ensure that the other participant passes through the obstacles without getting hurt or touching them, there must be trust between them.</p>
DEBRIEFING/ EVALUATION	<p>How was planning the strategy?</p> <p>Did the blindfolded participant feel confident in the other?</p> <p>Did you ever feel that you were alone?</p> <p>Was it important to have someone to guide?</p> <p>Do you feel that you have given confidence to the other participant?</p> <p>Was it difficult to do the whole journey?</p> <p>How did you feel at the end?</p> <p>How can you relate these conclusions with active citizenship?</p>
TIPS FOR TRAINERS	Facilitator can set the level of difficulty by allowing or not verbal communication.

ACTIVITY #8	
TITLE	Trust
SUB-TOPIC(s)	3. Self-belief/Self-esteem
OBJECTIVE(s)	Promote trust in others
TIME	30 minutes
MATERIALS & PREPARATION	----
INSTRUCTIONS	<p>Ask the group to stand in pairs back to back, with their shoulders even against each other;</p> <p>Ask each pair to get down to the floor without the help of their hands; some will make it, others will fall;</p> <p>Change pairs and repeat.</p>
DEBRIEFING/ EVALUATION	<p>Was it difficult to trust your partner?</p> <p>How did you feel when you fell? And those who managed without falling?</p> <p>Is it important to value the other person and what does it say?</p> <p>Does the feeling of trust change depending on the participant you are with?</p> <p>How can you relate these conclusions with active citizenship?</p>
TIPS FOR TRAINERS	

ACTIVITY #9	
TITLE	The Mirror
SUB-TOPIC(s)	3. Self-belief/Self-esteem
OBJECTIVE(s)	<ul style="list-style-type: none"> - Promote personal appreciation and self-esteem; - Work on individual qualities and our beliefs to live with greater tranquility and fulfillment.
TIME	45 minutes
MATERIALS & PREPARATION	A hat and a small mirror
INSTRUCTIONS	<ul style="list-style-type: none"> - The facilitator glues a small mirror at the bottom of the hat; - Then choose a participant from the group and explain that in the hat there is a photo of a person and that, without the participant saying who is in the photo, he will have to tell the rest of the group if he would be able to "take off his hat" to that person, meaning, if that person deserves all the respect and admiration in the world and why, without ever tell who is in the image; - Whatever the feeling they have when looking at the contents of the hat, (surprise, admiration, joy, fear, etc ...) should not be manifested; - The exercise is carried out with all the participants, one by one and outside the angle of vision of the colleagues, so that nobody understands what is in the hat; - A space for discussion is opened up for everyone to say what they felt when they saw themselves in the hat, being presented as the most important thing in the world.
DEBRIEFING/ EVALUATION	<p>The facilitator discusses the importance of strengthening our self-esteem, valuing us individually physically and psychologically, reinforcing the individual capacities of each one of us.</p> <p>Questions:</p> <ul style="list-style-type: none"> - How do I see myself? - How do I think others see me? - How would I like to be? - How would others like me to be? - How am I afraid to be? - How can I really be? - How can you relate these conclusions with active citizenship?
TIPS FOR TRAINERS	

ACTIVITY #10	
TITLE	Challenge your Dreams
SUB-TOPIC(s)	1. Self-awareness of one's values and aspirations 2. Motivation/Proactivity 3. Self-belief/Self-esteem
OBJECTIVE(s)	- Self-esteem and resilience for individual or collective projects to be developed in the future; - Stimulate and encourage a positive change in individual capacities to reinforce life goals that were once dreams and can now become life projects.
TIME	45 minutes
MATERIALS & PREPARATION	A4 sheets of paper, pens or pencils, Scotch tape, string
INSTRUCTIONS	<ul style="list-style-type: none"> - In a circle, seated on the floor, participants are invited to think about a dream they would like to realize, a personal dream that can be related to work or even to their individual fulfillment; - Half of a blank sheet of paper and a pencil or pen is distributed to the participants, and they are asked to write down the dream chosen as an objective, starting with "I have the dream of ..."; - While the participants write, the facilitator distributes a piece of string to each participant; - After writing and preparing the materials, the participants are invited to tie 6 knots in the string spaced at least 10 centimeters between each knot; - Next, they are invited to tape the paper with their "dream" on the last knot of the string; - After everyone has put their dream on the string, 4 more A4 papers are distributed to each participant, and they are asked to write on the first piece of paper a quality that they think will help make their dream come true. On the second piece of paper, you are asked to write an individual characteristic that you think will make the dream come true. On the third piece of paper you are asked to write a plan to cancel the characteristic of the second paper as a difficulty, taking into account the help given by the quality of the first paper, in order to achieve your objective. Finally, on the last piece of paper, you are asked to lay out strategies to achieve your goal; - The facilitator glues another blank piece of paper on the penultimate knot and after everything is done the group is invited to reflect on some phrases that may occupy that last knot. - After defining at least 3 sentences each one writes the one that best suits what he thinks the term of that walk is. One sentence must tend to fail, another sentence must tend to success and yet another unknown. - One balloon is distributed per participant and a piece of paper and they are asked to put the difficulty characteristic to the objective in that paper. Then the paper is placed inside the balloon and the balloon is filled. - After all the balloons are filled, the participants are invited to free themselves from the balloon and what it represents, launching it on the street accompanied by the phrase "You will not stop me from making my dream come true. I will fight to get what I want, because I am capable."
DEBRIEFING/ EVALUATION	At the end of the dynamic, the facilitator recalls that the walk that each participant built with the cord should be remembered daily and that it should serve as an example for all their life events and their active citizenship area.
TIPS FOR TRAINERS	

2 | RESILIENCE AND SELF-DETERMINATION

AIM & OUTCOMES

The main aim of this module is to provide participant with a better self-understanding and improve new skills related to resilience and self-determination.

With resilience we mean the capacity to mobilise personal resources to positively adapt and overcome adversities and stressful events. Some aspects of resilience are affected by external variables (for example age, family, society) whilst other are influenced by personal abilities to cope and manage stress.

While self-determination is the capacity to be goal oriented and to take action based on an individual choice. Self-motivation, endurance and perseverance are important aspects of this capacity.

The objectives of this module are:

- Identifying and focusing on personal goals.
- Finding and keeping self-motivation.
- Training on how to manage stress and solve problems.

The expected outcomes are:

- Increased awareness of the importance of setting goals and keep motivation.
- Knowledge of strategies to better handle stress and have a problem-solving approach.

In a nutshell, we believe that it is crucial for youngsters to learn how to be resilient, acquire new strategies to endorse self-discipline and set realistic goals.

SUB-TOPICS

- 2.1 | Self-Discipline
- 2.2 | Stress Management
- 2.3 | Sense of Purpose
- 2.4 | Personal goals

DURATION

6-7 hours



COMPETENCES DO BE DEVELOPED

KNOWLEDGE

The participants will improve their knowledge about:

- The importance and what imply to be determined and goal-oriented (set goals, keep motivation and perseverance)
- How to manage stressful situations and cope with difficulties

SKILLS

- Endurance
- Diligence
- Sense of duty
- Stress management
- Goal Oriented

ATTITUDES

- Perseverance
- Optimism
- Flexibility
- Be solution focused
- Self-curiosity
- Proactivity

ASSESSMENT GUIDANCE

In the beginning of the process is important to introduce the topic and sub-topics by an open space for discussion and brainstorming about the concepts and their importance in general. The objective is mapping the group and start to establish a healthy learning environment and strong alliance between the participants and with the facilitator.

After this initial phase, the facilitator can use the “Resilience Assessment Questionnaire” (RAQ) in the beginning and the end of the module to evaluate and compare the development of the participants’ resilience.

The questionnaire focuses on the following key elements: Vision, Determination, Interaction, Relationships, Problem-solving, Organisation and Self-confidence.

