



CREATIVE MINDSET



PR2: READY TO USE SCENARIOS



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:: 1.1 Introduction

“The Creative Mindset” project wants to focus on 2 aspects that are combined. The first is Creativity – creative problem solving, it will facilitate the process of boosting creativity. The second aspect is distance/digital learning which is a must in pandemics and after pandemic times.

One of the main goals of the project, is to equip youth teachers and trainers, youth workers, leaders, and educators in partnership countries (and by using e-learning tools in the European Union and worldwide) with tools and knowledge on how to deploy remote learning programmes, using creative techniques and a mix of technologies and how to combine it with relevant and end engaging content, a well-articulated instructional model, effective teaching presence and learner support.

The project goal is to equip target groups with tools to design and facilitate digital and distance(remote) learning, adapt digital competencies, and build the capacity of YOUTH teachers/trainers to implement online teaching and learning by using the special methodology, creative techniques, inclusive learning, eLearning.

:: 1.2 Ready to use scenarios

The main objective of this document is the development of creative workshop scenarios for youth trainers, workers, leaders, educators and partners' staff based on different subjects related to the topic of creative mindset, with the aim to empower youth with techniques to be creative, to give teachers/trainers a ready to use tools.

:: 1.2.1. Workshops: Structure, topics and target group

Each partner has contributed in the development of the different 15 workshop scenarios, which can be used by youth teachers and trainers with the aim to enhance creativity, empower by design thinking and creative problem solving techniques.

Regarding the main target of the workshops, youth and youth trainers/educators/facilitators, NEETs and young workers.

The topics for the workshops are the following ones:

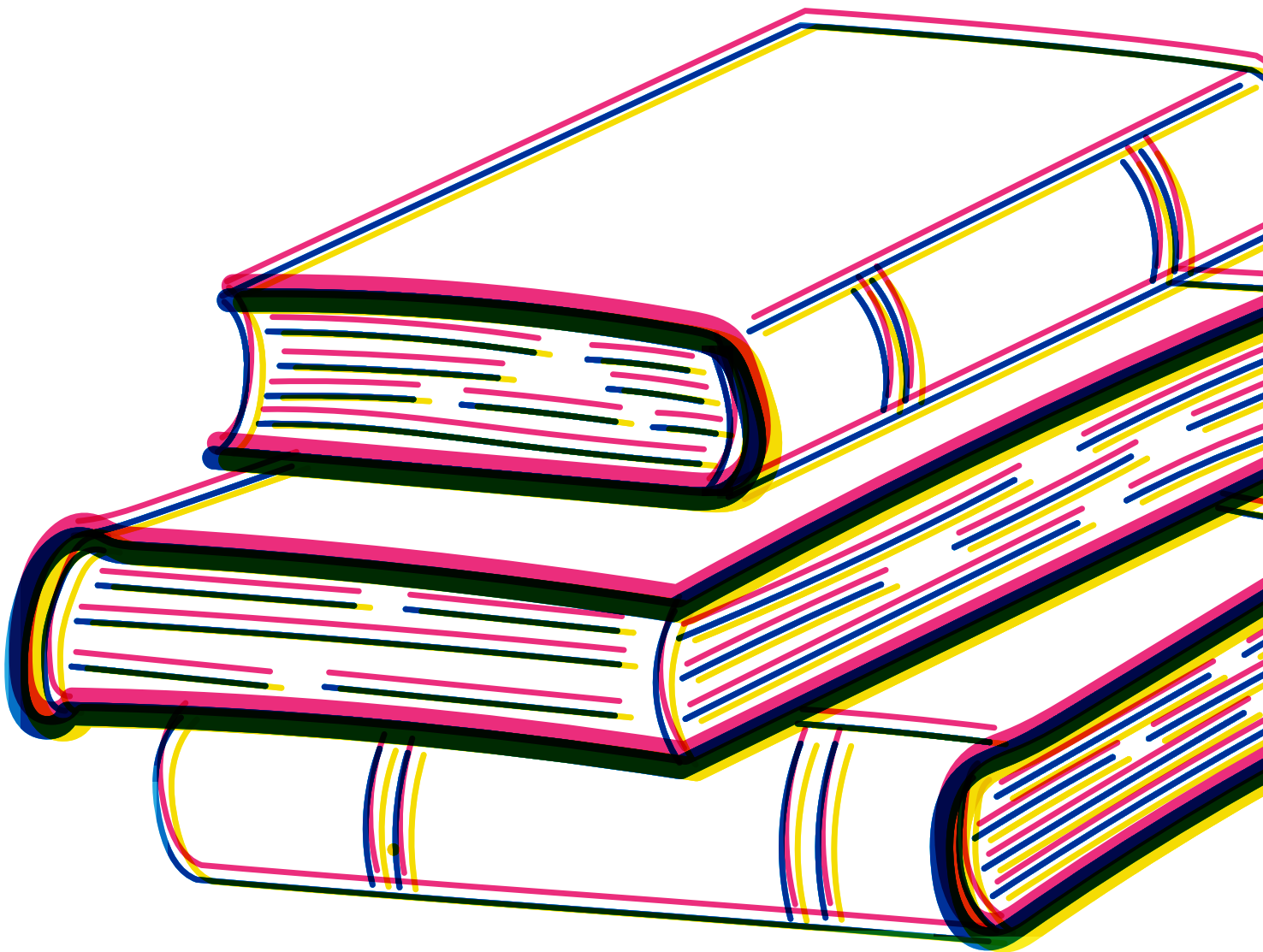
- Creativity
- Emotional Intelligence
- Decision making
- Design thinking
- Flexibility
- Mindfulness
- Planning
- Problem solving
- Well being
- Curiosity
- Creative Thinking
- Emotional Health
- Empathy
- Personal Development
- Self-expression

Each workshop has the same structure, which includes:

- Energizer
- Main Activity
- Debriefing Questions
- Feedback of the Activity

The duration of each workshop is approximately around 4 hours. This is only an indication and it belongs to the facilitator/educator/trainer implementing the scenario, to adapt it to their target group and way of working.

For each workshop, the facilitator could also count on a PPT presentation, as support materials. It can be found as annexes to this document.



WORKSHOP SCENARIOS:

CREATIVITY

Creativity is the ability to overcome traditional ways of thinking or acting, by developing new and original ideas, methods or objects. Creativity allows us to view and solve problems more openly and with innovation. Creativity opens the mind.

While for some people it may seem to come naturally, creativity is something that anyone can improve at if they give it the time and effort, through different activities (like the one provided by this workshop).

:: Time

4 hours

:: Group Size

18/20+ participants

:: Objectives

- To stimulate critical thinking and problem solving skills
- To increase productivity, as well as contributing to make feeling participants more confident
- To think out of the box and analyzing
- To develop trans-disciplinary problem-solving skills
- To analyze one situation, defining the threats and the opportunities, developing solutions
- To plan and propose creative solutions for a specific context
- To work on/train public speaking skills

:: Learning Outcomes

:: Materials

- Valueless objectives
- Flipchart papers
- Markers
- Pens

:: Introduction & Ice-breaking exercises

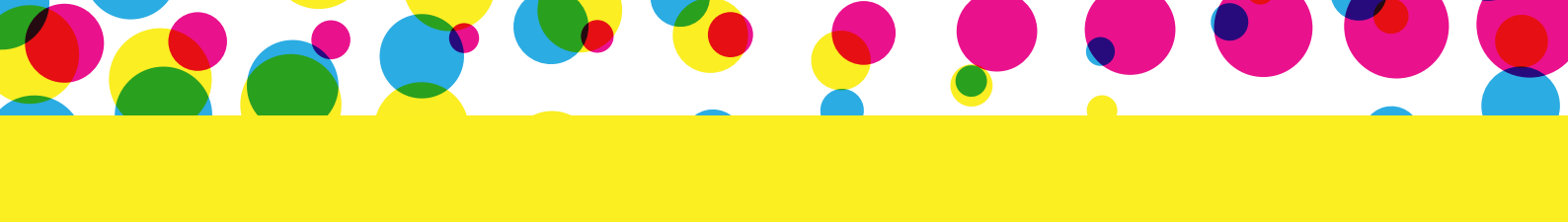
Ice-breakers (30 minutes)

The facilitator asks the participants to make pairs to start the activity.

Once the pairs are formed, the facilitator chooses a topic that participants will have to talk about, for a period of 5 minutes.

At the end of the first round, the participants need to leave their original pair and find another one. When everyone is in pairs, the facilitator notifies the participants of the new topic they will have to talk about, for a period of 5 minutes.

This procedure can be repeated 4/5 times.



At each round, the participants in pairs will have to face a different situation, which will increase the communication difficulties in the couple, prompting each participant to find creative solutions in order to share their thoughts.

Example: in the first round participants in pairs have to communicate on a topic, without being able to speak (non verbal communication).

In the second round, the participants in pairs communicate on a certain topic, without being able to look at each other

:: Activities

Presentation of the PPT and the activity (20 minutes)

The facilitator is going to present the PPT (see annex I). The group is divided into small groups of 4/5 participants each. It is important to have an even number of groups.

First step (50 minutes)

Each group has to find an object that is valueless (e.g. a pen that does not write, a mobile phone without a battery). Let's imagine that group A chooses a pen and group B chooses a telephone. Once they have chosen the object, they have 30 minutes to define a strategy that will help them sell this object, although it has no value at all. Each group makes a presentation about it via flipchart (3 minute-presentation per group).

The idea of giving new life to objects that are "useless" in the current state, wants to ensure that the participants can think and define creative and sustainable strategies at the same time. Upcycling could be defined as the process of transforming by-products, waste materials, useless, or unwanted products into new materials and it has a positive impact on sustainability.

The Ecological Value Of Upcycling

If we look at upcycling from a large, scale perspective, we can say that in theory, it contributes to the reduction of CO2 emissions, since:

- The lifetimes of the materials used are extended, but also because
- It contributes to reducing carbon emissions by extending lifetimes of used materials and products, as well as spending less energy in transforming or recycling them.

Second step (15 minutes)

Each group will have 10 minutes to analyze pros and cons of their own strategy. They will write down the notes after brainstorming it.

Third step (50 minutes)

Group A (who had the pen, as an object) now has 30 minutes to prepare a presentation on the object that Group B had chosen in the previous round (the mobile phone, in this case). Accordingly, group B will now have to prepare a presentation on a pen.

Each group has, firstly, to analyze the strategy chosen by the previous group, trying to find out another creative way to promote the same product, allowing them to better sell the analyzed product.

After 30 minutes, each group makes a presentation about it via flipchart (3 minute-presentation per group).

Fourth step (15 minutes)

Each group will have 10 minutes to analyze pros and cons of their own strategy. They will write down the notes after brainstorming it.

Fifth step (20 minutes)

Group A and group B now will have the chance to meet up and analyze the different strategies, in order to evaluate the pros and cons of each plan, defining the key points that each strategy should have to be able to sell a product.

Conclusion

What are the three basic elements of creativity?

- Intrinsic motivation
- Expertise
- Creative thinking skills

Debriefing & Conclusion

The group meets and a debriefing activity is carried out all together (30 minutes)

- How do you feel?
- How was the process of creating a common strategy in your group?

- What elements have characterized your strategy? Do you consider it creative?
- What aspects did you notice when another group presented your strategy?
- What role does creativity play in this process?

:: Homework & Feedback

As tasks, participants can try to incorporate one of the following tips (on a weekly basis) into their daily schedule, in order to increase their propensity for creativity.

Tips to increase creativity

- Surround yourself with inspiration (creating a space where you feel inspired)
- Play games, puzzles or physical sports (which will require you to develop new strategies, increase your adaptability to different context)
- Re-Conceptualize the problem (is there a different way to analyze the problem? Could it be possible to implement other solutions?)
- Dedicate 15 minutes per day to meditation (which can increase the level of creativity)
- Spend time on your creative writing (writing short pieces on a subject that interests or concerns you is a great way to develop your creative thinking ability)

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

- 3 things you learned today that you will take with you
- 3 small actions that you would like to implement in your daily life to improve your creativity

:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1)Through the development of their creativity skills, people can improve:

- Critical thinking skills

- Problem solving skills
- Productivity
- ALL OF THEM

2) Does strict strategic planning help to develop creativity?

- True
- FALSE

3) Creativity:

- May increase your stress
- IMPROVES MENTAL HEALTH
- Reduces your immune system

4) Investigation is a step of the creative process?

- TRUE
- False

5) What is one of the basic elements of creativity?

- Time Management
- Decision Making
- INTRINSIC MOTIVATION

6) Can creativity be considered as a skill?

- TRUE
- False

Note: The right answer is written in capital letters

:: Recommended online platforms

- <https://www.edrawmind.com/>
- <https://medium.com/>
- <https://www.fuzia.com/>

:: Bibliography/ recommended materials for participants

- <https://popuppainting.com/2019/01/6-benefits-of-creativity-in-the-workplace/>
- <https://www.bbc.com/storyworks/future-crossroads/the-hidden-benefits-of-creativity>

WORKSHOP SCENARIOS:

DECISION MAKING

The aim of the workshop is to empower participants with techniques to make decisions – to get familiar with Six thinking hats method and to gain knowledge on the waste sorting and its importance.

:: Time

4 hours

:: Group Size

18/20+ participants

:: Objectives

- Teamwork, collaboration and decision making process
- Exploring the subject of waste sorting in small and a little bigger scale
- Ability to implement the six Hats method based on the brain's different modes of thinking
- Ability to choose and apply appropriate problem solving and decision making processes and methods

:: Learning Outcomes

:: Materials

- Additional definition that may be used for the workshop: What is the decision?

A choice that you make about something after thinking about it: the result of deciding <http://www.merriam-webster.com/dictionary/decision>

- What is Decision Making? The thought process of selecting a logical choice from the available options <http://www.businessdictionary.com/definition/decision-making.html>

Decision making - the process of making choices, esp. important choices: <https://dictionary.cambridge.org/pl/dictionary/english/decision-making>

- What is a paradox of choice? It is a situation when we have a lot of options and we are not able to choose. Having many options to choose from makes people stressed and overwhelmed rather than happy because they can get what they want.
- Learning to choose is hard. Learning to choose well is harder. And learning to choose well in a world of unlimited possibilities is harder still, perhaps too hard– Barry Schwartz in his book The Paradox of Choice

:: Introduction & Ice-breaking exercises

The workshop will be based on the theory of decision making - Six hats thinking. It is a technique that directs you on “how to think”, helps individuals and teams look at problems and situations from a variety of perspectives.



Neutrality



Positivity



Creativity



Emotions



Pessimism



Organisation

6 thinking hats. Source: <https://think2make.ch/en/6-thinking-hats/>


Show your participants some emotions on the board or on the piece of paper and ask them to choose that emotion that is related with the way they feel before the workshop.

- Excitement
- Worry
- Interest
- Curiosity
- Tiredness
- Openness
- Anxiety
- Happiness

Ask them to explain to the rest of the workshop participants why they feel like that.

Introduce the Six thinking hats method

Based on the Edward de Bono theory we can distinguish 6 thinking hats. These techniques (hats) focus on enhancing the structure of thinking so that group decision making and idea evaluation can be dramatically improved. The hats are on our heads and indicate directions on what has happened, what has been said. There are lots of differences between hats. Hats indicate what is about to happen. The 6 thinking hats method is



based on the parallel thinking method. In this method, everybody is working in the same direction. The method encourages team building and collaboration, it allows different ideas development without pointless arguing between participants.

The colors of hats:

White hat: neutral and objective point of view, based on existing data, facts and figures without any judgment. The white color is neutral and indicates neutrality. White hat does not give any interpretations or opinions. The white hat also indicates likelihood. White hat thinking is discipline

Red hat: based on your emotions, intuition and judgment. Brings an emotional view. You can decide to use your feelings by putting a red hat on or switching off the feeling by taking the hat off. With the red hat, you can ask about the feelings of others. Red hat is also an opinion

Black hat: gives serious opinions, is cautious. Share with others why you believe the project is not promising, show all the weaknesses of the project. Black hat is about risks, dangers, obstacles, problems. Black hat points our attention to things that may be weak or harmful. It is the hat much about; if it fits'. Does the Solution affect your financial resources?

Yellow hat: brings out all the positive aspects, is optimistic and constructive. The yellow hat is like the sun, sunshine, Energy. It is the positive assessment based on logical as well as dream and hopes aspects. It is about visions and dreams


Green hat: is creativity and new ideas, is imaginative, the search for alternatives that go beyond and obvious. Provocation goes with green hat thinking

Blue hat: it is the disciplinary hat, controlling, organizing the thinking process. The blue hat is thinking about the thinking, about the process. Blue hat thinking is about planning, making conclusions, summarizing, monitoring the process and about choosing which hat to use, what sequence of hats to implement.

:: Activities

Start the session with the presentation of the PPT Decision Making (see annex I).

- (A)** Introduce the subject and problem of the workshop. A House of flats administration is getting a growing number of



complaints from habitants/flats owners as they are noticing that some habitants do not sort their waste and the whole community have to pay more for waste transport and storage. They noticed that the problem is growing – how can they solve this problem?

- (B)** Break participants in the group of four/five. Ask them to use the method of 6 thinking hats and try to find a solution to the problem or at least discuss the problem. Tell that each group will undertake six 15-minute rounds of six hat thinking, wearing a different hat for each round. They will do it in each group.
- (C)** Facilitate each group through the six 15-minute discussions, considering the problem from the perspective represented by their hat color.
- (D)** Ask participants to write their thoughts and ideas on post-it notes.
- (E)** Once the groups have worn all the hats, all participants share their thoughts for each of the hats that will give the team a full picture of the problem from all perspectives. Ask them to post their notes on the board and go through all hats.
- (F)** Ask them if they see a possible common solution? SO, is there a final decision, a plan for improvement or a solution to the problem?