More information about the questionnaire:

<http://www.mas.org.uk/management-advisory-service/managing-resilience.html>

Links to the questionnaire:

<https://resiliencynowblog.files.wordpress.com/2015/12/resilienceassessmentquestionnairejune2011-3-1.pdf>

<https://www.yumpu.com/en/document/read/37513489/resilience-assessment-questionnaire-raq-management->

Short version of the questionnaire:

https://www.ficm.ac.uk/sites/default/files/short_resilience_questionnaire.pdf

2.1 | SELF-DISCIPLINE

THEORETICAL CONTEXT

Self-discipline is defined as the ability and will to do what needs to be done for as long as it needs to be done and consequentially learn from the results of one's efforts.

The concept is also defined in terms of self-organisation, mobilization and commitment and includes among its essential attributes': concentration, control of impulse, self-motivation, perseverance and the ability to face and overcome stress.

Many researchers have been studying the consequences of different levels of self-discipline and observed that low level of individual self-discipline (or self-control as the form of self-discipline) leads to different problems in social and personal life, while strong confidence and high level of self-discipline facilitates success, better achievements and reaching the goals which, in their turn, improve the mood and makes people happier and gladder. People with high level of self-discipline much better are able to control their daily and routine activities, and as a result, usually avoid problems, cope with the tasks and overcome possible difficulties.

RESOURCES

- Joseph F. Rogus (1985) Promoting self-discipline: A comprehensive approach, Theory Into Practice, 24:4, 271-276, DOI: 10.1080/00405848509543186
[https://www.tandfonline.com/doi/abs/10.1080/00405848509543186?](https://www.tandfonline.com/doi/abs/10.1080/00405848509543186?journalCode=htip20)
[journalCode=htip20](https://www.tandfonline.com/doi/abs/10.1080/00405848509543186?journalCode=htip20)
- Gorbunovs, A., Kapenieks, A., & Cakula, S. (2016). Self-discipline as a Key Indicator to Improve Learning Outcomes in e-learning Environment. Procedia - Social and Behavioral Sciences, 231, 256-262. <http://text2fa.ir/wp-content/uploads/Text2fa.ir-Self-discipline-as-a-key-indicator-to-improve-learning-outcomes-in-e-1.pdf>



2.2 | STRESS MANAGEMENT

THEORETICAL CONTEXT

Stress management consists of a set of techniques intended to help dealing with stressful situations, through the analysis of the specific stressors in the way to prevent or minimize stress by practicing self-care and relaxation.

A chaotic and busy lifestyle can cause our mind a lot of stress. Stress is mental tension caused by demanding, difficult or very challenging circumstances. Stress affects both our mental state and mood and our physical health. When we are very stressed, an hormone called cortisol is released into our bloodstream, suppressing the functioning of our immune, digestive and reproductive systems. That is why it is so important to practice stress management in order to keep our minds and bodies healthy.

It's important to note that not all stress is bad. Stress is actually a survival response when our body thinks that it is in danger. That is why our sympathetic nervous system kicks in and makes our heart rate increase and gives us a burst of the energy hormone, adrenaline, so that we can deal with whatever situation is being thrown at us. This is also called our flight or fight response.

The problem is when we deal with constant stress and worry, or when we don't know how to properly manage a stressful situation. That's why stress management is tremendously important for our health, quality of life and relationships.

RESOURCES

- <https://positivepsychology.com/stress-management-techniques-tips-burn-out/>
- <https://study.com/academy/lesson/what-is-stress-management-definition-benefits.html>



2.3 | SENSE OF PURPOSE

THEORETICAL CONTEXT

Sense of purpose is defined as the intention to accomplish something that is at once meaningful to the self and of consequence to the world beyond the self.

It helps to:

- prioritise things in life
- make plans
- get the drive to keep going when things get tough
- identify things that truly count if circumstances change
- become more resilient
- focus on short-term and long-term goals

Having a sense of purpose has been recognized by different studies as an important resource for maintaining health and well-being over the life span.

Some of the results observed are:

- Increased optimism, resiliency and hope
- Experiencing joy, happiness and satisfaction more often
- Better physical health
- A lower risk of death
- Being a more engaged
- Feeling a greater sense of belonging

RESOURCES

- <https://www.scottsdalecc.edu/news/2019/why-having-sense-purpose-important>
- <https://www.psychologytoday.com/us/blog/flourish-and-thrive/201906/the-importance-having-sense-purpose>
- Damon, William & Mariano, Jenni & Cotton Bronk, Kendall. (2003). Damon W, Menon J, Bronk KC. The development of purpose during adolescence. Applied Developmental Science - APPL DEV SCI. 7. 119-128. 10.1207/S1532480XADS0703_2
https://www.researchgate.net/publication/254469430_Damon_W_Menon_J_Bronk_KC_The_development_of_purpose_during_adolescence



2.4 | PERSONAL GOALS

THEORETICAL CONTEXT

Setting personal goals is the expression of a wish for improvement of an individual. Personal goals reflect what a person wants to achieve in life and they could be career goals, family goals, or lifestyle goals.

They can be in the form of short-term goals or long-term goals and they can provide with long-term direction and short-term motivation.

Below are some examples of personal goals:

- Learn something new every week
- Work out every morning
- Keep a daily journal
- Volunteer at a non-profit every month

The ability to setting goals is a very important competence to gain already from early age because it gives youngsters a sense of purpose that can improve their confidence and build their self-esteem. It helps them to focus and make better decisions, but also to feel motivated and take responsibility for their actions.

Aside from helping them believe in themselves and setting them up for success in school, goal setting also benefits children and students in many ways, including:

- Improving self-image
- Increasing awareness of one's strengths and weaknesses
- Providing an experience of success
- Facilitating effective visualization
- Clarifying the path ahead
- Encouraging prioritization
- Defining reality and separating it from wishful thinking
- Building responsibility for one's self
- Improving decision making.

These are generic benefits of goal setting that anyone who engages in smart goal setting and striving can attain, but a few of them can be particularly effective for young people; for example, the benefits of goal setting for youth include:

- Provides direction, which most youths are either seeking or trying to nail down.
- Helps clarify what is important to them and focus on it.
- Facilitates more effective decision making through better self-knowledge, direction, and focus.
- Allows youth to take a more active role in building their own future.
- Acts as a powerful motivator by giving them something to hope for and aspire towards.
- Gives youth a positive experience of achievement and personal satisfaction when they reach a goal.
- Assists them in finding a sense of purpose in their lives.

The process of reflecting, identifying, committing and succeeding with personal goals could be very challenging. To help, we propose here the SMART Goals methodology.

A SMART goal is used to help guide goal setting as a tool to improve the chances of succeeding in accomplishing a goal.

SMART is an acronym that describe how a goal should look like and stands for:

Specific (simple, sensible, significant)

Measurable (meaningful, motivating)

Achievable (agreed, attainable)

Relevant (reasonable, realistic and resourced, results-based)

Time bound (time-based, time limited, time/cost limited, timely, time-sensitive)

RESOURCES

- <https://www.mindtools.com/pages/article/smart-goals.htm>
- <https://positivepsychology.com/goal-setting-students-kids/>



PROPOSED ACTIVITIES

ACTIVITY #1	
TITLE	Letter to myself
SUB-TOPIC(s)	3. Sense of purpose 4. Personal goals
OBJECTIVE(s)	The purpose of this exercise is to support participants in applying their insights and learnings by writing a letter and sending it to their future selves. They can define key actions that they would like their future self to take and express their reasons why change needs to happen.
TIME	30 minutes
MATERIALS & PREPARATION	Paper, pen and envelope
INSTRUCTIONS	<p>The participants sit individually and write a letter to their future selves. Suggestions about the content can be: What will I achieve by X date? What will I do tomorrow, next week, next month? How do I feel now about my work/job/studies? And how do I want my future self to feel? Don't forget... I want to change... because...</p> <p>When the participants have finished, encourage to reflect some minutes more if they want to add something, then close the letter in an envelope where the participant writes name and a date when the letter should be opened. Give the participant time for reflection and discussion if needed.</p>
DEBRIEFING/ EVALUATION	The letter will be kept by the leader until the end of the course, then the participant will decide what to do with it.
TIPS FOR TRAINERS	<p>This exercise can be as open or closed as you think is appropriate. You could restrict them to three bullet point actions that they need to follow up on. Or you could give them the freedom to write whatever they want to themselves. Judge the needs of the group and the purpose of the session.</p> <p>Ensure the participants that they will be the only one reading the letter.</p>

ACTIVITY #2	
TITLE	Goal Exercise - the positive opposite of the problem
SUB-TOPIC(s)	3. Sense of purpose 4. Personal goals
OBJECTIVE(s)	<p>'Goaling' means 'to score', here you think that the purpose of dealing with your problems is to solve them, move on and get to the "goal" or the desired situation instead of the current situation. One quote that describes this is "behind each complaint there is a wish".</p> <p>This exercise is simple and fun to do.</p> <p>This is a way of dealing with problems influenced by the solution-focused approach. The exercise gives a lot of ideas and thoughts on how the individual / group can overcome and handle the problems in a constructive way.</p>
TIME	40-60 minutes
MATERIALS & PREPARATION	Paper and pen
INSTRUCTIONS	<p>Step 1 (10 minutes)</p> <p>Distribute paper and pen to everyone. Ask them to split the page with a horizontal line in the middle and write "Problem" as heading on the left column.</p> <p>Then you ask everyone to individually write down the problems they experience in their life. You should also assure them that this is not going to be shared with anyone, so that they can really write down exactly what they think.</p>

	<p>Step 2 (5 minutes) Now ask everyone to write "Solution/desired situation" as heading on the right column and explain what the "positive opposite of the problem" is. We suggest to exemplify on the whiteboard. The positive opposite of the problem is exactly what it sounds like! For example: unstructured-structured, malicious-kind, mistrust-trust, bad communication-good communication, etc. It is kind of a solution to the problem, what you want instead of problem. An important detail is that the solution should not be the absence of something, something you do not want. The solution should be expressed in a positive way.</p> <p>Step 3 (10 minutes) Then you ask everyone to rewrite their problems into their positive opposite in the right column. (If they get time over and come up with other wishes/improvement opportunities, they can add them.)</p> <p>Step 4 (10+ minutes depending on the size of the group) Now it's time to share! But only from what is written in the right column (which usually is perceived as harmless). Walk around the group and ask them to read it spontaneously the most important point first. Take a few rounds more, based on how much time you have available.</p> <p>Step 5 (5+ minutes, depending on how far you want to work on "next step") Finally, let the group reflect on these questions: What is most important? What would you like to address and improve at once? What steps/activities could you take to move a small step in the desired direction?</p>
DEBRIEFING/ EVALUATION	<p>Do a little reflection on the exercise itself. How was it? Have you found something you can benefit from? What was good and what was less good?</p>
TIPS FOR TRAINERS	

ACTIVITY #3	
TITLE	Exercise on self-discipline - mindfulness
SUB-TOPIC(s)	<ol style="list-style-type: none"> 1. Self-discipline 2. Stress Management
OBJECTIVE(s)	This is a breathing exercise to help the participant focus on "here and now".
TIME	20 minutes
MATERIALS & PREPARATION	A chair for each participant and the instructions below
INSTRUCTIONS	<p>Sit on the edge of a chair with your feet on the floor. By sitting on the edge of the chair, your buttocks are automatically tightened and the centre of gravity is moved forward and downward towards your lower abdomen. This prevents your body from collapsing and gives you a strong and stable base that allows for a posture that is straight and comfortable at the same time. This upright position allows a free and relaxed feeling in the upper body.</p> <p>This attitude is diametrically opposed to the attitude we get when we feel stressed, scared or UPset. As the name itself says, everything moves upwards towards the neck and chest. It is then that "the heart is in the throat" and we "strangle" ourselves. It is also then that we "forget" to breathe.</p> <p>This is a breathing exercise. You will breathe, pause, exhale, pause, etc., at a calm and even tempo.</p> <p>Allow breathing to be relaxed and easy. Inhale through the nose and out through the mouth. Let's start by counting to 8.</p> <p>As you breathe in through your nose, you can calmly and rhythmically count for yourself... 1... 2... 3... 4... 5... 6... 7... 8</p> <p>Then hold your breath while counting to 3. Count on the same calm rhythm. 1... 2... 3 After 3, begin to exhale slowly while counting to 8.</p> <p>1... 2... 3... 4... 5... 6... 7... 8</p> <p>Then hold your breath again as you count to 3 and then start from the beginning with the inhalation while counting to 8; hold your breath and count to 3; exhale count to 8 etc.</p>

	<p>When it comes to breathing breaks, it is important that you do not strain while holding your breath, but that you are careful to maintain your calm and relaxed posture.</p> <p>As you hold your breath after your inhalation, keep the same relaxed feeling in your body as if you were still breathing. Also, when you hold your breath after your exhale, keep the same relaxed feeling in your body as if you were still breathing.</p> <p>Practice this from at the beginning for ten minutes. You will probably experience the exercise as difficult from the start. There is a great chance that you will even experience it as uncomfortable, not least during breathing breaks.</p> <p>Notice how you react to the discomfort. What happens in the body? What happens in your psyche? Do not talk, do not discuss; just observe and note! What's happening to you? How does your body react?</p> <p>Remember that you can never control what you are not aware of!</p> <p>If you do not get to know your physical reactions, do not detect how and where they start and spread, you will never be able to take control of them. We consciously train our nervous system to withstand feelings of agitation and panic.</p> <p>Continue practicing the breathing exercise while counting to 8 until the feeling of discomfort has completely disappeared.</p> <p>What will happen is that your self-discipline will build up your self-control and confidence so that the exercise begins to feel easy.</p> <p>When the exercise feels easy and self-evident, you can increase the time for inhalation and exhalation from 8 to 12. Then continue practicing diligently and disciplined until counting to 12 feels as easy as counting to 8.</p> <p>An important piece of advice! Take it easy and don't be in a hurry. Counting to 8 is a suggestion. You can start with a lower digit (6 or 4) if 8 feels too difficult. The most important thing is that you are completely honest with yourself. Practice breathing to number 8 (or the number you chose to begin with) until you can do it easily and obviously for twenty minutes. More than that, you don't have to practice at a time.</p> <p>When counting to 12 feels as obvious as counting to 8, you can increase to 16. You will find out if you have been completely honest with yourself. When you can then breathe into the 16 count, without feelings of discomfort or panic, you can reduce to the 8 count again, but now begin to practice your breathing in disturbing and distracting environments that are part of your everyday life. On the bus, on the train, in the office, in the living room among your other family members.</p> <p>Keep practicing as if you were alone. Standing, sitting or lying down. Two minutes, five minutes, ten minutes at a time. It will take time. It will not happen overnight. But if you are persistent and disciplined enough, you will eventually increase your ability to maintain your calm control when you are under stress. Your mind and body will not be easily distracted by either internal or external disturbances. You will increase your mental and emotional freedom and with it your quality of life.</p>
DEBRIEFING/ EVALUATION	After the 10 min exercise leave the participants few quiet minutes.
TIPS FOR TRAINERS	

ACTIVITY #4	
TITLE	Three small goals
SUB-TOPIC(s)	3. Sense of purpose 4. Personal goals
OBJECTIVE(s)	We often wish to change and we set goals that are too big, but the more the goal is vast and drastic the more will it be difficult for us to reach. Dividing the goal in smaller goals help us to feel more the control of the change and also more confident and motivated in really achieving them. With this exercise each participant gets to reflect about which are their goals and how to reach them. It gives a clear way in how to set goals and divide them in concrete steps.
TIME	30 minutes
MATERIALS & PREPARATION	Paper and pen
INSTRUCTIONS	Start a group discussion about: What is a goal? What is a partial goal? Has anybody had a goal and reached it? How did it go? Fears for failure? After the discussion ask to the single individuals to reflect about their goals, how do the situation will look like after you reached the goal? Which steps did you do to reach it? Make the participants focus on three small and concrete goals, something that could be easily reached and they are motivated to do, and write them down. In conclusion make them discuss together about how was it, do they already have a plan? When do they aspect to start and finish? Do they already have new small goals for the next step?
DEBRIEFING/ EVALUATION	Make a follow up after a certain amount of time that you agreed on before (for example a week).
TIPS FOR TRAINERS	Make the participants be as realistic as possible in setting the small goals. The small goals must be easy to reach, in matter of both effort and time, in the way to motivate them to go further and to reach their bigger goal.