:: Debriefing & Conclusion

Give participants some information on waste management. You can also give it at the beginning of the workshop to consider. Waste is a huge problem everywhere. According to the World Bank, we produce approximately 2.01 billion tonnes of solid waste each year and at least 33% of that waste is not managed in an environmentally sound manner.

Based on the Eurostat, each EU citizen generated 475kg of waste, on average, in 2015 - meaning that every one of us generated about 1.3 kg of waste per day. Is that a little or a lot? Is there any potential to reduce or change the manner of our consumption and influence the amount of waste generated?

Some tips on why we should sort our waste

Waste segregation is the sorting and separation of waste types to facilitate recycling and correct onward disposal. When waste



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Some tips on why we should sort our waste

Waste segregation is the sorting and separation of waste types to facilitate recycling and correct onward disposal. When waste is sorted correctly, it can save our environment.

Waste segregation should be based on:

- The type of waste
- The most appropriate treatment and disposal

When we sort the waste we understand how to reduce the general waste output, we also learn to identify items that can be recycled, reused. It is also a question of our morality.


There is also a law issue in each country, basically it is illegal to mix hazardous waste or waste with high levels of persistent organic pollutants.

We can also distinguish some benefits for our administration and habitants.

- Lower Waste Costs
- Increased Recycling Rate
- Increased consciousness about waste segregation obligation and benefits
- Reduced overall impact on the environment.

:: Homework & Feedback

Ask participants about their habits connected with waste sorting. Is there a place of improvement? Ask them to write 4-5 sentences about what their routines are in waste sorting and how they may improve. Ask them to be very honest with themselves and to take some decisions regarding waste sorting.



Ask participants about their habits connected with waste sorting. Is there a place of improvement? Ask them to write 4-5 sentences about what their routines are in waste sorting and how they may improve. Ask them to be very honest with themselves and to take some decisions regarding waste sorting.

Ask them to use critical thinking if possible. This may be an additional portion of knowledge that will complete the workshop subject. You may introduce the subject of critical thinking and the model of critical thinking as an incentive to think more about the workshop subject. You may also introduce those subjects at the beginning of the workshop.

As an introduction to the homework you may ask participants to try to answer that question before giving the definition:

What is critical thinking?

Critical thinking helps in making decisions, and selecting the best option, it is a starting point for reasoning in the decision making process. We have to remember that asking questions is the basis of critical thinking.

What is critical thinking?

..the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems (Chance,1986, p. 6);

You may also introduce the model for critical thinking by Richard Paul.

According to The Foundation for Critical Thinking we can distinguish the following Intellectual standards of Critical thinking:
<http://www.criticalthinking.org/>

Clarity: We must be clear in how we communicate our thoughts, beliefs, and reasons for those beliefs and free from confusion and ambiguity

Accuracy: We must be accurate and provide adequate information and be free from errors, mistakes, or distortions

Precision: We must be accurate, definite, and exact, it involves working hard at getting the issue under consideration before our minds in a particular way.

Relevance: We must bear upon or relate to the matter at hand

Depth: We must also deal with the complexities of the issue

Breadth: We should recognize insights in more than one side of a question

Logic: We should be able to conduct reasoning according to strict principles of validity, concepts, and assumptions

Significance: We must be worthy of attention, importance and having relative importance

Fairness: We should search to be -minded, impartial, and free of biases and preconceptions that distort our thinking

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

- (1)** Waste segregation should be based on:
 - THE TYPE OF WASTE AND THE MOST APPROPRIATE TREATMENT AND DISPOSAL
 - The weather conditions
 - The place on origins of disposal
- (2)** What is the paradox of choice?
 - It is a disagreement between two options
 - IT IS A SITUATION WHEN WE HAVE A LOT OF OPTIONS AND WE ARE NOT ABLE TO CHOOSE
 - It is one option to choose

:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1) In the 6 thinking hats method the red hat gives serious opinions, is cautious.

- True
- FALSE

2) In the 6 thinking hats method the black hat gives serious opinions, is cautious.

- True
- FALSE

3)Based on the Eurostat, every one of us generates about 1.3 kg of waste per day

- True
- FALSE

4)It is legal to mix hazardous waste or waste with high levels of persistent organic pollutants

- TRUE
- False

5)The decision is a choice that you make about something after thinking about it: the result of deciding

- TRUE
- False

6)Decision Making is the thought process of selecting a logical choice from the available options

- TRUE
- False

Note: The right answer is written in capital letters

:: Bibliography/ recommended materials for participants

- The paradox of choice. Available at: <https://thedecisionlab.com/reference-guide/economics/the-paradox-of-choice> (Accessed 9th April 2022)
- Paul, R. and Elder, L. (April 1997). Foundation For Critical Thinking
- Dewey, J. (1997) How we think. Dovey Publications, Inc.
- Paul, R.W. and Elder, L., (2014) Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life, Pearson Education, Upper Saddle, NJ

WORKSHOP SCENARIOS:

DESIGN THINKING

This workshop aims at providing knowledge and skills to participants about design thinking and its technique. It will allow them to implement design thinking methodology in various areas of their daily lives and a more sustainable life by adapting their solutions to the issues they may face.

:: Time

4 hours

:: Group Size

From 5 to 25 participants

:: Objectives

Young people will be introduced to the persona technique used in design thinking to empathize with the target population and to online testing techniques

:: Learning Outcomes

- Exercise their creativity
- Understand the benefit of design thinking
- Pay attention to other ideas
- Implement the concepts learned in relation with design thinking
- Ask themselves questions about the way to live a more sustainable way of life

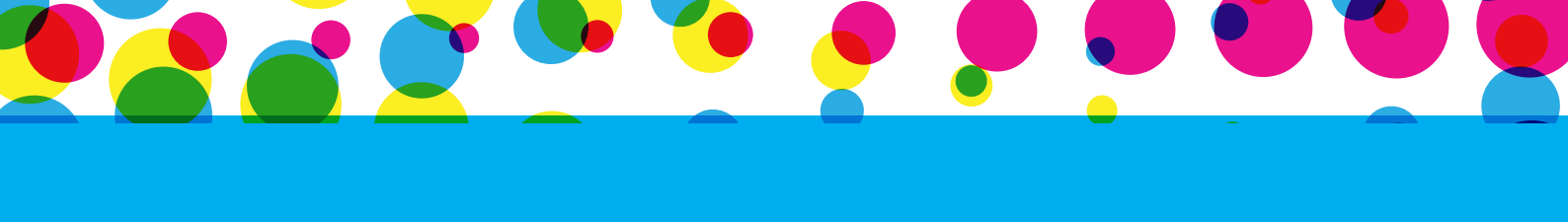
:: Materials

- Training room
- Computer/projector
- A computer for each participant
- One chair per participant
- Persona template, one per participant
- Paperboard
- Markers
- Name tags (one per participant)
- Create a Facebook group for the participants to allow them to spread their online questionnaire if they don't want to use their own networks.
- Create a Gmail account for the project that participants can use if needed

:: Introduction & Ice-breaking exercises

Ice-breakers (15 minutes)

Ask participants to write their names on the name tags and launch the game following the instructions: Participants take turns standing in a circle and introducing themselves. Then, with the help of a ball or a ball of wool, the first participant sends the ball, saying „Hello (name of the person receiving) and



the person who receives it will reply „Thank you (name of the person who sent). The aim is, as mentioned in the title, to memorize the names of the people we are going to work with.

Once that the group has played for 15 minutes and that everyone got the chance to be introduced, stop the game.

Introduction: Introduction and presentation (30 minutes)

Play the following video introducing the design thinking methodology. https://www.youtube.com/watch?v=-ySx-S5FcCI&ab_channel=InVision [3:28]

Afterwards, note on the paperboard the 5 steps of design

- Thinking:
- Empathize
- Define
- Ideate
- Prototype
- Test

Then, you will present the “Design Thinking” PPT (see annex II) to the participants. Make sure to enunciate and allow time for questions. Participants should feel comfortable in asking questions, make sure that everyone know that there are no such thing as stupid questions!

:: Activities

Activity 1: “Know your target population” (1h15)

This activity is linked to the first step of the design thinking process.

Prior research (30 minutes)

You will now ask the participants to put themselves in the shoes of an entrepreneur. Ask them to choose a green entrepreneurial business in their area and pretend it is their own. They can search the internet if they need inspiration. They should try to find out as much as possible about the products they sell and the customers they target. This step is very important because the green entrepreneurial business the participant will choose will be used in both activities of the workshop so make them know that they should choose carefully!

Create a persona (30 minutes)



Create a persona (30 minutes)

You will introduce this activity by explaining to the learners that the key to a successful product is to make it fit the users' needs. In order to do so, entrepreneurs need to know to whom they are talking to. Several techniques to have a better knowledge of the target population have been listed on the video and are more or less well known (interviews, surveys etc.).

You should now present another technique called Persona design. A persona is a user model, which has specific characteristics that determine use cases. It is basically the typical customer the entrepreneur wants to seduce with his/her product.

In order to help participants, you can show them a persona here: <https://blog.alexacom.com/10-buyer-persona-examples-help-creating/>

Using the template below (you can send it by email or give the participants a hard copy), ask each participant to create a persona (e.g. the person they want to sell their product to).

Presentation (15 minutes)

Then, ask each participant to present his/her persona.

Activity 2 : Test your green idea using online tools (1h15)

This activity is linked with the 5th step of design thinking: Testing

Each participant has now an idea of the business idea and their ideal customer - even if it's only a borrowed idea. The idea is now to let them experiment testing techniques taking into account the ideal customer they just made thanks to the persona.

Group discussion: 15 minutes

You can start asking the whole group if they know some techniques to collect potential users' feedback regarding a product or a service. You can write on the PaperBoard the key words emerging from the discussion. At this stage, make sure that you have at least the following keywords on your board: interviews, questionnaire, focus groups, pilot tests.

Then explained the difference between these techniques to make sure that everyone is familiar:

- Interviews: in depth qualitative analysis where the user answer a set of previously prepared questions
- Questionnaire: Can be used in a qualitative or quantitative analysis, the user answer a various sery of question (open and closed question can be included in this technique
- Focus group: Group of discussion with 6-10 persons who will discuss a specific topic
- Pilot tests: test of a product/service in a real environment to fine-tune it

Creating a questionnaire (20 minutes)

Having their green business idea in mind, ask the participants to think about a questionnaire to be submitted online to their targeted potential customers. Make sure they refer to the previous activity. Give them advice such as a variety of questions (open, closed, yes/no, scales etc.). Ask them to generate 10-15 questions on a Word document.

Implement it on Facebook (20 minutes)

Once each participant has a set of question, you can show the following video to explain how to implement a poll on Facebook: https://www.youtube.com/watch?v=-FZpAROKVKM&ab_channel=Howfinity

Ask them to implement their online questionnaire and to spread it into relevant communities. If they don't want to post it publically, offer them to join the group you have previously created and ask them to post their questionnaire in it.

Explain that social media can support an entrepreneur to reach its target population more easily.

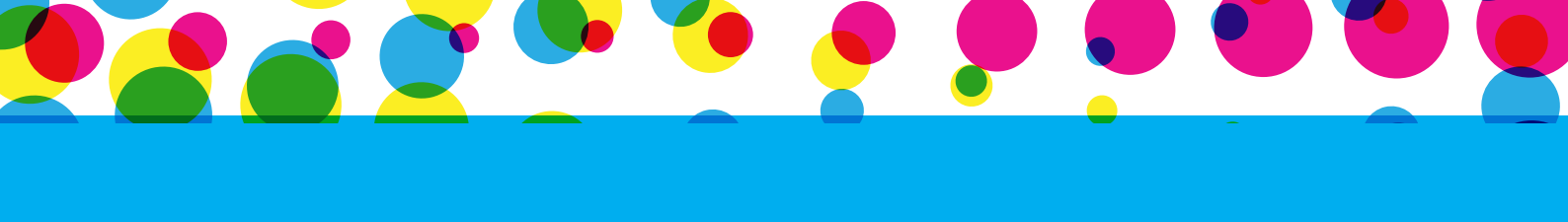
Implement it on GoogleForm (20 minutes)

Another online tool that may be really useful to collect data about a certain category of users is Google Form.

Ask participants to implement their questionnaire on GForm. You can show this tutorial if participants are not familiar with the tool:

<https://www.youtube.com/watch?v=VKOvHCzAhz8>

If participants don't want to use their GMail account or simply



don't have one, offer the access to the account you have previously created to perform the activity.

Group discussion (15 minutes)

Ask the participants what they enjoyed in this activity and how they think that they will reuse what they have learnt today. Make sure of all participants' steps in the discussion. What did they learn today? How design thinking helped them to fit the business idea to the needs of the target population?

:: Debriefing & Conclusion

Gather the group in a circle and ask them the questions proposed just below. Take notes of the feedback on the paperboard. You can also include questions of your own (15 minutes)

- What have you learned today?
- Will you do it again?
- What did you like the most?
- What did you like less?

:: Homework & Feedback

You can ask the group of participants to think about their own green business idea and to provide a short pitch about it, with a persona incarnating their ideal customer. They could also think about social media and how it could support them to design a better business idea.

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

At the first stage of the design thinking process, the goal is to gain a deep understanding of the student/customer?

- TRUE
- False

Design Thinking can be resumed as a "state of mind" in which everyone involved feels motivated and capable of creating new solutions?

- TRUE
- False



:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1) Design Thinking can only be used for an educational purpose?

- True
- FALSE

2) Ideation is one of the 5 stages in design thinking?

- True
- FALSE

3) When you use design thinking, is it important to think that you need to adapt to the student?

- True
- FALSE

4) Design Thinking can improve your sense of leadership?

- True
- FALSE

5) Which one of these stages is not part of Design thinking?

- PROACTIVITY
- Prototype
- Empathize
- Define

6) Which one of those soft skills can be enhanced by design thinking?

- Expertise
- Thoroughness
- TEAMWORK
- Autonomy

Note: The right answer is written in capital letters



:: Recommended online platforms

:: Bibliography/ recommended materials for participants

- <https://www.hubspot.com/make-my-persona>
- <https://www.magellanschool.org/developing-skills-life-design-thinking/>
- <https://www.rajeevelt.com/design-thinking-21st-century-skill/rajeev-ranjan/>
- <https://www.interaction-design.org/literature/article/what-is-design-thinking-and-why-is-it-so-popular>
- <https://blog.experiencepoint.com/design-thinking-the-most-important-skill-for-the-future-of-work>
- <https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/58890239db29d6cc6c3338f7/1485374014340/METHODCARDS-v3-slim.pdf>
- <https://blog.hubspot.com/marketing/social-testing#:~:text=Social%20testing%2C%20also%20called%20social,a%20boost%20in%20lead%20generation>



ANNEX: ACTIVITY 1 - KNOW YOUR TARGET POPULATION: PERSONA TEMPLATE

Name	Age	Picture (Find a copyright free picture to illustrate your persona, on Flickr for instance)
Family status	Financial Situation	Limitation/Impairment



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ANNEX: ACTIVITY 1 - KNOW YOUR TARGET POPULATION: PERSONA TEMPLATE

Hobbies	Character traits	ICT use
Motivation	Need	Frustration (the problem you want to solve)



WORKSHOP SCENARIOS:

EMOTIONAL INTELLIGENCE

Participants will explore the importance of sustainability and green aspects while shooting a short movie. The creative approach coupled with the creation of a dialogue that will enhance emotional intelligence skills such as empathy and emotions control when performing is an innovative way to trigger curiosity and engagement of the target population.

:: Time

4 hours

:: Group Size

From 3 to 18 participants

:: Objectives

- Hard technical skills in video shooting and video editing
- Pure knowledge about recycling
- Strengthened emotional intelligence skills
- Practicing different soft skills: team work, time management, task distributions, empathy, self esteem, public speaking

:: Learning Outcomes

- Know each other
- Exercise their creativity
- Understand the benefit of writing a dialog
- Implement basic video editing principles
- Pay attention to other ideas
- Fully participate in the critique of one another's writing.
- Implement the concepts learned in relation with Emotional intelligence
- Ask themselves questions about the way to think about recycling

:: Materials

- Training room
- A computer for each participant (at least one computer for a group of 3 participants)
- A smartphone for each participant (at least one computer for a group of 3 participants)
- One chair per participant
- Paperboard
- Markers
- Name tags (one per participant)
- Pen (one per participant)

:: Introduction & Ice-breaking exercises

Ice-breakers (15 minutes)

The objective of this ice-breaker is that every participant knows each other's name.

Get everyone to stand in a circle with one person in the middle. Give your team 3 minutes to memorize the first, middle and last names of their neighbors on either side of them.

The designated middle person will point to someone randomly and say either "left neighbor" or "right neighbor".

The person who is pointed at must say the full name of their neighbor. If they get it wrong, then they must trade places with the person in the middle.

Continue the game until everyone knows everyone else's name.

Introduction: Group discussion (20 minutes)

Start the session with the presentation of the PPT Emotional Intelligence (see annex I). Make sure to enunciate clearly and to keep time for questions.

You will now start a group discussion around the Importance of sustainability and green aspects, and more particularly about recycling. Ask the participants the following questions and make sure to note the keywords on the Paperboard.

What does recycling mean and why is that important?

Check if the participants have the same definition for it and ask them if they're feeling concerned by the subject?

Can we do something about recycling on an individual basis?

How does emotional intelligence be connected with climate change?

:: Activities

Activity : Create your short movie !

As an introduction, present to the participants the PPT "Shoot your short movie" (see annex I).

(20 minutes)

Then divide participants in groups of three: two actors and one director.

Explain that the following steps will be undertaken to implement the activity

- Writing a dialogue: 30 minutes
- Shooting: 50 minutes
- Editing: 1 hour
- Presentation: 30 minutes



Step 1: “Think through green aspects through a fictionalized dialog” (30 minutes)

The participants will start to write a dialog about “recycling” and how to create incentives about it. It will also enhance their understanding of the concept of emotional intelligence.

If the participant express difficulties you can advise them to look the concept on the internet, explore its less obvious connotations – you can do a dialog about recycling between two persons that have different opinions about it (fictional or real) but there are also lots of other types of way to think about it (you can do a parody, you can establish your scene in a professional discussion). There are many stories about “recycling” that have nothing to do with science. You can advise your participants to stretch the idea and see where it takes them, while keeping in mind the concept of emotional intelligence.


The dialog can only be 2-pages maximum. So your participants would have to keep the story small. It is better if each group has its own computer, but it is also possible to use paper.

In order to help the participants, you can advise them to think that the dialog is similar to a one they would find in a film or a series. You can also give more context if you think it is necessary. For instance : Setting: Outside. Urban city. Present day. Characters: Protagonist and Antagonist. They can be a male and female, two males, two females, etc. They can be lovers, enemies, strangers, family, or friends. This is the choice of your participants. However, remind them that they will have to shoot the dialogue afterwards so it should be doable!

The objectives in this scene are as follows:

- Clearly establish the setting of your scene (where does it take place, why is it important). Show how your characters interact with their environment during this scene.
- Clearly describe your character, including approximate age, what the characters look like, and their personality traits.
- The character’s dialogue must be distinct and give the reader a clear sense of who they are.

Let the participants know that they can perform research to have more material about recycling to include in the dialogue.



The activity will allow the participants to think about the issue in a creative way while using some techniques they have learned through emotional intelligence.

Step 2: Action! (50 minutes)

Using their smartphones, ask each group to shoot the dialogue they just have created. The director will take the lead of this step explaining the actors how they should perform.

Let the directors know that they can shoot in several ways - focusing on one character then on the other one for instance. They will be able to edit the video in the next step.

Step 3: Editing (1 hour)

Using the indications gathered in the PPT “Shoot your short movie”, ask the participants to upload their videos on Canva and to start editing it. Provide guidance and support if needed.

Step 4: Presentation and group discussion (30 minutes)

Ask each group to present their short movie and explain what is the message about recycling and sustainability they wanted to highlight.

Ask the participants what they enjoyed in this activity and how they think that this activity can help them think differently about recycling. Make sure that all participant's step in the discussion, ask them if they would change some elements of their stories. What did they appreciate about the story of their peers ? Did they implement some of the techniques they have learned in regard with emotional intelligence?

:: Debriefing & Conclusion

Gather the group in a circle and ask them the questions proposed just below. Take notes of the feedback on the paperboard. You can also include questions of your own (15 minutes)

- What have you learned today?
- Will you do it again?
- What did you like the most?
- What did you like less?



:: Homework & Feedback

You can ask each group to upload their videos on Youtube and share it to raise awareness about climate change and actions to be taken.

:: Self-Assessment

(1) Emotional intelligence is the ability to recognize and analyze a problem?

- True
- FALSE

(2) Emotional intelligence helps you find a balance between successes and mistakes?

- True
- FALSE

:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1) High emotional intelligence helps you connect with others?

- True
- FALSE

2) Self-motivation is not a characteristic of emotional intelligence?

- True
- FALSE

3) Most of our decisions are influenced to a greater or lesser degree by emotions?

- True
- FALSE

4) Emotional Intelligence allows you to better understand your emotions?

- TRUE
- False

5) Academic skills and professional experience are important in order to enhance emotional intelligence?

- TRUE
- False

6) Which of those characteristics does not belong to emotional intelligence?

- TRUE
- False

Note: The right answer is written in capital letters

:: Recommended online platforms

- https://www.canva.com/fr_fr/creer/video/

:: Bibliography/ recommended materials for participants

Make sure that you have one chair per participant and that chairs are displayed in a circle before the participants arrive. Place one name tag and one pen on each chair.

- <https://www.youtube.com/watch?v=AlrC-XaKwew>
- https://www.youtube.com/watch?v=cQvpcol9QQw&ab_channel=SimonHorrocks%5BMobileMotion%5D
- <https://www.digitalphotopro.com/pro-video/how-to-shoot-a-short-film-on-your-smartphone/>
- <https://www.wikihow.com/Create-a-Short-Film-Only-Using-Android-Smartphone>

WORKSHOP SCENARIOS:

FLEXIBILITY

Flexibility is a key skill, since it requires you to adapt to unexpected situations in your everyday life (private life, job, free time, etc). Increasing your mental flexibility helps you stay calm in challenging situations, allowing you to deal with difficulties more effectively, as well as better navigate stressful/difficult situations to achieve desired outcomes. It is important to train these skills in order to be able to face unpredictable events: this is the main aim of the following workshop.

:: Time

4 hours

:: Group Size

15/20+ participants

:: Objectives

- To be able to find out a new strategy or way to solve a problem, overcome unanticipated obstacles
- Developing the critical thinking to look at things, tasks, situation by different points of view
- To better define the key role played by soft skills as flexibility in our daily work/life balance
- To take advantage from analyzing different perspectives in an international context
- To find out how to deal with uncertain and unpredictable situations in an international environment

:: Learning Outcomes

:: Materials


- Cards (Ice-breaking)
- Tables (Ice-breaking)
- Flipchart papers
- Markers
- Pens
- Cardboard
- Tape
- Glue
- Scissors
- Rope

:: Introduction & Ice-breaking exercises

Ice-breaker (50 minutes)

The group is divided into 3 small groups.
Each group sits at a different table, away from each other.

A different card game is played at each table. The participants of each group have at their disposal a game rules sheet, which



they can read and consult. They start playing and after 10 minutes, the facilitator removes the paper with the rules. From this moment on, participants will not be able to communicate between each other.

There will be different rounds for a total of 5 minutes, where each participant counts the points scored.

At the end of the rounds, in each table the facilitator will check who is the player who has won and who has lost: both players (the one who won and the one who lost) leave the table and move to another one (the winner goes to one table and the loser to the other one).

This happens in each group.

The new groups start playing for 10 minutes, without being able to consult the rules of the game as well as without being able to communicate with each other. There will be several rounds for a total of 5 minutes, counting the points scored.

At the end of the rounds, in each table we can check who is the player who has won and who has lost. The players (the one who won and the one who lost) leave the table and move to another one (the winner goes to one table and the loser to the other one).

This process could be done 3 times.

At the end, all the participants gather in one big group, analyzing the situation, what happened during the different rounds and debriefing the game.

:: Activities

Presentation of the PPT and the activity (20 minutes, see annex II)

The facilitator presents the PPT. The team of participants is divided into 3 small groups, each consisting of a minimum of 4/5 people.

First step (30 minutes)

Each group has 30 minutes to define the basic structure of their own non-governmental organization (NGO). They need to create the statute, the vision and the mission, the short and medium-long term objectives (underlining the sustainability objectives that the NGO wants to achieve in the coming years), define the target group and the results to be achieved, considering working in an international and constantly evolving context.



Second step (18 minutes)

Once the reference structure of your NGO has been created, the scenario in which you find yourself is explained.

There is a territory of a few square meters on which only one building can be built. No group knows any detail of the reference territory. It is not possible to build more buildings, both for lack of space and for lack of material available.

Few materials are provided, as the exercise aims to develop the flexibility of the participants to deal with a situation where there are few resources available. This is because it is important to try to counter excessive consumerism, trying instead to show how it is possible to obtain the maximum even with few resources (avoiding unnecessary waste and developing an approach based on recycling).

Each group has 15 minutes available to define the reasons (based on the objectives they want to be achieved, etc) for which only their NGO is being built.

At the end of this period, each group chooses a representative who will participate in the 3-minute meeting with a representative of the other groups. During the first meeting, information will be given about the place where it will be built.

Third step (18 minutes)

After the 3-minute meeting, the representatives return to their group, sharing the information received and updates from the meeting with the other group representatives.

Each group has 15 minutes at their disposal to define their strategy and may choose to cooperate or not with the other groups.

At the end of this period, each group chooses a representative who will participate in the 3-minute meeting with a representative of the other groups. It could be the same as the previous meeting or another one.

During the second meeting, information will be provided about the amount and kind of materials available.

Fourth step (18 minutes)

After the 3-minute meeting, the representatives return to their group, sharing the information received and updates from the



meeting with the other group representatives.

Each group has 15 minutes at their disposal to define their strategy and may choose to cooperate or not with the other groups.

Fifth step (10 minutes)

Each group worked out its final strategy. All groups are brought to the area where it will be possible to build, with all the material available.

15 minutes to build, all together, the building of a single NGO, respecting the strategies developed by each partner. It is not possible to speak (verbal communication).

At the end of the 15 minutes, the facilitator stops the chronometer and the result achieved (the built building) is evaluated.

Sixth step (30 minutes)

Then all the participants form a big circle to analyze the activity through the debriefing.

Seventh step (30 minutes)

All the participants are standing. The facilitator reads a series of statutes regarding flexibility.

For each sentence, participants must choose whether they agree, neutral or disagree with it.

Those who agree stand to the left of the facilitator; those who disagree are positioned to the right of the facilitator; those who are neutral settle somewhere between the two options.

The facilitator chooses 3 people to interview, to know the reason for their choice.

Once the round is over, all the people reposition themselves in the room and proceed with the second sentence to be analyzed (and so on, until the end).

:: Debriefing & Conclusion

The group meets and a debriefing activity is carried out all together (30 minutes)

- How do you feel?
- Are you satisfied with teamwork?

- How easy was it to make decisions? Was there more flexibility in the choices or were the decisions made on the basis of a leader?
- Have you thought about collaborating or winning?
- What would you like to do differently if you could participate in the activity again?
- Have your feelings changed during the activity?
- Do you think your strategy has taken into consideration the issue of sustainability?
- How much have the different meetings with other groups influenced? Did you change your mind after meeting with other representatives?
- Do you think there are similar situations in real life? Any concrete examples that come to your mind?

:: Homework & Feedback

As part of the homework, participants are asked to try and implement the following aspects in their daily life, taking note of the effects that each one can bring in terms of flexibility's benefits.

Tips to increase flexibility

- Be open-minded (it will be easier for you to be flexible on something, if you are able to look at it from different perspectives and points of view)
- Plan ahead (even if you can't predict the future, you are still able to plan for the unexpected: plan B, plan C, etc; this way, you will have different options to choose from in every context)
- Focus on the present (focusing on the past and future takes you away from your life in the present; being more flexible requires developing a sense of present-moment awareness)
- Take some risks (which allows you to act on your values, overcoming some rigid mental barriers preventing you from moving forward toward a life of meaning and purpose)
- Be optimistic (by focusing on the positive aspects of each situation, you will be able to increase your flexibility skills: an expected news, even a small change in your routine could be an opportunity to learn new skills).
- Create a strong network, you can rely on



:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

- 3 things you learned today that you will take with you
- 3 small actions that you would like to implement in your daily life to improve your flexibility

:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1) The flexibility of the workplace underlines the willingness and ability to adapt to a new context, to respond to any change related to circumstances and expectations

- True
- FALSE

2) The concept of flexibility can be related to:

- True
- FALSE

3) Could "working overtime to help a colleague meet a deadline" be considered part of the flexibility?

- True
- FALSE

4) Which of these actions recalls the concept of working flexibility?

- Avoid listening to feedback from other colleagues
- OFFERING TO COVER THE RESPONSIBILITIES OF A COLLEAGUE WHEN THEY ARE ILL
- Engage in repetitive daily activities

5) An improvement in one's flexibility skills:

- It is not possible in some types of works
- IT INVOLVES A GREATER BALANCE BETWEEN WORK AND PRIVATE LIFE
- Both of them



6) The to work reabilitymotely can be considered as an example of work flexibility?

- True
- FALSE

Note: The right answer is written in capital letters

:: Recommended online platforms

- <https://www.avaza.com/>
- <https://stormboard.com/home>
- <https://casual.pm/>

:: Bibliography/ recommended materials for participants

- <https://targetjobs.co.uk/careers-advice/skills-for-getting-a-job/adaptability-and-flexibility-skills-equip-you>
- <https://www.mindtools.com/pages/article/flexibility-at-work.htm>

WORKSHOP SCENARIOS:

MINDFULNESS

Participants will become more mindful in their everyday lives and they will gain knowledge on how to improve and reach mindfulness. They will also learn how to focus and concentrate on what they do and where they are in the moment, observe without judgment, trigger curiosity and accept and improve their self-compassion.

:: Time

4 hours

:: Group Size

5-25 participants

:: Objectives

- Participants will explore their mindfulness and they will learn about their values and engagement, by practicing how to focus and concentrate, accept and explore self-compassion
- Mindfulness is a key tool to improve engagement since participants will become more involved and focused

:: Learning Outcomes

- Participants will gain much clarity on their tasks by understanding better what, why and how they are performing and relevant ultimate goals. At the end of the workshop they will be more satisfied and aware of their work outcomes and therefore perform better and maximize their work utility
- They will pay attention to mindfulness in the aspect of sustainability and green approach. Taking care of the environment contributes to mindfulness

:: Materials

6 Simple Mindfulness activities for your classroom

- **Belly Breathing**
Centervention has a complete lesson plan you can use on belly breathing. You will find everything from pre and post discussion questions to step-by-step directions. It is a wonderful activity for when the students need to cool down and self-regulate.
- **Calming Corner**
Calming corners can help reduce student's stress and provide calming visual, auditory, and tactile experiences for de-stressing. A calming corner can be a physical corner in your classroom or a virtual space.
- **Brain Breaks**
Brain breaks are activities, or short breaks, that promote learning and focus for students participating in activities like mindful breathing, mindful movements, and mindful yoga.

:: Introduction & Ice-breaking exercises

- **Mindful Journaling**

Three Good Things: A Happiness Journal is a free app that can help students with mindful journaling by having students write down three good things that happen to them each day. As a result, their happiness and positivity increase.

- **Breathe, Think, do**

The free Breathe, Think, Do app through Sesame Street is great for introducing young children to calm through breathing. Children help an animated monster facing a frustrating situation calm down by taking long deep breaths.

- **Smiling Mind**

Smiling Mind is a free app that offers hundreds of mindfulness activities. In addition to breathing meditations, the app has sensory exercises, like listening music. There are programs for kids in different age groups, as well as for schools, workplaces and sports.

<https://blog.tcea.org/six-mindfulness-activities/>

Icebreaker

These icebreakers will introduce participants in the subject of mindfulness. They may be a little bit weird for them but ask participants to give a try, take a challenge and think out of the box. Meditation is a task of becoming aware of the present moment, and we can be aware of one or more present moment anchors simultaneously

- Move desks aside and invite participants to sit in a circle on the floor
Allow the energy of the room to settle naturally and encourage quiet. They may be excitable at first, but if the routine becomes consistent they will soon learn what is expected during this time.
- 5–10 minutes of breathing sitting at desks in the classroom, either at registration, at the start of a lesson or after a break. Ask them to concentrate on breathing, listening to their body and breath deeply.

Another icebreaker or an activity after a break during the workshop (refreshment)

Participants are asked to follow two steps:

- (2) Walk around the room silently while trying to communicate

with one another silently – no speaking allowed!

Using only non-verbal cues such as eye contact, smiling, and facial expressions, participants must try to immerse themselves in the experience of building silent connections with one another.

<https://positivepsychology.com/group-mindfulness-activities/>

:: Activities

Introducing the subject of mindfulness through the PPT presentation (see annex II)

What is mindfulness?

Mindfulness is the practice of gently focusing your awareness on the present moment over and over again.

Mindfulness has its roots in Eastern religions and traditions and through yoga practices has become popular in the Western world as a sort of meditation state where one's mind is fully concentrated and aware of the present time, of where you are, of what you are doing without getting distracted by what is around you or being wandering into the past or the future.

For this reason, it is usually stated that mindfulness implies the ability to pay attention to the present non-judgmentally, which means that one is able to be open to any thoughts coming up in his/her mind, as they were birds flying over our heads that we simply watch without feeling the need to analyze their intricate patterns. This way we become more naturally curious, more sensitive to our and others' wellbeing, less stressed out and more aware of our positive attitude towards everyday pressures.


Just because mindfulness helps us to focus our attention on what we need and to see the flaws in our thinking, it helps reach the flow and therefore enhances our engagement at work.

In other words, mindfulness is all about self-awareness of thoughts, emotional balance, effective management of relationships and therefore improved social awareness.

There are many definitions of mindfulness:

Translation from Indian (Sanskrit) word Sati, which means:

- Awareness (being conscious, and being conscious of being conscious; also of inner and outer experiences)
- Attention (focused awareness; consciously directing your attention)
- Remembering (becoming aware of the need to be aware once your attention has drifted)



Let's look at some of the key skills we learn when we practice mindfulness and how they can help us in our lives.

- Focus and concentration
- Observation without judgment
- Curiosity
- Acceptance and self-compassion

Mindfulness is a key tool to improve engagement since participants can:

- become more involved and focused
- gain much clarity on their tasks by understanding better what, why and how they are performing and relevant ultimate goals
- be more satisfied and aware of their work outcomes and therefore perform better and maximize their work utility

The three key elements of mindfulness.