ACTIVITY #5	
TITLE	Teach something to others
SUB-TOPIC(s)	2. Stress Management 3. Sense of purpose
OBJECTIVE(s)	To be able to stand for something you are good at, train to talk in front of a group and also get feedback
TIME	60 min or more depending on the amount of groups
MATERIALS & PREPARATION	Computers, a projector, big paper, scissors, glue, colourful paper and other materials that can be used to make a presentation.
INSTRUCTIONS	Everybody is good in something and have a store of competences in him/herself. In this exercise the participants have the opportunity to teach something to the others, something that they like and they are good at. It can be anything from how to bake a cake, sign language, fix a puncture on a bike, to how to take a walk in the forest. The participants are divided in pairs. Each group choose a topic that they will share with the others and start preparing a presentation. It could be something that both the participants are good at or just one of them, the important is that they cooperate in creating the presentation, that could be a digital presentation, like a Power point, or visual, creating for example a poster and should be 10 min long. After everybody is ready, the groups start the different teaching moments. In conclusion make the participants share feedbacks to each other.
DEBRIEFING/ EVALUATION	Have a reflection about how did the exercise felt, how is to teach something you're good at? how does it feel to talk in front of others and receive feedback?
TIPS FOR TRAINERS	

ACTIVITY #6	
TITLE	STOP outside!
SUB-TOPIC(s)	2. Stress Management
OBJECTIVE(s)	<p>The STOP technique is a mindfulness-based practice designed to help defuse stress in the moment. To create space in the day to pause, slow down a racing mind and get back into the present moment, as much as taking a walk outside, has been shown to be incredibly helpful in reducing the negative effects of stress.</p> <p>Another objective of the activity is to gain perspective and determine the best possible action to take next.</p>
TIME	45 – 60 minutes depending on the walk's length
MATERIALS & PREPARATION	<p>Before the activity spend a few minutes reading about the STOP technique in the links present in the webliography.</p> <p>It is needed the possibility to go outside.</p>
INSTRUCTIONS	<p>Briefly explain the STOP technique to the participants: S.T.O.P. is an acronym for a four-step approach that helps to manage stress and be mindful of the present moment at anytime and anywhere. The acronym stays for: Stop, Take a breath, Observe and Proceed.</p> <p>Do a first trial of the exercise in the place you currently are. Ask the participant to follow your instructions in silence:</p> <ol style="list-style-type: none"> 1) <i>T</i>emporary <i>S</i>-top whatever that you are doing and the busyness of the mind, gently allow your attention to return to and rest in the present moment. 2) <i>T</i>-ake 3 slow deep breaths (Deep Relaxation Breathing), allow your attention to rest on the movement of your breath. Breathing in, I know I am breathing in, breathing out, I know that I am breathing out (Mindful Breathing). 3) <i>O</i>-bserve the present moment: a) SOUND (e.g. fan, birds chirping, and people talking), and/or b) SIGHT (e.g. tree, clouds, flowers), and/or c) SENSATION (e.g. on the face, between the buttock and seat, hands and steering while driving). Notice what is happening. What is happening inside you, and outside of you? Where has your mind gone? What do you feel? What are you doing? 4) <i>P</i>-roceed with whatever you need to do with a SMILE. <p>Then ask to the participants to prepare to go outside for a silent walk and explain them that during the walk you will ask them to use the STOP technique again.</p> <p>Let the walk start, possibly not in a crowded place, better to be in a park or somewhere in the nature. The participants can walk freely, but they have to be close enough to be able to hear you. After some minutes say STOP! loudly, if needed repeat the meaning of the acronym. You can repeat the STOP one more time as you please and then go back to the original venue.</p>
DEBRIEFING/ EVALUATION	<p>Once back make the participants discuss in small groups about the experience.</p> <p>How did it feel to just stop from everything? Did you feel any difference between the different times?</p> <p>Do you think this can be a useful tool to use in the future?</p>
TIPS FOR TRAINERS	

ACTIVITY #7	
TITLE	ELD competences
SUB-TOPIC(s)	3. Sense of Purpose
OBJECTIVE(s)	Empower youth's skills and increase awareness in their abilities and competences.
TIME	45 minutes
MATERIALS & PREPARATION	Post-it, pen and ELD list of competences
INSTRUCTIONS	<p>Divide the participants in small groups (2-3) and give to each group an ELD list of competence, post-its and pens.</p> <p>First introduce ELD and go briefly through the list of competences together.</p> <p>Then give the participants the task to think individually about a situation they lived where they were the protagonist of the action.</p> <p>After that, one by one the participants have the task of telling the situation while the other listener/s go through the list of competences, choose and write down on a series of post-it all the competences (one competence per post-it) that the teller used in that specific situation.</p> <p>In conclusion, when all the participants in the groups had the opportunity to tell their stories, each of them will receive from the others their competences' post-it as a reward.</p>
DEBRIEFING/ EVALUATION	Make a final reflection all together about how the exercise was and what the participants will take with them.
TIPS FOR TRAINERS	Go around the groups during the exercise and eventually help the participants to find competences for the others.

ACTIVITY #8	
TITLE	5 WAYS TO WELLBEING
SUB-TOPIC(s)	<ol style="list-style-type: none"> 1. Self-discipline 2. Stress Management 3. Personal goals 4. Sense of purpose
OBJECTIVE(s)	<p>Over the last few years, the UK's National Health Service have adopted a new approach to wellbeing, called the '5 Ways to Wellbeing'. This approach centres on the theory that improving our wellbeing can be categorised into 5 sets of actions: Connect, Be Active, Take Notice, Keep Learning and Give.</p> <p>This activity is a great way to introduce young people to the 5 ways to wellbeing and make them reflect about actions they can take in their everyday life. Just small changes in the things we do each day in these areas can help us feel more positive, handle stress and cope better.</p>
TIME	45 minutes
MATERIALS & PREPARATION	A computer and a projector, list of the 5 ways to wellbeing in annex, pen
INSTRUCTIONS	<p>Introduce to the participants the 5 ways to wellbeing by for example showing them this video https://www.youtube.com/watch?v=_gJ5V525Sck or the description in the NHS website https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/</p> <p>Create small groups and give each participant a "List of the 5 ways to wellbeing". Give them the task to think about each of the 5 ways and come up with some other ideas of their own which might help them to feel better.</p> <p>Next step is to ask the individual to make an actual plan. Which actions do you choose? When are you going to do it? How? Follow up?</p>
DEBRIEFING/ EVALUATION	At the end of the activity ask the participants to share some of the actions they choose.
TIPS FOR TRAINERS	