These key elements are:

- Deliberate awareness (paying attention on purpose)
- Being non judgemental (not seeing things as good or bad, nor through the filter of personal judgements based on past conditioning, but rather seeing things “as they are”)
- Being nonreactive (to react is automatic, which implies no choice, and may not necessarily be the best for you or for others).

WORKSHOP

1. Five Senses

<https://www.happierhuman.com/mindfulness-exercises-groups/>

Exercise directed towards the senses and the current moment, the five senses activity directs your attention to that which you are immediately experiencing.

Participants must notice things and write them on the piece of paper in the following order and at the end share their ideas with the group. The direct aim is to pay attention to the present, self awareness.

- Five things that you can see, preferable objects or items that



you wouldn't normally notice

- Four things that you can feel, including the feel of the chair on your back or the clothes on your skin
- Three things that you can hear, including birds tweeting, air conditioner running, or traffic on the street
- Two things that you can smell, pleasant or unpleasant, like someone's perfume or the smoke of incense
- One thing that you can taste, which could be water or coffee, mints or chewing gum.

2.Values exercise

Values are used to help participants choose directions for their lives that are in line with what is truly important to them. Values are the answer to the question: "In a world where you could choose to have your life be about something, what would you choose?" (Wilson & Murrell, 2004, 135). The goal of this exercise is to increase awareness of the participants' values and reflect on the meaning and importance of these values.

- 1 First step is that each participant writes what is really important for him/her in their lives. Each person should write about 5-10 items.
- 2 Next step is to give participants the list values in order to help them to find their values.
- 3 Each participant should have a list of 10.
- 4 Ask them to take 2 of them and make the list of 8.
- 5 Ask them to take 3 of them and make a list of 5.
- 6 It may be very difficult but ask them to prioritize their values.
- 7 Make them in pairs and ask them to explain to another person their values.
- 8 At the end ask participants about the feelings connected with this exercise.

Altruism	Friendship	Pleasure
Arts	Fun	Power
Awareness	Grace	Privacy
Beauty	Growth	Purity
Challenge	Harmony	Quality
Change	Health	Radiance
Community	Helping Others	Recognition
Compassion	Helping Society	Relationships
Competence	Honesty	Religion
Competition	Humour	Reputation
Completion	Imagination	Responsibility & Accountability
Connectedness	Improvement	Risk
Cooperation	Independence	Safety & Security
Collaboration	Influencing Others	Self-Respect
Country	Inner Harmony	Sensibility
Creativity	Inspiration	Sensuality
Decisiveness	Integrity	Serenity
Democracy	Intellect	Service
Design	Involvement	Sexuality
Discovery	Knowledge	Sophistication
Diversity	Leadership	Spark
Environmental Awareness	Learning	Speculation


3. Mindful journal

Ask participants to write in the middle of a blank paper “My mindful journal” and four questions that may be related to today’s workshop too and to the sustainable approach to their lives:

- Today’s HIGH (What went well? What did I do to contribute to reducing my ecological footprint?)
- Today’s LOW (What didn’t go so well? What will I do differently next time? And what about ecology in my life?)
- Today’s SMILE (Who or what made me smile today? What made me feel proud today?)
- About TOMORROW (Who or what made me smile today? What made me feel proud today?)

-Now answer each question by listing 3 items for each of them including items that are related to ecology and sustainability in daily life.

-Use different colors, handwriting, shapes and whatever may



help you visualize your feelings and thoughts in terms of senses besides emotions.

-You have a maximum of ten minutes to do this and then share your “journal” with your colleagues for useful outcomes, views, opinions and feedback.


4. My not-to-do list

Take a maximum of 20 minutes to complete the list by including 3 items for each box and once you finish brainstorming items to add to your not-to-do list, choose the top five you want to focus on and write them in the bottom section. Your job is to guard your to-do list from those things at all costs.

- Things distract me and waste my time. For instance, an item you may consider here is checking email first thing in the morning or notifications on your phone, because it can be a huge waste of time that distracts you from getting started on priorities early in the day
- Things stressing me out and giving me anxiety. If there is something that stresses you out (for instance, you do not know how to dress) stresses you out, avoid it! Put it on your not-to-do list and think of an alternate option
- Things draining my energy. Pay attention to the things in your day that drain you, like reading negative reviews or simple things such as eating unhealthy lunches. When you identify something that drains your energy, try to keep it off your to-do list.
- Things I feel obliged to do. We tend to place unnecessary pressure on ourselves because we think others expect certain things of us.
- Things that don't actually need to be done. Sometimes, we place unrealistic expectations on ourselves, but at the end of the day, these are easy to put on the not-to-do list
- Things I can't control or aren't my responsibility. There is no sense in wasting your valuable time stressing about something from the past or worrying about a colleague's life choices. If it is out of your control or not your business, try your best not to waste any energy on it.

:: Debriefing & Conclusion

Mindfulness can generate a positive impact on the well-being, relationships and creativity by helping to develop positive strategies to deal with highly stressful environments and pressures in our lives, dealing better with complexity, enhancing



self-regulation of thoughts, emotions and behaviors and improving resilience when facing challenges and therefore task performance.

In particular, mindfulness:

- Increases Engagement - even boring and mindless tasks may become more engaging through mindful attitude, which helps to change our perspectives
- Reduces Stress & Anxiety - mindfulness enhances well-being by “silencing” thoughts and worries and allows one to find meaning by being in the present and finding alternate perspectives. When tasks are more meaningful, people are more likely to be engaged
- Improves Resilience - through mindfulness people can understand their emotions, their level of stress and their ability to influence them. They can respond to difficult situations effectively
- Increases Focus, Attention span and Memory
- Improves Interpersonal Relationships - mindfulness can reduce conflicts and increase satisfaction, which results in healthier working relationships boosting empathy and engagement
- Boosts creativity - by being able to regulate emotions and reduce stress, mindful people can be more creative through increased focus, receptiveness to new ideas and consequently greater idea generation

What is Vipassana ???

It is the meditation developed and practiced by Gautama the Buddha when he sat under the Bodhi tree to achieve enlightenment. At the very least, it has an ancient history and comes from the Buddhist Theravada tradition.

The Vipassana course is a ten-day silent retreat where you meditate for twelve hours a day, sitting for two hours at a time. Sitting without moving or fidgeting throughout the sessions becomes the standard requirement and an essential part of the training. When you complete the course, it's recommended that you sit twice a day, morning and evening, for an hour each time. The long sits push you into and through the discomfort zone where you would normally fidget, rearrange yourself and ultimately give up out of pain or irritation. This is essential to develop the non-reactivity and equanimity that meditation is designed to achieve, and which science is now confirming that it does.

<https://practicalmindfulness.co.za/vipassana-why-mindfulness-is-not-for-sissies/>

:: Homework & Feedback

As homework asks participants to consider keeping a journal. Keeping a journal to practice your affirmations and self-compassionate view of self can help build a positive mindset, improve well-being and productivity etc. It is a great way to express yourself and reflect on situations, not only in your personal life but also in your working life.

Give them few tips:

- Try to write every day. At least a few sentences
- Make it easy. Keep a pen and paper handy at all times...
- Write whatever you want or feel right. It can be anything and it does not need to follow any structure

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

- 3 things you learned today that you will take with you
- 3 small actions that you would like to implement in your daily life to improve your mindfulness

:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1) Mindfulness:

- is a mind full of ideas
- the practice of not focusing your awareness on the present moment
- HAS ITS ROOTS IN EASTERN RELIGIONS AND TRADITIONS LIKE YOGA
- is a dance

2) Mindfulness does not:

- Increase Engagement
- Reduce Stress & Anxiety
- INCREASE ANXIETY

3) To practice mindfulness you should not:

- WRITE YOUR JOURNAL
- Concentrate on past pitfalls

- Practice meditation

4) Being mindful mean:

- BE SELF AWARE OF THE PRESENT MOMENT
- Be curious
- Be demanding

5) This is not one of the three key elements of mindfulness:

- Deliberate awareness
- Being non judgemental
- BEING INTROVERTED

6) What is Vapassana?

- A holiday destination
- A chalet
- A MEDITATION DEVELOPED AND PRACTICED BY GAUTAMA THE BUDDHA

Note: The right answer is written in capital letters

:: Recommended online platforms

- Mindfulness quiz:
https://greatergood.berkeley.edu/quizzes/take_quiz/mindfulness
- Mindful Self-Care Assessment | University at Buffalo, SUNY:
<https://www.surveymzmo.com/s3/5556058/mscs>

:: Bibliography/ recommended materials for participants

- Mindfulness pocket guide
<https://it.pearson.com/content/dam/region-core/italy/pearson-italy/pdf/sostenibilita/INSIEME-2030-SOSTENIBILITA-PDF-mindfulness-pocket-guide.pdf>
- Measuring Mindfulness: 11 Assessments, Scales & Surveys
<https://positivepsychology.com/mindfulness-questionnaires-scales-assessments-awareness/>
<https://practicalmindfulness.co.za/the-three-key-elements-of-mindfulness/>

WORKSHOP SCENARIOS:

PLANNING

Planning aims at identifying your goals clearly, underlining which are the steps that you need to follow to reach them. It is essential to note that planning competence is fundamental and can contribute to a decisive improvement in personal and professional life, one of the main purposes of the workshop.

:: Time

4 hours

:: Group Size

18/20+ participants

:: Objectives

- To realize that through planning is possible to reach every objective in a faster and efficient way, since it breaks a problem or goal into smaller pieces
- To apply the planning skills in order to define and analyze the weaknesses and the strengths of any objective
- To define the several decisions we are requested to take everyday, by analyzing the urgency and the importance of them

:: Learning Outcomes

Participants will have the opportunity:

- To test different planning tools and models, which can be used to better organize their personal and professional life
- Understanding the importance of the planning process on a psychological level as well as efficient planning also has a positive impact on mental and physical well-being.

:: Materials


- Flipchart papers
- A4 papers
- Markers
- Pens
- SWOT analysis (to have it printed out/to draw on a paper)
- Matrix Eisenhower (to have it printed out/to draw on a paper)

:: Introduction & Ice-breaking exercises

Ice-breaker (30 minutes)

The facilitator divides the group into teams and gives them each a large glass container. The main goal of the activity is that the container needs to be filled with as much material as possible (it could be used rocks, stones, sand, etc)

The idea behind is that larger materials should be placed in the container first and then followed by the next to the largest, and so on.



Following this order, the different groups of participants should be able to fit the most into the container.

After giving 15 minutes to complete this task, the facilitator asks all participants to come back to the circle, bringing the container with them (to let everyone watch it at the same time).

The rock (due to size), would be the most important items/aim/objective to achieve (such as home activities, work/life balance)

The stones would be needed every day to finish tasks.

Sand instead, could be defined as the small tasks that we need to complete.

After explaining it to the participants, a small debriefing could be organized to check the feelings of the participants.

:: Activities

Presentation of the PPT and the activity (20 minutes, see annex III)

The facilitator presents the PPT and introduces the first step of the activity to all participants.

First step (15 minutes)

Each participant has to think about an Erasmus + project they would like to develop, on the topic of sustainability. They have a pen and a sheet of paper at their disposal to write a draft with the general structure of the project itself.

The facilitator will provide the following guidelines to the participants:

- It can be a youth exchange or a training course;
- There is a budget of 30,000€ is available;
- There will be a maximum of 5 partner countries

Second step (25 minutes)

The facilitator divides the team into small groups of at least 4 participants. In each group, each participant has 5 minutes to present their idea, their project, listing the reasons for wanting to carry it out. At the end of each presentation, the project that obtains the highest number of consents is chosen.

Third step (30 minutes)

Each group has a project to work on. Each group carries out a

:: Activities

SWOT analysis (strengths, weaknesses, opportunities, and threats), in order to fully evaluate the project they want to develop. Each group writes down the results on a flipchart, to be presented to all other groups afterwards.

Fourth step (20 minutes)

Presentation of the SWOT analysis carried out on the various projects. Each group has 5 minutes to present the result and answer any questions.

Fifth step (10 minutes)

The facilitator introduces the Eisenhower matrix, which aims to help participants understand how to prioritize their respective projects. The Eisenhower matrix underlines that, in order to identify priorities, 2 main aspects must be considered: urgency (urgent or not urgent) and importance (important or not important).

Sixth step (30 minutes)

Each group applies the Eisenhower matrix to their project, defining the main actions to be taken in order to achieve their objectives in the shortest possible time (and in the most efficient way). Each group prepares a flipchart with the Eisenhower matrix applied to their project.

Seventh step (20 minutes)

Presentation of the Eisenhower matrices made on the various projects. Each group has 5 minutes to present the result and answer any questions.

:: Debriefing & Conclusion

Round of questions (30 minutes)

- How do you feel?
- How was the decision-making process to arrive at the choice of the project to work on? Was there agreement with the others or not?
- Have you already used the SWOT analysis? How did you contribute to the development of the project?
- Did it happen yourself to use this Eisenhower matrix as an help on planning?

What is changing now in your priorities when you apply the

matrix?

- Did you realize you have already used a similar time management approach in your daily life?
- Do you think theory could help you to turn your ideas and plan into practice?

Next steps (20 minutes)

After the debriefing, each participant defines a quarterly plan, based on their priorities (personal and work), writing on an A4 sheet.

The main goal is to identify what results they want to achieve over the next three months.

After 15 minutes, all participants gather in a circle and the facilitator asks if anyone would like to share their quarterly plan with others.

:: Homework & Feedback

As part of the assignments, participants will write down a weekly plan (for the next one) each weekend, where they will have to indicate which main and secondary objectives, also noting the time they want to invest in them.

Tips to increase planning skills

- Set deadlines (it is essential to have realistic goals and set deadlines for each step)
- Make a list (e.g. : at the beginning of your day, make a list of everything that you have to do during that day. Go over the list and number the top five items)
- Find systems / strategies that work (instead of forcing yourself into an established scheduling process, find a system that works for you: keep on experiment till when you find the solution that works the best for you)
- Keep trying (accept the difficulties and obstacles that you come across, take them as an opportunity to learn something and as a key step to achieve your objectives)

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

- 3 things you learned today that you will take with you
- 3 small actions that you would like to implement in your daily life to improve your planning

:: Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

1) Good planning skills help improve work efficiency

- True
- FALSE

2) "Planning is the function of management that involves setting objectives and determining a course of action for achieving those objectives" ... could be considered as a good definition of planning?

- True
- FALSE

3) Which of the following answers could be considered an advantage of planning?

- Planning allows you to never run into any problems
- PLANNING HELPS COPE WITH CHANGE
- Both of them

4) Evaluation is not a key aspect in the planning process

- True
- FALSE

5) Can the Eisenhower Matrix be used to support our planning?

- True
- FALSE

6) Efficient planning has no relationship with mental and physical well-being

- True
- FALSE

Note: The right answer is written in capital letters



:: Recommended online platforms

- <https://coggle.it/>
- <https://www.ntaskmanager.com/>
- <https://www.bizplan.com/>
- <https://www.hibox.co/>

:: Bibliography/ recommended materials for participants

- <https://edukedar.com/planning-in-management/>
- <https://smallbusiness.chron.com/three-types-objectives-planning-52010>

WORKSHOP SCENARIOS:

PROBLEM SOLVING

This workshop aims at introducing creative techniques within problem solving situations. It focuses on group work and will provide the learners with experiencing innovative ways to solve problems to bring new solutions.

:: Time

4 hours

:: Group Size

10/25 participants

:: Objectives

- Participants will familiarize with problem solving
- They will learn about two particularly interesting and creative problem solving methods that put creativity at the heart of the thinking process: mind-mapping and the 6 thinking hats technique

:: Learning Outcomes

- By the end of this workshop, participants should be able to:
- Know each other
- Exercise their creativity
- Understand the benefit of group working
- Pay attention to other ideas
- Implement the concepts learned in relation with problem-solving
- Ask themselves questions about the way to think about climate change
- Implement creativity in problem solving


:: Materials

- Training room
- A computer and video projector
- One chair/table per participant
- Paperboard
- Markers
- Post its
- Name tags (one per participant)
- Pen and paper to take notes (one per participant)

:: Introduction & Ice-breaking exercises

Ice breaker (15 minutes)

You can start with Two Truths and a Lie which is an easy ice-breaker game. The main instructions are that each member of the group introduces themselves by stating two truths and one lie about themselves. The statements don't have to be intimate, life-revealing things—just simple hobbies, interests,



or past experiences that make each person unique. The lie can be outrageous and wacky, or it can sound like a truth to make it harder for the other participants.

One at a time, each person shares their statements. The group has to guess which statements are true and which statement is the lie. You can keep score to see who correctly guesses the most lies, or just play for fun to get to know one another—it's up to your group.

Introduction: General presentation (30 minutes)

Open the workshop with the presentation of the PPT “Problem Solving” (see annex III), take your time to go through each slide and ask for questions if needed.

You will now start a group discussion around problem solving and how creativity can help designing new solutions to a specific problem.

Ask the participants about the process to create an innovative solution and write the keywords on a paper board. Make sure that the following appears:

- Brainstorming
- Concertation
- pros/cons
- Etc.

:: Activities

Activity 1: “Design your mind map” (1h30 minutes)

Start the activity by asking the participants the advantages of working as a group when it comes to problem solving. Note the key words coming from the discussion. Make sure that they introduce the following concepts:

- Plurality
- Perspectives
- Creativity

Brainstorming is one of the group working techniques and can be done through several techniques. You can ask the participants if they know some of them. Then, present mind mapping. You can start by sharing this short video that explains what mind mapping is:

https://www.youtube.com/watch?v=Elkd8D9stbQ&ab_channel=ProductivityGuy

Then you can ask participants if they have already done one? You can show this image to illustrate this technique: <https://www.mindmapping.com/fr/mind-map>

For the next 30 minutes, divide the group in smaller groups of 3-5 participants. Give them a paperboard sheet with post-its and colorful markers. Give them a main central theme to start their mind map “enhance creativity” and let them design their mind map.