	What are you going to do each day/week? Plan when & how
Connect with others Strengthening relationships and feeling valued and close to others is good for wellbeing.	Ideas: <ul style="list-style-type: none"> • Watch films or a box set (or two) with someone • Share some funny YouTube clips with someone • Play a game with someone in your home • Talk to someone in your home • Plan activities to do in the home with people • Message a friend to ask about what they are doing • Talk to someone on the phone, through SKYPE, FaceTime or similar • Do things together with people at home What else could you try?
Stay active Being physically active improves mental wellbeing whilst decreasing anxiety and depression as does eating healthily and getting enough sleep.	Ideas: <ul style="list-style-type: none"> • Create a routine to do every day • Go for a walk if you can • Plan a household schedule and agree how the household will run with everyone at home every day • Do some physical activity in your home • Dance to your favourite songs • Run up and down the stairs • Do some star jumps • Clean a room in the house • Have a Wii-fit competition • Stretch your arms and legs • Do a YouTube exercise class • Start an indoor exercise challenge app • Do some weights with some tins of beans • Create a rota or plan for household jobs and things that need to be done • Get up at the same time each day and go to bed at the same time. Avoid laying in all day. What else could you try?
Take Notice Paying more attention to the present moment boosts wellbeing.	Ideas: <ul style="list-style-type: none"> • Be close to nature • Have pictures of nature around the house • Use your 5 senses (sight, touch, smell, sound and taste) to notice the things around you • Open the window and watch and listen to the animals and birds outside • Grow some herbs or plants on a window sill • Try a new food and notice how it tastes, feels, smells • Close your eyes and notice what you can here • Notice the nice things other people in the house do for you and tell them • Download a mindfulness app and practice every day • Listen to your favourite music • Create a coping toolbox. Pick items which use the 5 senses. It might include colouring pens and pictures, stress ball, bubbles etc. What else could you try?
Learn Learning and seeking out new things stimulates the brain and helps contribute to wellbeing.	Ideas: <ul style="list-style-type: none"> • Do something which gives a sense of mastery • Get creative • Try something you've never done before • Research something interesting to you • Learn a new word every day • Play a quiz with friends or family on line or face to face • Learn a new hobby • Read a book • Paint, draw or colour • Make and decorate a cake • Decorate a room • Tidy or rearrange the furniture in a room • Try a new recipe What else can you try?
Give Acts of kindness, no matter how large or small, can increase happiness, life satisfaction and a general sense of wellbeing.	Ideas: <ul style="list-style-type: none"> • Sort through your things and get things you don't want ready to go to charity • Offer to help someone do a task • Bake a cake or cook a meal for someone • Give your pet a hug • Drop a note through a neighbour's door asking if you can walk their dog or get something for them. What else can you try?

ACTIVITY #9	
TITLE	Healthy Coping Strategies: BINGO!
SUB-TOPIC(s)	1. Self-discipline 2. Stress Management
OBJECTIVE(s)	Positive coping strategies play an important role in helping us maintain good mental health. Use this bingo game to support youth by building awareness of mental health in daily life. Mental Health Management Bingo can be a great way to open up discussions on key elements of overall well-being. While it aims to raise awareness about the importance of positive coping strategies, it can also be a great way for young people to bond with one another and discover new, healthy ways to look after their mental health.
TIME	60 minutes or more depending on the group size
MATERIALS & PREPARATION	Mental Health Management Bingo sheets (https://positivepsychology.com/wp-content/uploads/2018/01/Mental-Health-Management-Bingo.pdf) Pen
INSTRUCTIONS	1. To begin, read through each square at a time. As you go, ask your participants whether the coping strategy matters to them, and try to find out which they find helpful when they are stressed or struggling emotionally. 2. Ask each participant to note down the three coping strategies they find most useful when they are unhappy. Tell them to keep these hidden from other participants, for now. 3. Explain why each coping strategy might be helpful for someone who has a mental health condition, such as depression, anxiety, or stress. 4. Next, invite the participants to walk around with their sheets. They should ask their classmates for their favorite coping strategy, as well as a few questions about it. If a student has chosen e.g., "Paint, draw, or write something," their peer might ask "How does it help?" "What do you paint?" "How does it make you feel?". With the answers to three strategies, participant can cross off the corresponding box on their squares. 5. The first participant to complete a row or column of checked boxes wins. Tell them to call out 'Bingo!'
DEBRIEFING/ EVALUATION	
TIPS FOR TRAINERS	Before playing, hand out a copy of Mental Health Management Bingo sheets to each participant, as well as something to write with. Ask them to take a look at their bingo sheets. Mental Health Management Bingo can be repeated with participants' second favorite strategies if there is no winner the first time around.

RESOURCES

- Activity 1: inspired by <https://toolbox.hyperisland.com/letter-to-myself>
- Activity 3: inspired by <http://igorardoris.se/ovning-i-sjalvdisciplin/>
- Activity 6: about the Mindful-S.T.O.P. technique
https://www.researchgate.net/publication/262061409_Mindful-STOP_Mindfulness_Made_Easy_for_Stress_Reduction_in_Medical_Students
http://centaur.reading.ac.uk/81930/1/Passmore%20%282017%29.%20Mindfulness%20Coaching%20-%20STOP._.pdf
- Activity 7: information and material about ELD <http://eldkompetens.se/english/>
- Activity 8: <http://youngwrexham.co.uk/wp-content/uploads/2020/03/Resource-pack-for-young-people-school-version-3.pdf> , more about the 5 ways to wellbeing
<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/> and <https://www.startnowcornwall.org.uk/five-ways-to-wellbeing/>
- Activity 9: <https://positivepsychology.com/wp-content/uploads/2018/01/Mental-Health-Management-Bingo.pdf> and more about positive coping mechanisms
<https://positivepsychology.com/coping/>

3 | MANAGING FEELINGS

AIM & OUTCOMES

This module on management of feelings wants to provide youth workers with activities aimed at the development of some competencies of Emotional Intelligence among young NEETs. Those competencies are related to the ability of managing feelings, which is something NEETs really struggle with, due to their age and to their life situation.

The objectives of the present module are:

- Raising awareness among NEET youth about taking control of their life and the importance of decision-making.
- Stimulating them to work on themselves and to be aware of the improvements.
- Developing a sense of self-efficacy: understanding the importance of the contribution that they can bring when engaging in activities.
- Accepting themselves with strengths and weaknesses, but with an active attitude aimed at a general improvement.
- Taking control of emotions and learn how to manage them effectively.
- Recognising the relevance of autonomy and responsibility towards their actions and the consequences that can come from them.
- Being able to work through their own experiences, past and present, in order to refine their behaviour and their strategies
- Improving their understanding of their life to better understand other's.

The outcomes that we want to obtain with this module are directed to youth workers and are:

- Deepened knowledge of exercises to develop the competencies described in this module, like non-judgemental analysis and active listening, empathy, stress management, flexibility and adaptability
- Tips on how to interact with NEETs during the activities, feeling them connected
- Activities aimed at young NEETs, but that should in a first place be experienced by youth workers, in order to become more confident, learn their dynamics and be more prepared in managing emotions in volunteering activities.



In a nutshell, we believe that learning how to regulate own's emotions gives youth freedom of choice and self-knowledge that are vital in the process of designing their lives.

SUB-TOPICS

3.1 | Self-awareness and Self-acceptance

3.2 | Emotion Regulation

3.3 | Reflection and Review

DURATION

6 hours

COMPETENCES DO BE DEVELOPED

KNOWLEDGE

- Deepen the knowledge about Stress and Emotional Intelligence
- Conditions that trigger stress and impulsive reactions and factors that help to calm down
- Ecological framework of human development
- Social and emotional learning
- Emotions as critical factors in the recruitment, retention, and wellbeing of volunteers

SKILLS

- Non-judgemental analysis and active listening
- Empathy
- Stress management
- Analysis of the trigger factors
- Flexibility and adaptability
- Ability to rationalize processes and experiences and think with a cause-effect logic

ATTITUDES

- Self-compassion
- Open mindedness towards innovative strategies
- Curiosity
- Self-improvement
- Positive and constructive reflection and self-criticism
- Proactivity
- Critical thinking
- Overcome stereotypes

ASSESSMENT GUIDANCE

All the following activities should be implemented in the first place with youth workers, in order to understand the dynamics and become more expert (experiencing the benefits for themselves); only on a second phase they should be proposed to young NEETs. These activities can be used for a pre-evaluation, during the first meeting, or during further or the ending meeting, to have more elements to value in an eventual change. These activities are developed in order to give the participant the task to evaluate themselves and their progress; their ability to value the evolution of their strengths and weaknesses related to Self-awareness/acceptance/regulation from the first meeting to the final one can be considered as a useful indicator of the 3rd set of competences, **Reflect and Review**.

Self-awareness: after choosing a topic and its guiding questions (both topic and questions must be selected in such a way to bring out the "different dimensions" of each person's personality),

organizers will ask each participant to produce a simple artefact and to imagine a little story behind it, that will be later shared with all the others.

Self-acceptance: Have the participants form a circle. One by one, they will share a word on each participant (based on a first impression). The same must be done at the end of the meetings, but this time the adjectives will be based on a deeper knowledge of participants. The group, guided by the organizers, will discuss the multiple perspective of each player, and how those different visions match with the one of the judged and its evolution during the meetings. The discussion can take place in little groups, and the next step of reflection can be done in group or individually, maybe following some guiding questions.

Emotion-regulation: the working group proposes stressful situations that one or more participants have faced during the meetings. Everyone can take part in the discussion, sharing the strategies he/she would have used to face the problem. The goal is to understand the variety of ways that we have to solve problems and to find the one (or the few) that is (are) most efficient, or that fits the best the involved person, bringing maximum benefit without colliding with his/her personality.

Last but not least, it's important that youth workers will support NEET youth in reflecting about the importance of “managing feeling” as active citizen, especially referring to volunteering initiatives. Through a brainstorming, with papers and post it notes, the youth worker can facilitate a reflection on the role of emotions in social relationships, referring both to the relationship with peers, team members, other volunteers, and to the relationship with the beneficiaries of volunteering activities. The questions to facilitate this reflection may focus on how the awareness of one's strengths and weaknesses translates, emotionally, into the relationship with others, and on how the regulation of emotions is important in social relationships, especially if it occurs with vulnerable people. who have emotional difficulties.

Tools and tips for self-assessment and describing competences

<https://www.youthpass.eu/downloads/13-62-389/ValuedByYouValuedByOthers-chap4.pdf>

Training materials for NEET teachers

<https://www.et-neets.eu/images/TMNT%20Materials.pdf>

The 4 S's Interview

<https://www.search-institute.org/wp-content/uploads/2019/08/4-Ss-Interview-download.pdf>

Reflective group conversation

http://actforyouth.net/resources/pyd/pyd_4-3_reflective.pdf

Self-help

<https://www.anxietycanada.com/free-downloadable-pdf-resources/>

3.1 | SELF-AWARENESS and SELF-ACCEPTANCE

THEORETICAL CONTEXT

Self-awareness is a basic competence for every human being in order to orientate our choices and to understand what happens in our mind that sometimes drives our way to interact with internal or external events.

Being self-aware means knowing the reaction that we are going to have facing a particular situation, what brings illness or instead wellness, what motivates us and what hinders us. When we know ourselves, it is much simpler to be able to choose enriching and pleasant experiences and to face our daily challenges with a positive attitude.

Being self-aware also means knowing our strengths and our weaknesses, our identities and the part of us that we are keener to show to others and the reasons behind this.



To develop Self-awareness it is useful to be engaged since the early age, through curiosity towards our reactions to events. Every time we react to an event, we should learn to ask ourselves: why do I react like this? What are the environmental factors that are positively/negatively affecting my reaction? Does this reaction make me feel comfortable on a short/long term? How can I change my reaction to feel better?

The development of self-awareness can never be considered completed, because we constantly evolve so our 'self' changes, hence if we don't want to be trapped in a static and wrong self-perception, we must keep questioning ourselves.

It is important to underline that self-awareness must be developed through a non-judgemental approach. Understanding our reactions indeed, shouldn't be made to feel inferior or inadequate, but instead it must be a starting point to intervene on our response in order to make it more efficient and feeling better with ourselves and with the others.

Teach young people to become self-aware is important because, mainly during stages like adolescence, when the body quickly changes and the mind struggles to keep up with these changes, it can be really useful for them to understand their own reactions, what they like and what they do just to please others, which path they want to take, what are their main talents and attitudes.

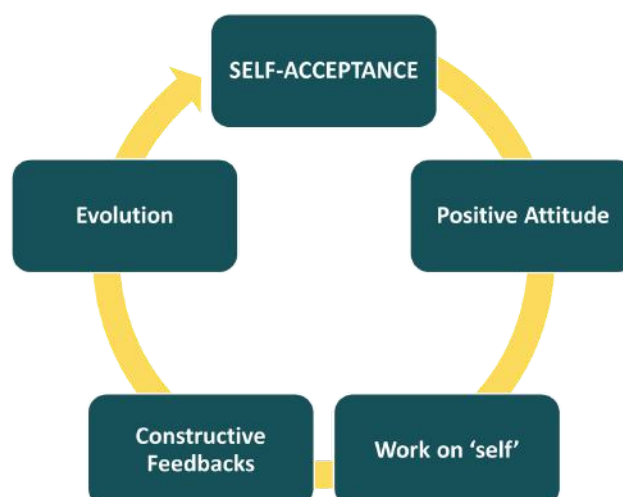
Self-acceptance is another basic competence. It is the first step to start working on yourself. Youth have to deeply focus on their strengths and weaknesses and think about what they can actually change and what they cannot. Then, they can start changing what is possible and accepting both what they can't change and their future evolution. All this path must be done with a positive and constructive attitude.

Human beings always struggle with self-accepting but mainly during adolescence, which is one of the most rapid phases of development. While perceiving ourselves as acting in a wrong way, we also perceive other people as perfectly capable of living at their best with the minimum effort.

Self-acceptance is hard, because it requires to constantly test the vision we have of ourselves and to match it with external feedbacks that force us to change perspective on ourselves, something that we would gladly avoid so to remain in our comfort zone.

Young people should learn to self-accept their actual and future condition in terms of body and mind, not with a feeling of lack of control, but instead with the awareness of being able to take control of their life shaping process.

They should also learn how to give value to their strengths and how to smooth and accept their weaknesses, because it may seem trivial but, the exact mixture of them weaknesses is what make us unique, different from everyone else.



All this knowledge is important because, if the youngster makes a deep analysis and he/she accepts him/her self, he/she will be more able to do the same with people around them, so to weave stronger and more beneficial relationships.

Referring to YES training programme, aimed at support youngsters in acquiring skills, Knowledge and Attitude of an Active Citizen engaged in volunteering projects in their local community, as the experience of emotions is closely linked with the fulfilment or obstruction of personally important values and needs (Paterson & Härtel, 2002), an emotions perspective of volunteering has much to offer.

RESOURCES

- <https://www.transformingeducation.org/resources/for-educators/>
- <http://actforyouth.net/>
- <https://commutiny.in/youth-leadership/self-awareness-for-young-leaders/>
- <https://sentyr.eu/>
- <https://www.coe.int/en/web/youth-portfolio/youth-work-essentials>



3.2 | EMOTION REGULATION

THEORETICAL CONTEXT

Emotion regulation is a fundamental skill. Being able to regulate our emotions means knowing how to recognise feelings and how-to response in accordance. It is an important asset to achieve especially when dealing with new and difficult situations, because it allows the use of strategies to calm down and think clearly. This skill can be trained and strengthened through a continuous exercise of recognition of one's emotions, of reflection of one's reactions and through a constant search of the adequate strategies for their management.

Young NEETs should be provided with the right tools to manage their emotions and their responses to them because, mainly during adolescence, they get in touch with new and uncomfortable situations that can cause anxiety and uncontrolled reactions of fear and stress. Hence, they need to be able to calm down, think properly and apply the most effective intervention.



Referring to the context of active participation and volunteering, the ability to experience and express emotions is more important than they might realize.