Take the last 30 minutes to ask each group to present their mind map to the whole group of participants. As a tutor, you should ask questions to facilitate this feedback question.

Activity 2 : 6 hats experience (1h)

You will now introduce a new problem solving technique called the 6 hats experience :) Created by Dr Edward de Bono, The Six hats methodology is a technique that helps individuals and teams look at problems and situations from a variety of perspectives. In essence, the six hats direct you on ‘how to think’ rather than ‘what to think’, which means it can be applied universally.

Using this technique, you can wear six different hats with six different perspectives.



Facts



Feelings



Control



Creativity



Positive



Negative



Here are the hats that you can wear to learn the art of problem solving:

White hat. This is the neutral hat that uses facts and figures required to solve a problem. When the problem just comes up, this is the hat that you want to wear

Red hat. This hat is all about emotion and intuition. When you wear this hat, you can show your gut reactions to ideas and freely express exactly how you feel

Black hat. When you want to show caution and express a critical viewpoint, this is the hat you want to wear. The black hat will make sure that you steer clear of bad decisions

Yellow hat. When you want to be positive, this hat is the one you should choose. It helps you identify the positive sides of an idea and an excellent counterweight to the black hat

Green hat. To explore creativity, possibilities, alternatives and fresh ideas, wear a hat in green. Contributing new ideas and options is crucial, which is why everyone should wear a green hat

Blue hat. This is the hat that organizes all others. This is the person that manages the entire decision-making process and makes sure that all other hats follow the rules and guidelines.

The six hat problem-solving method is great because it lets you see the same problem from several different angles, very quickly and easily.

Divide your whole group in several groups of 6 participants and grant a color to each one of them. Then, assign a topic among the following and ask each group to come with a solution after brainstorming in group (each participant will focus on an aspect of the problem according to the color of his/her hat):

- Europe could be carbon neutral in 2050
- Travels by plane should be banned
- Individuals cannot act on climate change, only states can
- People need to eat organic and local
- Shein should be banned from Europe
- etc.

Allow 30 minutes to each group to brainstorm and note the points they made about each topic. Then allow each group to present its process to the whole group.

:: Debriefing & Conclusion

Gather the group in a circle and ask them the questions proposed just below. Take notes of the feedback on the paperboard. You can also include questions of your own (15 minutes)

- What have you learned today?
- How can you implement it in everyday life?
- How can these techniques support problem solving?
- What did you like the most?
- What did you like less?

:: Homework & Feedback

As homework, you can ask participants to research for additional creative ways to solve problems when they occur. They could fill in the template:

Name of the technique	Source	Why is it a good technique?

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

1) While implementing problem-solving, is it important to separate conceptualization from evaluation?

- True
- FALSE

2) The problem-solving method helps you get to the root of the problem?

- True
- FALSE

:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1) Problem-solving is considered a soft skill and is an attribute employers look for in their job candidates ?

- True
- FALSE

2) Problem-solving does not require abstract thinking or a creative solution?

- True
- FALSE

3) No matter how well-prepared we are, to solve a problem, there is always an element of the unknown ?

- True
- FALSE

4) Detaching yourself from the problem is not the solution?

- True
- FALSE

5) Is it important to be open to suggestions?

- True
- FALSE

6) Which one of those steps does not help to solve a problem?

- Identify and analyze the problem
- Evaluate the effectiveness
- List possible solutions
- BE RIGOROUS AND DON'T RETHINK THE PROCESS

Note: The right answer is written in capital letters



:: Recommended online platforms

- <https://mural.co/>
- <https://www.wisemapping.com/>

:: Bibliography/ recommended materials for participants

- <https://www.mindmapping.com/>
- <https://nulab.com/learn/strategy-and-planning/8-science-backed-benefits-of-mind-mapping/>
- <https://www.integrify.com/blog/posts/advantages-of-mind-mapping/>
- <https://www.studysmarter.co.uk/magazine/advantages-of--mind-mapping/>
- <https://www.tsw.co.uk/blog/leadership-and-management/-six-thinking-hats/>
- <https://thepersimmongroup.com/six-thinking-hats-use/>
- <https://lo.unisa.edu.au/mod/book/view.php?id=611321&-chapterid=100453>

WORKSHOP SCENARIOS:

WELL BEING

The aim of the workshop is to strengthen participants' resilience with regard to health and well-being and to reduce stress that can be seen as a type of load that a person carries. Aim is to improve the well-being of participants and equip them with techniques to focus more on their needs and goals. The workshop will also focus on sustainable aspects and ecological approach to life.

:: Time

4 hours

:: Group Size

5/25 participants

:: Objectives

Whether the load is experienced as positive or negative depends on the balance between capacity and load. You will experience negative stress when your load exceeds your carrying capacity. The carrying capacity and load capacity is different for each individual. So, the intent is to reduce their load and to make their carrying capacity as high as possible.


:: Learning Outcomes

- Participants will become familiar with the process of reaching their wellbeing
- They will be also able to define what are their energy givers and takers and choose and apply appropriate techniques to improve their sleep, increase the daily dose of exercise and eat well and healthy with an impact on sustainable food
- They will be able to become less stressed and more relaxed during their days

:: Materials

Before watching the videos, it is important to know that breathing techniques can sometimes make other, deeper-rooted problems come to the surface. If you find this to be the case, it's recommended to seek further help with specialists.

- 10-Minute Meditation For Anxiety: <https://www.youtube.com/watch?v=O-6f5wQXSu8>
- 15 Minute Meditation Music, Relaxing Music, Calming Music, Stress Relief Music, Study Music: <https://www.youtube.com/watch?v=wruCWicGBA4>
- Japanese method for reducing stress in 5 minutes: <https://www.youtube.com/watch?v=m3-O7gPsQK0>
Guided Wim Hof Method Breathing: <https://www.youtube.com/watch?v=tybOi4hjZFQ>
- 5 Ways To Improve Your Breathing with James Nestor <https://www.youtube.com/watch?v=f6yAY1oZUOA>



Before watching the videos, it is important to know that breathing techniques can sometimes make other, deeper-rooted problems come to the surface. If you find this to be the case, it's recommended to seek further help with specialists.

- 10-Minute Meditation For Anxiety: <https://www.youtube.com/watch?v=O-6f5wQXSu8>
- 15 Minute Meditation Music, Relaxing Music, Calming Music, Stress Relief Music, Study Music: <https://www.youtube.com/watch?v=wruCWicGBA4>
- Japanese method for reducing stress in 5 minutes: <https://www.youtube.com/watch?v=m3-O7gPsQK0>
Guided Wim Hof Method Breathing: <https://www.youtube.com/watch?v=tybOi4hjZfQ>
- 5 Ways To Improve Your Breathing with James Nestor <https://www.youtube.com/watch?v=f6yAY1oZUOA>
1-minute breathing exercise: <https://www.youtube.com/watch?v=RgwryyCrdOs>
- Full Body Scan by Edy Maex: <https://www.youtube.com/watch?v=7FnFB8SL-KM>
- Yoga breathing: <https://www.youtube.com/watch?v=N9j-mO6xwFfs>
- Better falling asleep: guided meditation: <https://www.youtube.com/watch?v=O2gjTyZKBjU>
- Positive Mindset: 17 Ways to Develop a Happier Mind: <https://www.berkeleywellbeing.com/positive-mindset.html>
- Stress Management: Definition, Techniques, and Strategies <https://www.berkeleywellbeing.com/stress-management.html>

:: Introduction & Ice-breaking exercises

Put participants in groups of 4 and ask them to tell a complement to a person from the group. Each person should get at least one complement. It can be related to the outfit, external features or anything else if participants know each other.

Ask participants to reward themselves with a compliment. Each has to write 2-3 compliments. If it is too difficult, you can add that it should be a compliment related to that day or to the whole life and one connected with a green approach to life. When they are ready they should share at least one complement with the whole group.



:: Activities

Start with the PPT presentation (see annex III).
Explain what is well being:

- The state of being comfortable, healthy, or happy
- Well being includes the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (e.g., depression, anxiety), satisfaction with life, fulfillment and positive functioning
- Well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and the ability to manage stress. Well-being is just feeling well

The general approach of the workshop is to divide participants in groups of 5 and equip them with post it notes and flip charts and colorful pencils.

At the end of each part of the workshop they will gather all ideas and make a list to share for all.

Below you find the subjects to explore by participants. Ask them to write on their post it notes the ideas that come to their minds and are important for them. Then they compare them in their groups and put them on the flip chart with all groups.

(A) What should we do to have a better sleep?

Give participants 15 minutes to make a brainstorming of that subject. They can start individually and then in a group. They should gather the ideas of all participants in one place on a flipchart.

(B) Tips on how to increase your physical activity

Give participants 15 minutes to make a brainstorming of that subject. They can start individually and then in a group. They should gather the ideas of all participants in one place on a flipchart.

(C) How to eat healthier with a sustainable approach?

Give participants 15 minutes to make a brainstorming of that subject. They can start individually and then in a group. They should gather the ideas of all participants in one place on a flipchart.

(D) How to overcome procrastination?

Give participants 15 minutes to make a brainstorming of that subject. They can start individually and then in a group. They



should gather the ideas of all participants in one place on a flipchart.

At the end of the sessions ask them to make a list for each question. A list of ten tips for each question.

:: Debriefing & Conclusion


You can give workshop participants your tips for well-being:

- Be okay with yourself and regularly reward yourself with a compliment
- Talk about what's on your mind (write down who can you talk to)
- Move and be active (write down what you can do to move more)
- Try something new (write down what new things are you going to do)
- Don't be afraid to count on friends and talk to them when needed (write down who can you rely on and in which situation you will rely on them)
- Allow yourself to say no to things you don't feel like doing (write down in which situations you are going to do this)
- Go for it (write down what things you would like to do and won't postpone anymore)
- Don't be afraid to ask for help (write down who you can ask for help)
- Allow yourself time to rest
- Keep your head above the water (write down how you will persevere when times are difficult)
- Eat well and drink plenty of water
- Give yourself enough 'me time' – time for yourself

:: Homework & Feedback

At the end ask each participant to list things, people who make you feel good and give you energy and a list of people, things that cost you energy.

- Put this list aside. Look at it at a later time and take another look at it and see if you can add even more topics. Only when you are sure that your list is complete, go to the next step
- Give every person/thing a rating. 10 stands for 'gives me lots of energy' and 1 stands for "cost me lots of energy"
- Then, determine how big your influence is by topic. Is it



something that simply has to be done? Do you have to deal with it? Can you change anything? Submit this into three categories, with letters, numbers or colors

- Make a plan. Begin preferably with issues that bother you a lot and that are relatively easy to address. Do not take on all your points at the same time, for example, start with two points. Also look at your energy givers. Can you increase this? This is often easier than trying to minimize an energy eater. A small step can make a big difference
- If you find that the first two points lead to results, repeat this exercise. You don't need to write down the whole list again, but think about whether there are new situations where you want to make changes

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

1) To reach the state of wellbeing you should:

- REWARD YOURSELF A COMPLIMENT
- increase anxiety
- Avoid physical exercises

2) To sleep well it is advisable to:

- Eat a lot before going sleep
- Make a phone call to an enemy before going sleep
- MEDITATE

:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1) Wellbeing is the state of being comfortable, healthy, or happy.

- True
- FALSE

2) Well-being includes the presence of negative emotions and moods, the absence of positive emotions.

- True
- FALSE

3) To increase your physical activity you should avoid jogging.

- True
- FALSE

4) To be healthy, eat well and drink plenty of water.

- True
- FALSE

5) To reach the state of wellbeing give yourself enough 'me time' – time for yourself.

- True
- FALSE

6) To reach a state of wellbeing allow yourself time to rest.

- True
- FALSE

Note: The right answer is written in capital letters

:: Recommended online platforms

- Test to check your wellbeing – it can be distributed to participant to make at home or also as a homework: <https://www.berkeleywellbeing.com/well-being-survey.html>
- How good is your health?
A progressive and scientifically formulated assessment powered by SolaVieve. The WQ measures a person's health status from a holistic perspective. <https://wqtest.io/home>

:: Bibliography/ recommended materials for participants

- www.fitinjehoofd.be
- <https://www.hsph.harvard.edu/nutritionsource/2013/11/04/making-exercise-a-daily-habit-10-tips/>
- <https://www.helpguide.org/articles/healthy-living/how-to-start-exercising-and-stick-to-it.htm>
- <https://www.healthline.com/nutrition/17-tips-to-sleep-better>
- Frey BS, Stutzer A. Happiness and economics. Princeton, N.J.: Princeton University Press; 2002.

WORKSHOP SCENARIOS:

CURIOSITY

The main goal of this workshop is to raise awareness about intellectual curiosity and help participants gain understanding of the importance of being curious and of the benefits it gives in daily life. Participants will be provided with knowledge and tools that can help them develop a sense of intellectual curiosity.

:: Time

4 hours

:: Group Size

5/25 participants

:: Objectives


- During the workshops participants will be lectured about intellectual curiosity and its beneficence in everyday life. Trainers will guide them into understanding the power of curiosity and how being curious can spark positive changes in their lives.
- Planned games and activities will equip them with tools and techniques that will help them take a more curious attitude in daily life and overcome inhibitors of curiosity.
- In the end through teamwork and active listening participants will acquire key traits of successful communication - ability to ask why- questions that can broaden their horizons and open their minds and ability to be an active listener. Also, participants will be acquired with the core strategies that will help them find answers they seek for.
- We believe that grasping the meaning of curiosity, its importance for us and the impact that it has on us and our surroundings, can really set us on a way to success and happiness.

:: Learning Outcomes

- After the seminars participants will have a greater understanding of the idea of intellectual curiosity and its importance in day-to-day life. By taking a more inquisitive attitude towards their surroundings, they will broaden their horizons, gain new knowledge and acquire a bunch of amazing skills, making them better problem solvers and better communicators.

:: Materials

- Flamasters
- Pens
- Papers A2/A3



:: Introduction & Ice-breaking exercises

Two truths and a lie

Each of the participants is required to give three statements about themselves, one of which must be a lie. Then the group needs to discuss and vote which of these statements is a lie. They can investigate by asking each other questions about the statements.

Whose story is it?

During this icebreaker, each of the participants has to share their dumbest or funniest anecdote from their lives on a piece of paper. All of the papers are thrown into the hat and mixed. Then the stories are randomly picked, read out loud and everyone takes turns attempting to identify whose story is being read aloud.

:: Activities

1. Are you a curious person?

Start with posing three questions listed below to participants . Let them think for a few minutes, ask for volunteers, give them words of positive feedback and then proceed with explaining the subject.

- Do you have a tendency to dig deeper beneath the visible surface or do you accept things at face value?
- Do you frequently pose questions and seek responses?
- Do you have a desire to learn new things and explore the world all the time?

If you said yes to most of the questions, then yes, you are a curious person. If not, you can always cultivate your inner curiosity.

2. But who exactly is a curious person?

Start with posing an open question to participants “what are the characteristics of a curious person”. Let them brainstorm for a few minutes, ask for volunteers, give them words of positive feedback and then proceed with explaining the subject.

A curious person is a person with a very strong desire to know and to learn new things all the time. Curious people keep learning, exploring and investigating the nature of things.

3. Curiosity - open discussion!

Start with posing these questions to participants

- Do you perceive curiosity as an inner trait that we are born with or skill/attitude that we can develop during our lifetime?
- Do you think that curiosity is important and why do you think that way?
- What are the main benefits of being curious?

Let them brainstorm for a few minutes, ask for volunteers, give them words of positive feedback and then proceed with explaining the subject.

4. What is curiosity?

Curiosity is a feature that we all possessed when we were young but because of the fear of rejection and failure or harsh rebuke from teachers and parents, a lot of us have lost it. Or maybe the more pessimistic attitude that goes hand in hand with getting older made us lose the spark of curiosity. Maybe we can even say that curiosity killed the proverbial cat. But can we do something to rekindle this attitude?

It seems that although some of us have lost it, not everything is doomed. We can wake up our inner curiosity of a child at any level of our life and enhance it with continual practices and exercises.

Curiosity is a genuine willingness and readiness to explore the world beneath the visible surface, learn about others and acquire new sets of skills.

5. Intellectual exercise - the importance of curiosity

Mind is like a muscle which becomes stronger through proper exercises. The continual mental exercise that is induced by curiosity makes your mind stronger and stronger with each day and improves your memory as well.

6. Benefits of intellectual curiosity:

- Increase in curiosity leads to increase in creativity, creativity leads to improvements and better solutions
- Curiosity fosters better communication and stronger relationships - curious people tend to ask more questions,



share more information and are better listeners

- Curiosity helps ease conflicts - it encourages to acknowledge other people's perspective rather than just your own
- Curiosity brings excitement - it opens a whole palette of new things to experience and new possibilities to explore
- Curiosity makes you more observant - by being curious, your mind gets into habit of expecting and anticipating new ideas constantly, so if something interesting comes up you won't miss the opportunity
- Curiosity prevents you from making wrong assumptions and falling prey to confirmation bias

7. Tips to improve curiosity:

Create groups of 3-5 people and ask them to make a list of 10 tips they would give to each other on how to improve one's curiosity. Give them papers (A3/A2) and flamasters and ask them to create a colorful list from the most important to the least important tip. After 25-30 minutes, ask each group to share their ideas with others out loud.