As the felt response to a given situation, emotions play a key part in their reactions. When a young volunteer is in tune with them, he/she has access to important knowledge that helps with:

- decision-making
- relationship success
- day-to-day interactions
- self-care

While emotions can have a helpful role in their daily life, they can take a toll on their emotional health and interpersonal relationships when they start to feel out of control.

RESOURCES

- <https://www.skillsyouneed.com/>
- https://www.acf.hhs.gov/sites/default/files/opre/sr_ado_brief_revised_2_15_2017_508.pdf
- https://childhub.org/en/system/tdf/program_m.pdf?file=1&type=node&id=11534 Section II
- <https://www.healthline.com/health/how-to-control-your-emotions>

3.3 | REFLECTION AND REVIEW

THEORETICAL CONTEXT

Making mistakes is one of the most effective ways to improve. How? Through reflecting and reviewing, two key actions to grow and improve our management of situations and relationships.

They are connected to the development of critical thinking, to the ability to ask themselves effective questions, to the ease of distinguishing among objectivity and subjectivity, to the propensity to think in an unconventional way, getting out of usual patterns, to question pre-packaged thoughts and stereotypes.

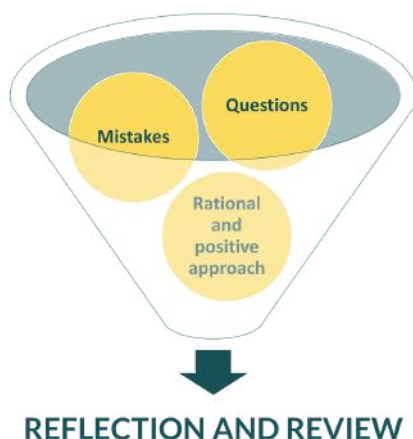
With exercises of critical thinking applied to particular events, past choices, trying to propose more innovative and effective solutions to deal with them.

Another important exercise is to constantly put in other people's shoes, looking at personal challenges from different points of view, and the competence thus developed can bring benefit not only for yourself but also for other people.

With empathy, it's possible to empathize with the others and learn and understand their needs, motives and feelings. Likewise, empathy enables people in conflict situations, whether with ourselves or others.

While doing these exercises is important to proceed with a non-judgemental attitude, avoiding negativity and criticism, instead being rational and showing a positive approach.

Young people have usually the tendency to react instinctively to events, not giving enough attention to mistakes and to what they can learn from them, underestimating the consequences of wrong decisions. Young people should learn how to treasure mistakes so to understand what is needed to improve.



RESOURCES

- <https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/05/Activities-for-Adolescents.pdf>
- <https://www.brandeis.edu/lemborg/employees/pdf/planningandreflection.pdf>
- <https://www.doe.in.gov/sites/default/files/sebw/sel-toolkit-final-updated-cover.pdf>

PROPOSED ACTIVITIES

ACTIVITY #1	
TITLE	Theatre of Oppressed
SUB-TOPIC(s)	1. Self-awareness and Self-acceptance 3. Reflection and Review
OBJECTIVE(s)	To be aware about problems, to solve conflicts, to try strategies, to debate; to develop possible alternatives to oppressive forces in individuals' lives; to become active and they explore, show, analyse and transform the reality in which they are living.
TIME	2 hours for each workshop
MATERIALS & PREPARATION	Paper and pens; flip chart and markers. Example of TO workshops with youth implemented in the youth project "E/I-motion: Unconventional Community Networks and Learning in support of Marginalised Youth Integration".
INSTRUCTIONS	<p>The theatre of oppressed arises from the questioning of the political use of theatre, that is, the use of art as a means of knowledge and transformation.</p> <p>The theatre of oppressed is one of the most consistent experiments to work with the theatricality of ordinary people.</p> <p>The starting point of an intervention with the TO is not the theoretical analysis of the situation, the a priori examination of the oppressions of a community. The operative fulcrum of the TO is to question the people who live there, so that they can express theatrically the oppressions they feel.</p> <p>The TO seeks to start from the image of the world that groups and people have, to give them opportunities and tools to enlarge it, deepen it, etc.</p> <p>The TO uses, in part of its work, a series of techniques based on images built with people's bodies; from here we start for successive improvisations, called "dynamizations" of the image. It is a language, as such with its own peculiar characteristics.</p> <p>The body image is a type of analogic codification and therefore participates in the characteristics of other languages (musical, poetic, etc.) such as polysemantic, non-negation, ellipticity ... Allows you to say and allude, to say things that are not still clear according to linear, logical-verbal thought processes; it allows us to project our own discourses on the discourse of the other and to recognize unexpected connections.</p> <p>GAMEXERCISE So called by Boal the games and exercises of the TOD arsenal that play both the function of play (relationship with the other - dialogue) and that of exercise (relationship with himself - monologue). They are the basis for developing the idea that <the body thinks> and not just the brain, as Boal repeats during the internships.</p> <p>THEATER-IMAGE It is the tool that essentially uses the language of the image (see) through which to create a sort of "visual debate" bringing into play the different "visions" of the spectators. In this way it enhances the cognitive and not merely aesthetic function of non-verbal languages. It is used both within the training courses to search for images of oppression, and to stimulate reactions from the public passing through public places (streets, markets, squares, bars ...)</p> <p>THEATER-FORUM Forum theatre present a scene or a play that must show a situation of oppression that the protagonist doesn't know how to fight against, and fails. The spect-actors are invited to replace the protagonist and act out all possible solutions, ideas, strategies. The other actors improvise the reactions facing each new intervention, so as to allow a sincere analysis of the real possibilities of using this suggestions in real life. The other people are also involved in remarking changes, goals and weaknesses of the strategy and giving their opinion about the workability of the action.</p>

DEBRIEFING/ EVALUATION	<p>In the TO, one of the key aspects of the method is the maieutic attitude of the conductor (or Jolly) who tries to get the reflections out of the group, with a process that is very close to the "conscientization" elaborated by P.Freire, to whom Boal was inspired.</p> <p>The Jolly Boalian maieutic is the "curiosity to know what people really think", free from immediate judgments of value and moralistic considerations.</p> <p>In this maieutic process, the audience of <spect-actors> reflects, collectively, on their own problems. And this happens at multiple levels: intellectual, emotional and bodily; because the theatre simultaneously engages the mind, the heart and the body.</p> <p>In the process spect-actors can reflect collectively on social issues that affect local community, as on problems related to societal challenges, and they can try to find possible intervention strategies to act in the community contributing to solve the challenge.</p>
TIPS FOR TRAINERS	<p>To facilitate a FT workshop is about creating a safe, open and creative space and sense of community. In FT the young participants use themselves as a tool, and they have to feel safe and comfortable exposing themselves whilst sharing challenges with other people. Amongst youths it's extra important because they're often very sensitive about other youth's opinions and judgements.</p> <p>It is important to create closeness in many ways. Closeness to and within the group you're working with. Closeness to the themes and experiences being discussed and played out, and closeness to the method - to know the games and being able to adjust them to different settings, themes and groups of people. In facilitating a FT process it is necessary to have a clear structure, but be open for the group's interventions.</p> <p>When learning to facilitate a FT process it is important that we have tried out the exercises and methods on ourselves first. How do we react? What do we feel and think? What do the games do with us? How is it to share personal experiences and thoughts? What does it do with me? First after this we might say something about what can happen to others going through the same process. We find that it's important to give time and space, and confidence and motivation for young people to express themselves.</p>