- **Be inquisitive - ask questions and listen closely to the answers**
 - > it will help you gain more understanding of what is going on around you and give you more clarity
 - > it will help you be perceived as a leader and person that is interested in things and has something to say about them
 - > it will help you expand your knowledge and broaden your horizons
- **Ask yourself questions relentlessly**
 - > take time to ask why-questions to yourself - inquire your feelings and emotions
 - > ask questions about nature of things and why they are working a certain way
 - > dig deeper beneath the visible surface
 - > look at alternative explanations
- **Continue to learn with an open mind**
 - > it increases your knowledge, skills and general sophistication
 - > check diverse sources to gain variety of perspectives
 - > be ready to learn, unlearn and relearn again - sometimes we might be wrong about sth and it's important to acknowledge it and not get stuck with false belief



> don't label things as boring at the first sight, every new thing open door for array of possibilities

- **Remind yourself of the value of being curious**
 - > we often tend to get stuck in our old habits and need reminders to develop and reinforce the new ones
- **Take small steps out of your comfort zone**
 - > don't dive into deep water instantly - setting too high expectations at the very beginning may discourage you on
 - > your way to being more curious

8. Activity - The Famous House Riddle of Einstein

Split the participants into groups of 4-5 people and give each group a copy with the printed text of a riddle, some pens and a big paper.

Each of the group has to solve the riddle on their own using their own tactics and teamwork skills. Encourage participants to use the given tools to create the map of thoughts. Give participants around 30 to 40 minutes to solve the riddle. When they are finished encourage them to share their answers, the thought process and the difficulties they had to face.

Five homes are situated next to each other along the street. Each house has a unique color and each of the residents has a different nationality, drinks a different beverage, smokes a different cigar brand and has a different pet.

Which homeowner has a pet fish if these variables cannot be the same at any of the houses?

These are 15 clues that will help you solve the riddle:

- > The Englishman owns a house with red walls.
- > The Swedish man owns dogs.
- > The Danishman drinks whiskey.
- > The house with green walls is just to the left of the house with white walls.
- > The owner of the house with green walls drinks coffee.
- > The man who smokes Pall Mall owns birds.
- > The owner of the house with yellow walls smokes Marlboro.
- > The man in the center house drinks vodka.
- > The Norwegian lives in the first house.
- > The Black Devil smoker has a neighbor who keeps cats.
- > The man who smokes Blue Masters drinks beer.
- > The man who keeps horses lives next to the Marlboro smoker.

- > The German smokes Lucky Strike.
- > The Norwegian lives next to the house with blue walls.
- > The Black Devils smoker has a neighbor who drinks rum.

9. Activity - The Mafia Game

First things first you need to gather the participants and tell them to sit in the circle either on the floor or on the chairs.

At the start of the game each player is secretly assigned a role (a list of roles and descriptions is below) - to do it the narrator asks participants to close their eyes, and while telling the roles he taps participants who will be assigned to the role that is being spoken out in the moment. Every person that is given a role will have an opportunity to see their teammates during their wake up time at night.

Note! It's important for the narrator to have a list of names with assigned roles so that he doesn't mix up things.

Note 2! One role can be assigned for more than one person.

The game has two phases: the night during which civilians sleep and people with extra roles perform their special actions and the day during which surviving players have time to debate in order to eliminate the suspects.

The game continues until the mafia kills everybody on the good/neutral side or when all of the mafia members are eliminated.

Gameplay:

Night

All players close their eyes. The narrator instructs the mafia to open their eyes and acknowledge their team members. The Mafia picks their victim by silently pointing a finger at him and then closes their eyes again.

A similar process occurs for every other role that has nightly actions.

Day

The moderator asks the players to wake up, open their eyes and announce who died the previous night. Then the discussion starts among the living players. At any moment any of the players may accuse another one of being a mafia member and prompt others to vote to eliminate them. There may occur a situation when there is more than one suspect and then the person with more votes is being eliminated. Roles are not

publicly announced, so people can pretend to be anyone they want to pursue their strategy or to mess with other players. The role of dead players can be revealed but it's not necessary and relies on the will of the narrator (not revealing the roles makes the game a little bit more challenging). In both options, dead players cannot influence further gameplay. This phase ends with an elimination of a player.

Roles:

The good ones: they play in order to eliminate all of the mafia members from the game:

Civilians - no specific action is taken villagers who may protect one person per night from being killed (they point at this person during nighttime after narrator tells them to wake up)

Police officers - villagers who may learn on which side is particular player (after the narrator tells them to wake up, they point at one person and the narrator has to indicate this person's innocence or guilt by either using thumb up or thumb down)

The bad ones:

Mafia - they aim is to kill every civilian that is in the city, they are killing during the nighttime but pointing a finger at somebody

Both of the activities held in this workshop aim to encourage participants to take up a curious attitude that contains asking a lot of questions, digging deep into the subject and seeking responses.

Debriefing & Conclusion

To sum up!

- Being curious makes life an adventure
- Being curious makes world exciting
- Curiosity is a tool of discovery
- Curiosity leads to innovations
- Curiosity is a way of life
- Curiosity guides you into faster and better personal growth own how you will persevere when times are difficult)
- Eat well and drink plenty of water
- Give yourself enough 'me time' – time for yourself



:: Homework & Feedback

Encourage participants to update their old ways of doing certain things. Stepping out of one's comfort zone is a great way to explore new ideas and thoughts. Additionally, a change of small, old habits is also a great beginning to open oneself up to an array of other possibilities.

Encourage participants to overcome the fears of the unknown. Overthinking and creating the worst case scenarios about the future are not the best things that people can do for themselves. The far better option is trying to keep an open mind and be curious what wonderful things the world has prepared for us.

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

1) Mind is like a:

- Bone
- MUSCLE
- Joint

2. Curiosity prevents you from:

- Being perceived as competent
- Stepping out of your comfort zone
- MAKING WRONG ASSUMPTIONS

:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1. Curiosity prevents you from falling prey to confirmation bias:

- TRUE
- False

2. Posing relentless questions and seeking answers are characteristic behaviors of curious minds:

- TRUE
- False

3. Curiosity is more likely to have a negative impact on your relationships with others than a positive one:

- True
- FALSE

4. People have a tendency to get stuck in their old ways:

- TRUE
- False

5. Curiosity makes learning a duty or a chore:

- True
- FALSE

6. One of the benefits of being curious is becoming more aware of what's going on around us and being ready to grasp the opportunities when they come up:

- TRUE
- False

Note: The right answer is written in capital letters

:: Bibliography/ recommended materials for participants

- Future Learn, Innovative Leadership: Developing Curiosity <https://www.futurelearn.com/courses/developing-curiosity>
- Harappa, 2021, Intellectual Curiosity <https://harappa.education/thrive-skills/intellectual-curiosity/>
- Curiosity (video workshops) <https://johnmuirlaws.com/curiosity-video-workshop/>
- GOBANKINGRATES (2018), The Most Important Skill at the Office Isn't Being Taught in School: <https://www.entrepreneur.com/business-news/the-most-important-skill-at-the-office-isnt-being-taught/323511>
- Why ask Why <http://www.thecuriosityworkshop.com/uncategorized/why-ask-why/>
- The Importance of Being...Curious <https://andersonuniversity.edu/sites/default/files/student--success/importance-of-being-curious.pdf>
- Latumahina D., 2022, 4 Reasons Why Curiosity Is Important



and How to Develop It

<https://www.lifehack.org/articles/productivity/4-reasons-why-curiosity-is-important-and-how-to-develop-it.html>

- **Writes A., 2022, The Importance of Curiosity in Life and 5 Surprising Ways You Can Benefit From It. The future belongs to the curious.**
<https://medium.com/@ana.writes.28/the-importance-of-curiosity-in-life-and-5-surprising-ways-you-can-benefit-from-it-5a0343dbf9b5>
- **Bapat V., 2014, The 7 traits of intellectually curious leaders**
<https://www.linkedin.com/pulse/20141011142735-1273480--the-7-traits-of-intellectually-curious-leaders/>
- **150 Icebreaker Riddles To Energize Your Next Group Meeting**
<https://www.scienceofpeople.com/icebreaker-riddles/>
- **Mafia (party game)**
[https://en.wikipedia.org/wiki/Mafia_\(party_game\)](https://en.wikipedia.org/wiki/Mafia_(party_game))

WORKSHOP SCENARIOS:

CREATIVE THINKING

Flexibility is a key skill, since it requires you to adapt to unexpected situations in your everyday life (private life, job, free time, etc). Increasing your mental flexibility helps you stay calm in challenging situations, allowing you to deal with difficulties more effectively, as well as better navigate stressful/difficult situations to achieve desired outcomes. It is important to train these skills in order to be able to face unpredictable events: this is the main aim of the following workshop.

:: Time

4 hours

:: Group Size

5/25 participants

:: Objectives

- The young people will be introduced to a number of activities designed to stimulate creative thinking. These activities encourage them to think outside the box, leaving room for imagination. Imagination allows us to think outside the box, and find innovative solutions.

:: Learning Outcomes

By the end of this workshop, participants should be able to:

- Know each other
- Exercise their creativity
- Understand the benefit of creative thinking
- Pay attention to other ideas
- Gain self-confidence by listening more closely to their imagination
- Implement creative thinking concepts in their daily lives
- Ask themselves questions about the way to live a more

:: Materials

- Training room
- Computer/projector
- One chair per participant
- Paperboard
- Markers
- Name tags (one per participant)
- Colored pencils
- Blank sheets
- Tools (30 circles, Guernica painting...) printed one copy for each participant
- Pen (one per participant)

:: Introduction & Ice-breaking exercises

Chinese portrait

To introduce themselves to the group in a fun way and get your imagination working, we suggest the Chinese portrait game as an ice breaker. The Chinese portrait is a great animation classic. It's a fun and imaginative way for everyone to introduce themselves.

Each player draws up his or her "Chinese portrait" on a sheet of paper, answering questions posed by the host, all beginning with "If I were...".

At the end, they present themselves one by one, choosing 5 elements from their Chinese portrait that best define them.

Introduction: Introduction and presentation (30 minutes)

To begin with, play the video on the 6 hats theory as an example of creative thinking:

<https://www.youtube.com/watch?v=NQNCrEHxlr0&t=2s>

Then, you will present the "Creative thinking" PPT to the participants. Make sure you express yourself clearly and leave time for questions. Participants should feel comfortable asking questions. Make sure everyone knows there are no stupid questions!

:: Activities

Activity "30 circles" (30 min)

This activity is a first step in stimulating the imagination and beginning to understand the importance of creative thinking.


You give each participant a sheet of paper with the 30 circles on it, plus colored pencils. They must then draw as many circles as possible, giving them a meaning: a circle can become a pizza, a donut, a flying saucer... This creative activity enables students to transform a shape into a recognizable object in a given time. Participants have 20 minutes to draw and imagine as many possibilities as these circles could be.

Then you take 10 minutes for each participant to show what they've imagined.

Coffee Break (15 minutes)

Activity 2 : Storytelling the Pixar way (1h30)

Storytelling is one of the most powerful ways to unlock creative thinking. However, it's also an activity that can provoke a certain amount of anxiety for fear of running out of ideas OR because you don't know where to start or what to include. The Pixar



structure is a formula that helps authors organize their ideas into a coherent story. Analytical thinking, creative thinking and collaboration will help participants create a great story! To start with, you can watch this video, which gives an overview of how Pixar applies a narrative structure to create each of its films.

<https://www.youtube.com/watch?v=bKrCKg9ggVI>

Then, alone or in small groups (depending on the number of participants), they can begin to create their own story by applying Pixar's 22 rules for maintaining a framework throughout a story:

#1: You admire a character for trying more than for their successes.

#2: You gotta keep in mind what's interesting to you as an audience, not what's fun to do as a writer. They can be different.

#3: Trying for a theme is important, but you won't see what the story is actually about til you're at the end of it. Now rewrite.

#4: Once upon a time there was _____. Every day, _____. One day _____. Because of that, _____. Because of that, _____. Until finally _____.

#5: Simplify. Focus. Combine characters. Hop over detours. You'll feel like you're losing valuable stuff but it sets you free.

#6: What is your character good at, comfortable with? Throw the polar opposite at them. Challenge them. How do they deal?

#7: Come up with your ending before you figure out your middle. Seriously. Endings are hard, get yours working up front.

#8: Finish your story, let go even if it's not perfect. In an ideal world you have both, but move on. Do better next time.

#9: When you're stuck, make a list of what WOULDN'T happen next. Lots of times the material to get you unstuck will show up.

#10: Pull apart the stories you like. What you like in them is a part of you; you've got to recognize it before you can use it.

#11: Putting it on paper lets you start fixing it. If it stays in your head, a perfect idea, you'll never share it with anyone.

#12: Discount the 1st thing that comes to mind. And the 2nd,



3rd, 4th, 5th – get the obvious out of the way. Surprise yourself.

#13: Give your character's opinions. Passive/malleable might seem likable to you as you write, but it's poison to the audience.

#14: Why must you tell THIS story? What's the belief burning within you that your story feeds off of? That's the heart of it.

#15: If you were your character, in this situation, how would you feel? Honesty lends credibility to unbelievable situations.

#16: What are the stakes? Give us reason to root for the character. What happens if they don't succeed? Stack the odds against.

#17: No work is ever wasted. If it's not working, let go and move on - it'll come back around to be useful later.

#18: You have to know yourself: the difference between doing your best & fussing. Story is testing, not refining.

#19: Coincidences to get characters into trouble are great; coincidences to get them out of it are cheating.

#20: Exercise: take the building blocks of a movie you dislike. How d'you rearrange them into what you DO like?

#21: You gotta identify with your situation/characters, can't just write 'cool'. What would make YOU act that way?

#22: What's the essence of your story? Most economical telling of it? If you know that, you can build out from there. With all these writing tips like a roadmap, participants have one hour to write a short story that allows them to use their imagination and give a little more of themselves. Then take 30 min for each person or group to read their story in front of the others, to share and discuss the stories.

Activity 3 : Add Something New (25 min)

Show students a work of art such as Leonardo da Vinci's Mona Lisa. Our starting point here is Pablo Picasso's painting Guernica. The painting is cut up so that participants can complete it as they wish. You hand out a copy of the cut-out painting, with colored pencils, and participants have 20 minutes to improvise the drawings they wish to complete.

This activity allows participants to create on an artistic basis. Taking a pictorial masterpiece as a starting point, participants have the opportunity to integrate their creative thinking into a



whole by completing the painting.
Then take 5 minutes for everyone to present their work.

:: Debriefing & Conclusion

Gather the group in a circle and ask them the questions proposed just below. Take notes of the feedback on the paperboard. You can also include questions of your own. Ask participants the following questions:

- What have you learned today?
- Will you do it again?
- What did you like the most?
- What did you like less?

:: Homework & Feedback

You can suggest that the group of participants continue to reflect on how to develop their creative thinking in everyday life, and how this can help them in their personal and professional lives.

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

- 3 things you learned today that you will take with you
- 3 small actions that you would like to implement in your daily life to improve your planning

:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1) Is creative thinking useful only in art and culture?

- True
- FALSE

2) There are a multitude of creative ways of thinking?

TRUE
False

3) Thinking outside the box can lead to new solutions?

- TRUE
- False

4) Creative thinking is not recognized in the workplace?

- True
- FALSE

5) Name at least two forms of creative thinking:

- DIVERGENT
- LATERAL
- INTUITIVE
- CRITICAL

6) Can we constantly develop our imagination?

- TRUE
- False

Note: The right answer is written in capital letters

:: Recommended online platforms

- <https://www.indeed.com/career-advice/career-development/-creativity-exercise>

:: Bibliography/ recommended materials for participants

- <https://www.thebalancemoney.com/creative-thinking-definition-with-examples-2063744>
- <https://www.theforage.com/blog/skills/creative-thinking>
- <https://advanceonline.cam.ac.uk/courses/creativity-problem-solving-and-design-thinking/>
- <https://filmlifestyle.com/pixar-storytelling-formula/>



:: Annexes

Icebreaker (Examples for the Chinese portrait)

Nature portrait

- If you were an animal, you'd be...
- If you were a plant (flower, tree...)
- If you were an element
- If you were a precious stone or not
- If you were a season
- If you were a time of day
- If you were one of the five senses

Portrait places

- If you were a country
- If you were a city
- If you were a planet
- If you were a landscape
- If you were a room in the house

Object portrait

- If you were an everyday object
- If you were a vehicle
- If you were a garment

Culture portrait

- If you were a book
- If you were a fictional character
- If you were a word
- If you were a movie
- If you were a celebrity
- If you were a cartoon
- If you were a superpower
- If you were a legendary / imaginary creature
- If you were a video game
- If you were a song
- If you were a style of music
- If you were a musical instrument
- If you were a photo
- If you were an art
- If you were a historical event

Gourmet portrait

- If you were a dish
- If you were a dessert
- If you were a delicacy
- If you were a fruit
- If you were a drink
- If you were a smell



Portrait Recreation

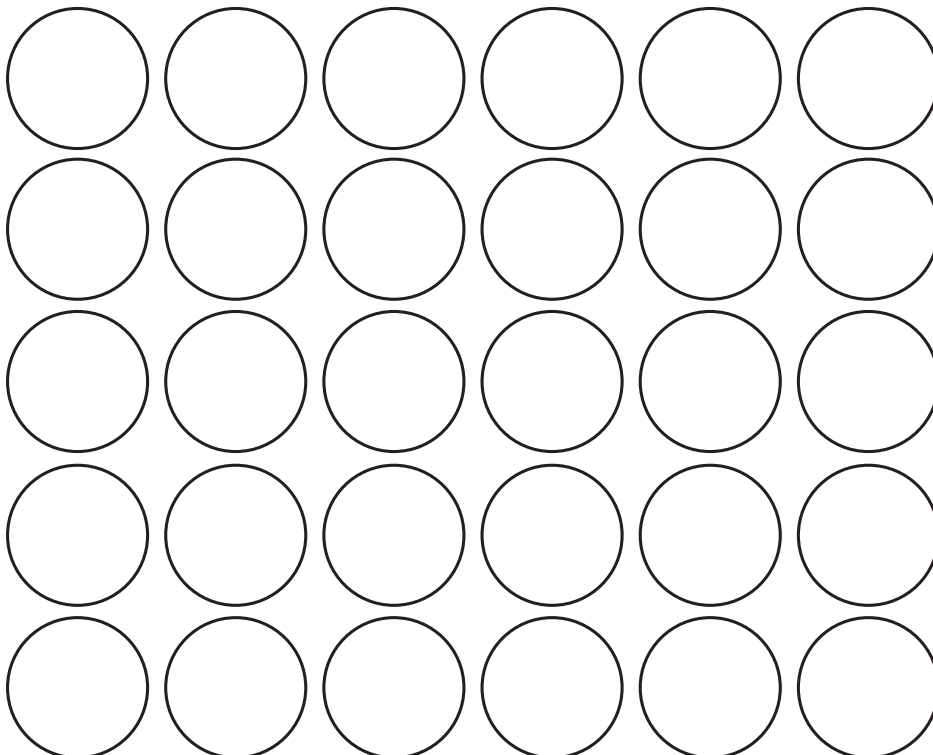
- If you were a creative hobby
- If you were a sport
- If you were a party
- If you were the perfect letter
- If you were stationery or a stationery accessory

A more personal portrait

- If you were a number
- If you were a noise
- If you were a motto
- If you were a hashtag
- If you were a bad habit
- If you were a quality
- If you were a swear word
- If you were an emotion
- If you were a pleasure

Activity 1: 30 circles

30 CIRCLES CHALLENGE



Activity 3: Add Something New



WORKSHOP SCENARIOS:

EMOTIONAL HEALTH

The goal of this workshop is to raise awareness about emotional health, its importance in everyday life and what can influence it.

Participants will be provided with knowledge and tools that can help them boost their emotional intelligence and become more self-aware.

:: Time

4 hours

:: Group Size

5-25 participants

:: Objectives


- During the workshops participants will be asked to “dive into themselves” and explore their true emotions.
- Planned games and activities will equip them with tools and techniques that will help them not only discover what they truly feel and think but also how they can manage their emotions.
- Through teamwork and active listening they will also learn to be more aware of other people's feelings and will learn to be more empathetic and respectful towards them.
- In the end participants will be more self-aware of their emotional condition and more capable of expressing their needs and feelings publicly.
- We believe that grasping the meaning of emotional health, its importance for us and the impact that it has on our social relations, can really improve our wellbeing and change our lives for the better.

:: Learning Outcomes

- After the workshops participants will be acknowledged with the idea of emotional health and its importance in daily life. They will become more aware of what they truly feel on an everyday basis and feel more comfortable expressing their feelings and emotions to others. Also they will be introduced to techniques and strategies which when applied, can improve not only their wellbeing but also the wellbeing of people around them and relations between them.

:: Materials

- Papers
- Flamasters
- Pens



:: Introduction & Ice-breaking exercises

The goal of these ice-breaking exercises is to form a bond between group members and make them more comfortable with each other so that they will be more eager to take active part in held discussions, not afraid to express their opinions on the subject and introduced to the idea of being an active listener. Some of the questions from the first ice breaker will touch on the topic of personal views of participants on things such as sustainability and ecology while other questions will be connected to emotional wellness.


Speed Dating Icebreaker

The goal of this game is to converse with as many individuals as you can in a series of incredibly quick talks in a very short period of time. People should form two circles facing each other so that everyone has their partner to talk to. Set the timer after determining the time restriction (approximately 3 minutes for each talk). Each couple must begin speed networking right away when the question has been asked and try not only to express their view on the topic but to grasp the point of their interlocutor. When setted time passes, whistle or clasp your hands, ask people from the inner circle to move to the next person and go on with another question. Repeat until circles return to their initial position.

When the game ends, ask participants to think about their emotions throughout the game - what were their feelings when they were talking to the first person, how their feelings changed with each turn, how they felt afterwards, also ask them to think about what they were focusing mostly on during conversation - their own emotions and thoughts or words and feelings of their interlocutors. After around 3 minutes ask for volunteers who are willing to express their thoughts.

List of sample questions that can be used during the game:

1. What kind of person do you want to be?
2. What do you like about yourself the most?
3. What do you dislike about yourself the most?
4. What things do you value in your life?
5. What upsets you in regards to other people's behavior?
6. What are your thoughts right after you wake up?
7. Looking back at the past months, what was the most joyful moment for you?
8. When you ask others for help, what do you usually ask about?
9. What is your strategy to bounce back after a failure?
10. What makes you feel energizedV+ and happy?

- 
11. What compliments do you like to hear and why?
 12. Looking back at last week, what was the best thing you did for yourself?
 13. If you could offer some piece of advice to your younger self, what would you tell them?
 14. Have you made someone smile today?
 15. When was the last time you pushed the boundaries of my comfort zone?
 16. Without what can't you imagine your life?
 17. What does the word self love mean to you?
 18. Who do you treat better: yourself or others?
 19. Am I saying no to things I would like to do?
 20. Am I saying no to things I don't want to do?
 21. What are you doing to reduce your carbon footprint?
 22. How connected with nature do you feel?
 23. In your opinion, what is the biggest environmental challenge that humanity is facing at the moment?
 24. What was your inspiration to care about the environment?
 25. What do you think is more important in terms of environment: action of civilians or action of bigger players such as governments, companies and so on?
 26. What is your opinion on using animals for scientific research?
 27. Do you think the government is doing enough to protect the environment?
 28. What eco-friendly initiative would you like to be implemented in your school or workplace?
 29. Do you buy only things that you actually need?
 30. Do you think businesses should be held responsible for not being environmentally sustainable?

:: Activities

1.Explain the topic

Start with posing an open question to participants “what do they think that emotional health really is”. Let them brainstorm for a few minutes, ask for volunteers, give them words of positive feedback and then proceed with explaining the subject.

The essence of emotional health is the combination of our personal thoughts, emotions and feelings. In the broader meaning it is also our attitude towards difficult situations and unfavorable factors.

Being emotionally healthy means being accepting and kind towards the whole palette of emotions that we are experiencing, regardless whether they are positive or negative. In this sense, emotional health is acceptance of feeling different things and not being judgemental about them.



2. The importance of emotional health

Start with posing a question to participants “do they think that emotional health is important and why do they think so”. Let them brainstorm for a few minutes, ask for volunteers, give them words of positive feedback and then proceed with explaining the subject.

Emotional health is a key to your overall wellness on a number of levels.

- First thing first, being emotionally healthy gives you not only a sense of being more able to be in control but it will indeed give you more control in every part of your life.
- Secondly, you become better equipped and more capable of dealing with daily obstacles and emotional difficulties, even if they are unpleasant.
- Furthermore, you learn how to build more healthy and enduring relationships based on mutual acceptance and understanding.
- Also, it helps you to accept who you really are without being judgemental or critical when something goes wrong.
- Last but not the least, it gives you a better view on your inner self, making you more aware of your values, traits and needs.

3. Factors that influence our emotional health in a bad way

Start with posing a question to participants “what in their opinion influences our emotional health in a bad way”. Let them brainstorm for a few minutes, ask for volunteers, give them words of positive feedback and then proceed with explaining the subject.

There are a bunch of different factors that can influence your level of emotional health:

- Toxic relationships with partners, colleagues or family members
- Disturbed work-life balance
- Bad condition of physical health
- Genetic factors
- Unpleasant surroundings (in terms of poor condition of accommodation, unfriendly neighborhood, polluted environment)

4. Tips for improving your emotional health

Create groups of 4-5 people and ask them to make a list of 10 tips they would give to each other on how to improve one's emotional health. Give them papers (A3/A2) and flamasters and ask them to create a colorful list from the most important to the least important tip. Then after 1/2h ask each group to share their ideas with others out loud.

Take care of your physical health (hydration, well-balanced diet, exercises)

- Stay away for psychoactive substances such as drugs and alcohol
- Boost your self awareness and emotional intelligence
- Find ways of reducing anxiety and stress (meditation, mindfulness, deep breathing exercises)
- Build a trustworthy social network

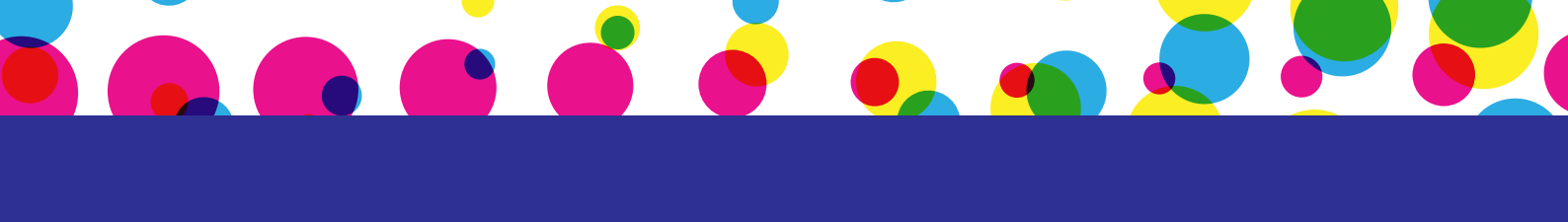
5. Tactics to improve your emotional health

- Reflect on your own emotions
- Ask others for feedback, both positive and negative
- Work on being resilient
- Be self aware - observe your emotions
- Take a moment to think before speaking or doing sth)
- Always explore the 'why' (the gap between your perspective and perspective of another human)
- Learn and practice!

6. First activity - Recognizing and accepting your emotions

This exercise objective is to help participants work on one of the most crucial aspects of emotional health: recognizing and accepting your own emotions.

Split the group into pairs and place each of the couple far enough from the other pairs so that they can have a sense of privacy. Each pair should choose who will be the first one to talk. Inform the group that each one would get an opportunity to talk about a moment when they felt like a victim. They should describe an event and in even more detail they should describe their feelings during the situation and afterwards. Then switch



the roles. Then again, switch the roles and inform the group that each one would get an opportunity to talk about a moment when they felt like a victim. Repeat the circle. For each topic give 10-15 minutes per person. At the end, gather the group back together, allow 10 minute discussion with following questions:

- What was your first thought when you were told to share such private and difficult experiences with your partner?
- How were you able to cross this boundary in your mind and share it? What were your feelings when you were talking about these experiences and emotions that you felt afterwards?
- After recognizing and expressing your emotions, what were your feelings?

7. Second activity - establishing eye contact

The goal of this practice is using eye contact in order to help us identify our own emotions and realize how we interact with others on an emotional level.

Give your participants some papers and pens and then instruct them to spread out in the room. Ask them to visualize themselves in a museum or at an art exhibition. Then, they will have to go through three phases:

Phase 1

Instruct your participants to walk around the room without making eye contact with anyone, as if they were in some sort of a public area. They ought to improvise and play that part. After a minute stop the group and ask them to write down the feelings they had while doing this exercise.

Phase 2

In this phase instruct your participants to actually try to make eye contact with others when they are taking a walk around the room. However, once they catch eye contact with someone, they should immediately break it and turn their gaze somewhere else. After two minutes, stop the group and ask them to write down feelings they experienced during this phase.

Phase 3

In the last part, instruct your participants to look for eye contact with anyone and the moment they do so, they should pair up with that particular person. They ought to face each other and look each other in the eyes and avoid making eye contact with anyone else. After 2 minutes ask participants to stop and write down their emotions about this phase.



Gather everyone back together and allow for 10-15 minute debate asking following questions:

- How were your feelings changing through each phase?
- How did it feel to be obliged to break eye contact when you just caught it?
- How did you feel approaching the person you've made eye contact with?
- How did you feel having to look into the eyes of your partner in the third phase?
- Have you felt connected to people you made eye contact with?
- What dictates whether we should make eye contact with others when we are in any kind of social situations or in a public space?

:: Debriefing & Conclusion

Important things to remember!

Emotional health does not guarantee constant happiness! Even the most emotionally healthy people will still experience negative emotions such as disappointment, grief or tension. The key is to become a friend with those feelings, accept them as they are and gain a better understanding of how to deal with them.

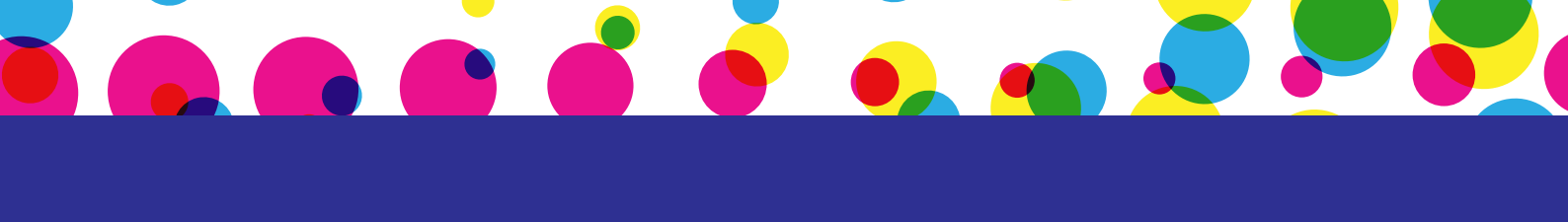
We cannot control what occurs in our lives and what problems we have to face but by boosting our emotional skills we can improve our chances to respond to them well when needed.

:: Homework & Feedback

Encourage participants to ask their friends and close relatives for feedback in terms of your qualities - those that are commonly considered as positive and those that are perceived in a more negative light. Feedback from the person that they trust will give them an insight on how they are perceived by others.

Encourage participants to write an imaginary eulogy to see how they would like to be perceived after death by their closest ones. This exercise illuminates how they would like to be seen in reality, what is important for them and what changes need to be implemented for them to become an ideal version of themselves.

Encourage participants to write to themselves a regret letter in which they address all the regrets that they remember, especially those that are constantly running through their head. Then tell them to read them in peace, relive all of these moments that



they could have made another decision, accept it and forget themselves. It's a reminder that we are all humans who tend to fall and make mistakes. However, it's not only the ups that are building our character but also the downs that are making us stronger.

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

1) Which statement is false:

- Emotionally healthy people will experience negative emotions
- EMOTIONAL HEALTH IS ABOUT BEING HAPPY ALL THE TIME
- Emotional health is a key to overall wellness

2) Which statement is true:

- You should only reflect on positive feedback
- Building a trustworthy social network does not matter that much
- IT IS A GOOD IDEA TO TAKE A PAUSE AND THINK BEFORE SPEAKING OR DOING SOMETHING

:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1) Emotional Health is acceptance of feeling different things and not being judgemental about them:

- TRUE
- False

2) Being self aware means being able to recognize your emotions:

- TRUE
- False

3) Emotional health is only about accepting positive thoughts:

- True
- FALSE

4) Toxic relationships cannot affect your emotional health:

- True
- FALSE

5) Being judgemental about your inner feelings and thoughts is a key to emotional health:

- True
- FALSE

6) Working on being resilient is one of the tactics that helps you improve your emotional health:

- TRUE
- False

Note: The right answer is written in capital letters

**:: Bibliography/
recommended
materials
for participants**

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- Improving Emotional Intelligence (EQ)
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<https://positivepsychology.com/emotional-intelligence-exercises/>
- Selva J., 2018, 28 Mental Health Games, Activities & Worksheets (& PDF):
<https://positivepsychology.com/mental-health-activities-worksheets-books/>
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<https://medium.com/personal-growth/22-questions-self-aware-people-ask-themselves-a532a771a09a>
- 75 Questions for Cultivating Self-Awareness:
<https://positivelypresent.com/2018/01/75-questions-for-self-awareness.html>

WORKSHOP SCENARIOS:

EMPATHY

This workshop offers to train participants to empathy by supporting them in the acquisition of knowledge, skills and competences related to the different aspects of empathy.

:: Time

4 hours

:: Group Size

5/20 participants

:: Objectives

- Learners will be introduced to the active listening techniques in order to foster their listening skills which are necessary in any kind of relationship; they will also be introduced to body languages and its signification. Finally, they will work on emotions in order to read them better and therefore be able to identify them and how they were triggered.

:: Learning Outcomes

At the end of the workshop, learners should have learnt:

- What is empathy
- What is active listening
- How to practice active listening
- How to read body language
- How to define and identify emotions
- To enrich their emotion lexical

:: Materials

To deliver this workshop, you will need:

- Training room
- PC
- Projector
- Internet connection
- Sits for each participants
- Paper and pen for each participant

:: Introduction & Ice-breaking exercises

“So do I” – 15 minutes

The participants sit in a circle. The trainer is seated among them. Each person will say one thing about themselves and the other participants will raise their hands if they feel/experience the same thing.

As a trainer, for example, you can start by saying "This morning I feel motivated by this workshop". The participants will raise their hands if they feel the same. Each participant should state a feeling.

:: Activities

Introduction – 30 minutes

Start the discussion by asking the participants what they expect from a workshop on empathy. Make a note of the key words emerging from the discussion on a flipchart, which will be useful for the debriefing and conclusions phase.