ACTIVITY #2	
TITLE	The 4 feelings
SUB-TOPIC(s)	2. Emotion Regulation 3. Reflection and Review
OBJECTIVE(s)	To know to recognise feelings and how-to response in accordance To clarify which are the feelings that the participant can express easily, and which are the ones with which he has more difficulty
TIME	1 hour for each workshop
MATERIALS & PREPARATION	Paper and pens (each participant) Relaxing music
INSTRUCTIONS	<p>The conductor gives a paper to each participant with a table with 4 cells in which the 4 words are inserted: Happiness, Sadness, Fear, Anger. <i>It is possible also to use Emoticons instead words.</i></p> <p>He invites participants to write or draw in each part the answer to each question: 1. what makes you happy? 2. what makes you sad? 3. what scares you? 4. what makes you angry?</p> <p>The facilitator leaves 5-10 minutes to think and complete the task, sharing a relaxing music. After that, in the first step he puts the paper with the name of each feeling in each corner of the room and invites each participant to move to a corner of the room that represents one of the 4 feelings, depending on which emotion they feel prevailing at the moment or that they want to share with the group. Each participant will move to one of the corners of the room and will explain what and why.</p> <p>In the last step he invites each participant to move to a corner of the room that represents the emotion that they prefer not to feel, asking them what and why.</p>

DEBRIEFING/ EVALUATION	<p>Trainers can talk about feelings that people find difficult to share, which ways to find to share that feelings.</p> <p>They can talk about consequences of the repression of certain feelings; they can underline the importance of expressing certain emotions that offer us information about what is suitable and what is harmful for us.</p>
TIPS FOR TRAINERS	<p>This can be a good activity to open a training session revealing the participants' main interests and concerns, in order to decide which exercise is most appropriate to propose later.</p> <p>To facilitate an online workshop is about creating a safe, open and creative space. The young participants have to feel safe and comfortable exposing themselves whilst sharing emotions and personal experiences with other people. Amongst youths it's extra important because they're often very sensitive about other youth's opinions and judgements. The facilitator can open the workshop sharing some "common rules" like: listening, respect, not judgmental attitude, etc.</p> <p>To facilitate the discussion after the individual reflection and feedback, in the debriefing, the facilitator can use some pictures of ordinary life situations (at home with the parents, in the street alone, with friends in a park, in a job interview, in the city near a person who is offended by others...) investigating which emotions they feel in each situation, and how they express them.</p>

Happiness	Sadness
Fear	Anger

ACTIVITY #3	
TITLE	Human Library
SUB-TOPIC(s)	<ol style="list-style-type: none"> 1. Self-awareness and Self-acceptance 2. Emotional Regulation 3. Reflection and Review
OBJECTIVE(s)	<p>With this activity, you can learn more about the people you meet and their challenges.</p> <p>Social understanding</p> <p>Improve youth's engagement in society, expose them to different way of thinking to fight discrimination and stigmatization.</p> <p>The goal is to increase civic engagement and understanding of diversity in order to help create more inclusive and cohesive communities with the aim to help get rid of discrimination, prevent conflicts and contribute to greater human cohesion across social, religious and ethnic divisions.</p>
TIME	30-60 minutes
MATERIALS & PREPARATION	<p>Paper, Pens, , A4 sheets, Tape</p> <p>https://www.salto-youth.net/downloads/toolbox_tool_download-file-2219/CC_booklet_V1_compressed.pdf</p>

INSTRUCTIONS	Invite some volunteers from the group to present themselves as a book. In order to do that, prepare a flipchart poster and invite them to write down a book title. Afterwards, they will be "books" and the rest of the group - readers. In order to come up with the title of their book, they should focus on a difficult time in their lives that they would like to share with the group. After the volunteers write their book titles (without their names) the group decides which book would they like to "read". Each book then goes to a dedicated corner of the working space and the people who would like to read it, go with them. If time allows it, people can read more than one book.
DEBRIEFING/ EVALUATION	The Human Library is, in the true sense of the word, a library of people. An event where readers can borrow human beings serving as open books and have conversations they would not normally have access to. Every human book from the bookshelf represent a group in our society that is often subjected to prejudice, stigmatization or discrimination because of their lifestyle, diagnosis, belief, disability, social status, ethnic origin etc. An active citizen needs to have an open mind and has to be able to increase civic engagement and understanding of diversity in order to help create more inclusive and cohesive communities.
TIPS FOR TRAINERS	<ul style="list-style-type: none"> • Treat other participants with dignity, respect, care, and courtesy at all times. • Avoid inappropriate verbal language or physical gestures during the Human Library event. • Do not recruit, evangelise, or proselytise your views, beliefs, or politics with a view to conversion during the Human Library event. Discussion and debate, yes; Recruitment, no. • No threatening or intimidating behaviour towards others, whether physical, verbal or psychological. • Do not take advantage of inside knowledge of the particular vulnerabilities of sensitive participants to abuse, bully, coerce, hurt, manipulate, or shame. • Do not express or act on the very prejudices and stereotypes that the Human Library seeks to dispel - e.g., homophobia, Islamophobia, anti-Semitism, racism, xenophobia, sexism, transphobia, ageism, ableism etc. • Be careful and sensitive when using humour - not everyone may get the joke. Check-in with people to confirm they are ok with humour, teasing, jokes, etc., particularly if they are looking uncomfortable. Who are my people? • Do not deliberately give offence to another participant. If you take offence at something - it may be unintended or accidental - and you feel able to, try to confirm the context and whether cultural or communication differences may have accounted for it. • Raise and report issues with librarians and organisers if you feel unable to raise it directly with another book or staff member.

ACTIVITY #4	
TITLE	Levande Verkstad
SUB-TOPIC(s)	1. Self-awareness and Self-acceptance 3. Reflection and Review
OBJECTIVE(s)	Levande verkstad is based on the assumption that all people are creative and possess a need to express themselves. This method is used all over Sweden and requires specific education for the one who wants to work with this method. These are some of the main learning objectives. Empower the participants through better self-confidence Encourage participants to avoid conventional thoughts Make way for their own experiences Give the participants a safe zone to practice their social ability
TIME	2 hours for each workshop
MATERIALS & PREPARATION	A Levande Verkstad pedagogue and an atelier with material. There is a community for pedagogues working with Levande Verkstad. https://www.levandeverkstad.se/
INSTRUCTIONS	The method can be used in many different ways. Once every week you go to an atelier with a group of youth and there you can find all kinds of material to get creative. There is everything for painting, drawing, carpentry, sewing in different techniques, pottery and so on.

	The pedagogue introduces a new technique every time, but the participants can always follow their lust and do whatever they want in the atelier. For the following 2 hours participants create, and it is amazing to see what can happen with tools in hand.
DEBRIEFING/ EVALUATION	Every activity or session ends with a talk about how the day has been, a conversation based on each participant's experiences, personal expressions, thoughts and insight. An active citizen needs to have the competences to be creative in analysing complex situations, in order to think to possible solutions in a natural way, also exploring unexpected thoughts.
TIPS FOR TRAINERS	Levande Verkstad uses different materials and techniques to work with arts and crafts. Every different technique or activity done is used to inspire, stimulate and arouse curiosity without any kind of judgment. It's always well planned with an educational purpose and is always customized to the target group so that the participants can proceed forward in the creative process in a natural way. The different creations are never rated since it might hamper the creativity process. Even though Levande Verkstad method needs education we can apply parts of the method in activities done without a specific pedagogue.

RESOURCES

- Competences for youth workers: https://www.salto-youth.net/downloads/4-17-3460/CompetencemodelForYoutworker_Online-web.pdf.pdf
- Resources for youth development and youth workers: <http://actforyouth.net/>
- Skills for young people: <https://www.skillsyouneed.com/>
- Education, Assessment, Learning, Development: <https://www.edutopia.org/>
- Ecological models of human development:
<http://edfa2402resources.yolasite.com/resources/Ecological%20Models%20of%20Human%20Development.pdf>
- Social and emotional learning:
https://www.researchgate.net/publication/284593261_Social_and_emotional_learning
- Managing feelings in volunteering: Härtel, C. E. J., & O'Connor, J.M. (2015). The Critical Role of Emotions in the Recruitment, Retention, and Wellbeing of Volunteers – A Review and Call for Research. In C.E.J. Härtel, W.J. Zerbe, & N.M. Ashkanasy (Eds.), Research on Emotion in Organization s: New Ways Of Studying Emotion In Organizations. (Chapter 16). Bingley, UK: Emerald Group Publishing