You can start the workshop by showing the participants the following video that unpacks what is empathy. You can add the automatic subtitles in your own language not to miss anything: https://www.youtube.com/watch?v=TrbLsa1iDVK&ab_channel=CommunicationCoachAlexanderLyon

Then start by presenting the Empathy PPT. Take your time, articulate and include breaks so that participants can ask questions.

Once this has been done, ask the participants if they think empathy can be learned? What does empathy consist of? Can we train ourselves to be more empathetic?

Then explain to the participants that the workshop proposes to explore several skills that make up empathy.

Active Listening – 45 minutes

Good communication is more than just talking. It also requires active listening, authenticity and empathy. In the context of communication, active listening is a structured way of listening and responding to the other person.

When you listen actively, your attention is focused on the other person so that you can understand, interpret and evaluate what they are saying.

This activity will help participants to practice their active listening skills.

Storytelling Circle (25 minutes)

You, as facilitator, start telling a story and pass it onto the next team member to continue. The story continues until it comes back to the educator, who concludes it. This game helps participants develop their active listening skills by paying attention to details and making connections between the different parts of the story.

As then the participants understand the connection between the simple exercise you just had and active listening competences. You can take notes of the key words from the discussion on a Paperboard.



Conclude the activity by providing the following tips to practice active listening:

Make eye contact

- Concentrate on what is being said
- Listen to the other person to allow them to express themselves.
- Allow pauses
- Ask questions
- Repeat to confirm
- Think about what you have heard
- Read between the lines

Non-verbal communication – 45 minutes Discussion (20 minutes)

Introduce the topic of body language with participants. Take notes on a Paperboard of the keywords from the discussion. Do they know what it is? Explain that it's important to pick up non-verbal clues (facial expressions, sighs, downcast eyes, slumped posture or posture ready to attack, crossed arms, etc.), then ask the person if you've hit the nail on the head with phrases like "I have the impression that... Is that right? The problem with such an approach is that the other person may feel that you are reading their mind and perceive this as an intrusion, an invasion of their person and privacy. It is therefore useful to bear in mind that the aim is not to manipulate the other person, but to express personal needs and limits, and also to reach out to the other person in what they are experiencing. It is better to recognise the other person's discomfort at feeling observed and analyzed.

Then ask the participants how body language can be interpreted? Do they have examples? Make sure that you address the fact that **culture influences non-verbal communication**: Have they faced situations in their everyday lives, when traveling for instance, during which they noticed that culture makes non verbal communication different from what they know?

Ask the participants if they can list the different components of non-verbal communication. Make sure that the following are addressed:

- Body language
- Gestures (kinesics): Different from body language because it is more culturally coded. For example, a thumbs-up to say

- OK or a shrug to say you don't know.
- Facial expressions
- Eye Contact
- Intonation (paralinguistics)
- Personal space (proxemia)
- Touch
- The look
- Items

Test your micro expression reading (25 minutes)

You can ask the participants to perform the test individually (if they all have access to a computer) or we suggest that you perform the test collectively by showing it on a big screen. Each time that a face appears, take your time to answer as a group and discuss. The test is available here: <https://www.microexpressiontest.com/micro-expressions-test/>

The three characters – 70 minutes

Now ask the participants to form groups of three. Give them paper and pencils so that they can write. Now ask them to create a scene between an aggressor, a victim and a savior. This scene can be taken directly from situations they have experienced or witnessed. It could be harassment at school or on public transport, for example. Give them 20 minutes for this. Then, for 20 minutes, ask them to act out the scene, changing roles so that each participant plays all three roles.

Finally, organize a 30-minute group rehearsal. Ask each group to perform their scene in front of the others (they then choose which character they will play) and ask the group to react, taking into account the different components they have seen (body language, eye contact, etc.).

How did the participants feel? What did they learn by putting themselves in other people's shoes? How is this activity useful?

List emotions – 20 minutes

Provide participants with a sheet of paper and pen and then ask them to note down in 15 seconds the most unpleasant emotions and then in 15 seconds also note down the most pleasant emotions.

Then discuss the results as a group. Usually, participants have much more vocabulary to identify unpleasant emotions and that is an obstacle to identify pleasant emotions when they arise.

:: Debriefing & Conclusion

Group discussion – 15 minutes

Participants, sit in a circle, discuss the utility of this workshop. Ask them the following questions:

- What have you learnt?
- How will you reuse it in your everyday lives?
- What did you like the most?
- What did you like the least?
- Do you feel that it will be easier for you to put yourself in someone else's shoes?
- To what will you pay more attention now in your relationships?

:: Homework & Feedback

Ask the participants to keep a diary for a week and note the cues they wouldn't have noticed before in their relationship and ask them to analyze it. You can organize a feedback session during the next workshop.

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

- 3 things you learned today that you will take with you
- 3 small actions that you would like to implement in your daily life to improve your creativity

:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1)Empathy is being disconnected from others?

- True
- FALSE

2)Empathy comes in several forms?

- TRUE
- False

3)Cognitive empathy is automatic and involuntary?

- True
- FALSE

:: Assessment

4) "Behavioral mimicry" is the act of mimicking the gestures of others?

- TRUE
- False

5) Empathy is not only verbal?

- TRUE
- False

6) List the three main forms of empathy?

- COGNITIVE
- EMOTIONAL
- BEHAVIORAL

Note: The right answer is written in capital letters

:: Bibliography/ recommended materials for participants

- https://www.youtube.com/watch?v=baHrcC8B4WM&ab_channel=TEDxTalks
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- 10 tips for active listening:
<https://www.bhf.org.uk/information-support/heart-matters-magazine/wellbeing/how-to-talk-about-health-problems/active-listening>
- The power of vulnerability:
https://www.ted.com/talks/brene_brown_the_power_of_vulnerability/c?language=en

WORKSHOP SCENARIOS:

PERSONAL DEVELOPMENT

Personal development is a lifelong process. It is a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realize and maximize their potential. It requires self-reflection, self-discipline, and a commitment to growth: it can lead to increased self-confidence, improved relationships, enhanced career prospects, and a greater sense of fulfillment and purpose in life.

The general aim of the personal development workshop is to facilitate the growth and self-improvement of young people and youth workers in several aspects of their lives. The workshop aims to empower participants to enhance their self-awareness, developing new skills, and cultivating a positive mindset. Participants will have the opportunity to better analyze their strengths and weaknesses, set meaningful goals, and acquire strategies for personal and professional success.

:: Time

4 hours

:: Group Size

18/20+ participants

:: Objectives

- To equip youth workers with personal development strategies that will enhance their effectiveness in working with young people
- To raise awareness about the importance of personal growth in youth work

:: Learning Outcomes

- Self-awareness: participants will develop a deeper understanding of your strengths, weaknesses, values and personality traits;
- Emotional intelligence: they will develop their emotional intelligence skills by understanding and managing emotions and recognizing emotions in others. This will allow them to build healthy relationships;
- Networking and relationship-building: participants will understand the importance of networking and building strong professional and personal relationships, as well as how to maintain connections

:: Materials

- Valueless objectives
- Flipchart papers
- Markers
- A4 papers
- Pens

:: Introduction & Ice-breaking exercises

Ice-breakers (20 minutes)

The facilitator divides the participants into small groups of 3/5 people. Then the facilitator asks each participant to think of two true statements about themselves and one dream or aspiration they have for their personal development.

Each participant takes turns sharing their two true statements and their dream with the group. They can present them in any order.

After sharing, the rest of the group engages in a discussion, asking follow-up questions and providing support, suggestions and encouragement.

Each participant of the group will share it within their group. Once done, they will be back in the big circle to proceed with the next activity.

:: Activities

Presentation of the PPT and the activity (20 minutes)

The facilitator is going to present the PPT.

First step (40 minutes)

The first phase of activity focuses on defining the concept of personal development. The participants work in small groups (3/5 people per group) and draw up a "mind-map" on the subject of personal development on an A3 sheet, especially thinking about its meaning when working with young people (15 minutes).

Each group presents their result to the rest of the group, (3 minutes per group). At the end of all the presentations, the facilitator organizes a brainstorming, asking the participants to explore the connection between personal development and professional growth.


Second step (60 minutes)

An important concept in the subject of personal development is that of self-awareness and emotional intelligence.

Participants are given an A4 sheet where they have to think about all their weaknesses and strengths. They have 15 minutes to reflect and take notes (15 minutes)

At the end, pairs of participants are formed and a round of walk & talk is organized. Participants have 15 minutes to share their strengths and weaknesses with the other person. Both people share what they wrote in the paper (15 minutes)

Afterwards, each participant will have to draw a river (that



represents the passage of time) on an A4 sheet. On it, they need to write/draw 5 results they are proud of having achieved in their lifetime. For each achievement, they will have to point out their strength that played a key role in achieving it (20 minutes). Participants form a circle and 3/5 of them can share their story and experience with others (10 minutes)

Third step (60 minutes)

Defining concrete goals is an important step in the path of personal development. The facilitator presents the concept of SMART goals: in order for the goals to be achievable and sustainable, they must have 5 different characteristics:

They must be specific, measurable, achievable, relevant, limited in time. The facilitator can create a flipchart where he underlines each aspect, also bringing examples to help the understanding of the model (15 minutes).

The facilitator divides the team into small groups (3/5 participants). Each group has to develop 3 SMART goals that a person can adopt to become more eco-sustainable in their daily life (30 minutes). Afterwards, each group presents the 3 different objectives to the rest of the group, also answering any questions that may arise (5 minutes per group).

Fourth step (60 minutes)

Participants work individually on the creation of a personal development plan, highlighting all the activities they have to carry out daily for one month (30 minutes).

At the end, groups of 3 participants are formed where each member can share their experience and receive suggestions from the others (15 minutes).

Once the sharing of ideas in small groups is finished, each participant goes back to their plan by adding or adapting some things based on the feedback received and/or on new ideas that arose from discussions with others.

:: Debriefing & Conclusion

Debriefing (20 minutes)

At the end of the last step, a debriefing activity is carried out all together.

- How do you feel?
- How was the process of analyzing your strengths and weaknesses?
- What elements have characterized your SMART objectives?

:: Homework & Feedback

- What aspects did you notice when another group presented their SMART objectives?
- Which actions are you going to focus on to increase your personal development daily?

As tasks, participants can try to incorporate one of the following tips (on a weekly basis) into their daily schedule, in order to increase their propensity for personal development

Tips to increase your personal development

- Know yourself
- Meditate
- Increase your network
- Be persistent
- Focus on positive aspects
- Avoid negative thoughts
- Be resilient
- Set small challenges
- Celebrate victories

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

- 3 things you learned today that you will take with you
- 3 small actions that you would like to implement in your daily life to improve your creativity

:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1) Personal Development is...

- A LIFELONG PROCESS
- a stage of youth
- an opportunity for students and young adults

2) The field of personal development includes

- The dedication and personal care
- Attention to the topic of emotional intelligence
- BOTH

3) To boost your personal development, you should continually set small challenges and be resilient

- TRUE
- False

4)What are the 5 areas of personal development?

- Mental, social, economic, geographical and emotional
- MENTAL, SOCIAL, SPIRITUAL, PHYSICAL AND EMOTIONAL
- Mental, social, historical, physical and self-growth

5) Can personal development lead to career advancements?

- YES
- No

6) SMART techniques could be referred to...

- Moments
- GOALS
- Benefits

Note: The right answer is written in capital letters

**:: Bibliography/
recommended
materials
for participants**

- Tchiki D., Self-Improvement: 45 Tips, Goals, and Ideas for Self-Growth
<https://www.berkeleywellbeing.com/self-improvement.html>
- 10 Vital Steps Toward Personal Growth And Development
<https://lifegoalsmag.com/10-vital-steps-toward-personal--growth-development>

WORKSHOP SCENARIOS:

SELF-EXPRESSION

The general aim of this workshop is to provide participants with the tools, techniques, and environment to explore and express their authentic selves. The main idea is to encourage individuals to tap into their creativity, emotions as well as unique perspectives, allowing them to communicate and share their thoughts, feelings and ideas with confidence and clarity.

:: Time

4 hours

:: Group Size

18/20+ participants

:: Objectives


- Building self-awareness: facilitate self-reflection activities and exercises that enable participants to gain deeper insights into their thoughts, emotions and values, fostering a better understanding of themselves.
- Enhancing communication skills: Teach effective communication techniques, including active listening, expressing thoughts clearly, and engaging in constructive dialogue, to facilitate more meaningful and impactful self-expression.

:: Learning Outcomes

- Understand the Importance of Self-Expression: participants will analyze the significance of self-expression in the personal and social development of young people, recognizing its key role in building self-esteem and in the promotion of emotional well-being.
- Create a safe and inclusive environment: participants will learn how to establish a safe and inclusive space that encourages self-expression.
- Explore Techniques and Activities: participants will be introduced to a range of techniques and activities that facilitate self-expression (such as art, writing, music)

:: Materials

- Flipchart papers
- Markers
- Pens
- Colored pencils
- Paints
- A4 papers



:: Introduction & Ice-breaking exercises

Ice-breakers (30 minutes)

Each participant will have a specific amount of time to create a piece of art that represents an aspect of themselves or something they feel passionate about: the focus is on self-expression.

Participants should use the art supplies provided (colored pencils, markers, paints, paper and any other creative tools that are easily accessible) to create their artwork based on their interpretation of self-expression or something meaningful to them (15 minutes).

Once the time is up, the facilitator divides the team into small groups (3/5 members). In each group, each participant is going to briefly share their artwork with the group, explaining what inspired their creation, what it represents as well as any emotions associated with it (15 minutes).

:: Activities

Presentation of the PPT and the activity (20 minutes)

The facilitator is going to present the PPT.

First step (40 minutes)

The activity begins with a group brainstorming, where the facilitator introduces the topic of self-expression, taking notes on a flipchart of the keywords that are provided by the group of participants (10 minutes).

At the end of the first round, each participant enters the website www.mentimeter.com, where the facilitator has prepared 3 questions related to the topic. The facilitator projects the first question on the screen, the participants have 5 minutes to answer. All participants can observe and read each participant's responses at the same time. Once each participant has answered, there are 5 minutes dedicated to the discussion and to comment on the results (30 minutes in total).

The same procedure is repeated for the three different questions.

Question 1: What is self-expression and its importance for young people?

Question 2: What are the benefits of self-expression in personal and social development?

Question 3: What are the challenges and barriers to self-expression for young people?



Second step (45 minutes)

The facilitator divides the team into small groups (3/5 participants). Each group of participants sits at a different table (4 tables placed in a circle) and receives a flipchart sheet with a topic. Each group has 10 minutes to write keywords or short sentences relating to the topic on the sheet received. At the end of the 10 minutes, each group rotates clockwise and finds the flipchart already answered by the previous group. Each group now has 10 minutes to add more information, keywords. The same procedure is repeated until each group has analyzed all 4 topics.

When the group returns to the original table, they find the flip chart with directions for each group. Each group has 5 minutes to present the results thus obtained.

4 topics:

1. Identify the key elements of a safe and inclusive space for self-expression
2. What strategies to build trust and establish rapport with young people
3. How to deal with cultural sensitivity and diversity in self-expression
4. Discussing common challenges faced by youth in expressing themselves

Third step (40 minutes)

We analyze different forms of self-expression (art, writing and music) and their benefits. The facilitator informs the participants that they can choose the area they like best. Each group has 25 minutes to prepare a presentation on the chosen theme, demonstrating what results can be achieved when stimulated and able to follow our instincts and self-expression. At the end, each group (art, writing, music) presents the result obtained in a creative form (15 minutes).

Step Four (35 minutes)

Having analyzed the different forms of self-expression, we want to understand how these can be best exploited by each youth worker.

The facilitator divides the team into small groups (3/5 people). Each group defines 5 ways a youth worker can follow to incorporate self-expression into youth work programs and



activities, also paying attention to the issue of sustainability (20 minutes).

At the end, each group presents the results obtained (15 minutes).

:: Debriefing & Conclusion

Debriefing (30 minutes)

The group meets and a debriefing activity is carried out all together.

- How do you feel?
- How was the process of creating a common strategy in your group?
- Which form of self-expression do you feel more close to your personality?
- Which programs and activities based on self-expression will you take with you?
- What role does self-expression play in your life?

:: Homework & Feedback

Tips to increase your self-expression

- Engage in creative techniques. Use techniques that harness your creativity to expand your potential and improve your life (for example, try keeping a daily journal where you write down whatever comes to mind, keep a book of ideas that you always carry with you)
- Gain self-knowledge – Know who you are. Use introspection and reflection to ensure you never become a stranger to yourself.
- Speak your truth right now. Instead of looking back on a conversation and wishing you were more honest and authentic, commit to being more honest and authentic in this moment.
- Chase your passions and dreams: Make time to chase your dreams and feed your passions.

:: Self-Assessment

At the end of the workshop, 2 questions could be asked to the participants as general self-assessment:

- 3 things you learned today that you will take with you
- 3 small actions that you would like to implement in your daily life to improve your creativity



:: Assessment

At the end of the workshop, 6 questions will be asked to the participants.

1) Do you consider the following sentence true or false: "Self-expression refers to the process of conveying one's thoughts, feelings, ideas, and individuality to others. It involves the communication of one's true self, personal experiences, emotions, beliefs, and creativity in various forms and mediums."

- TRUE
- False

2) Self-expression can take many forms, including:

- Verbal Communication and body language
- Artistic Expression
- ALL OF THEM

3) Self-expression:

- It is not trainable
- IT MAY INCREASE SELF-ESTEEM
- It can raise anxiety

4) Spending time alone could have a positive effect on self-expression:

- TRUE
- False

5) Self-expression could be considered as a form of communicating

- TRUE
- False

6) Which is the most significant skill of self-expression?

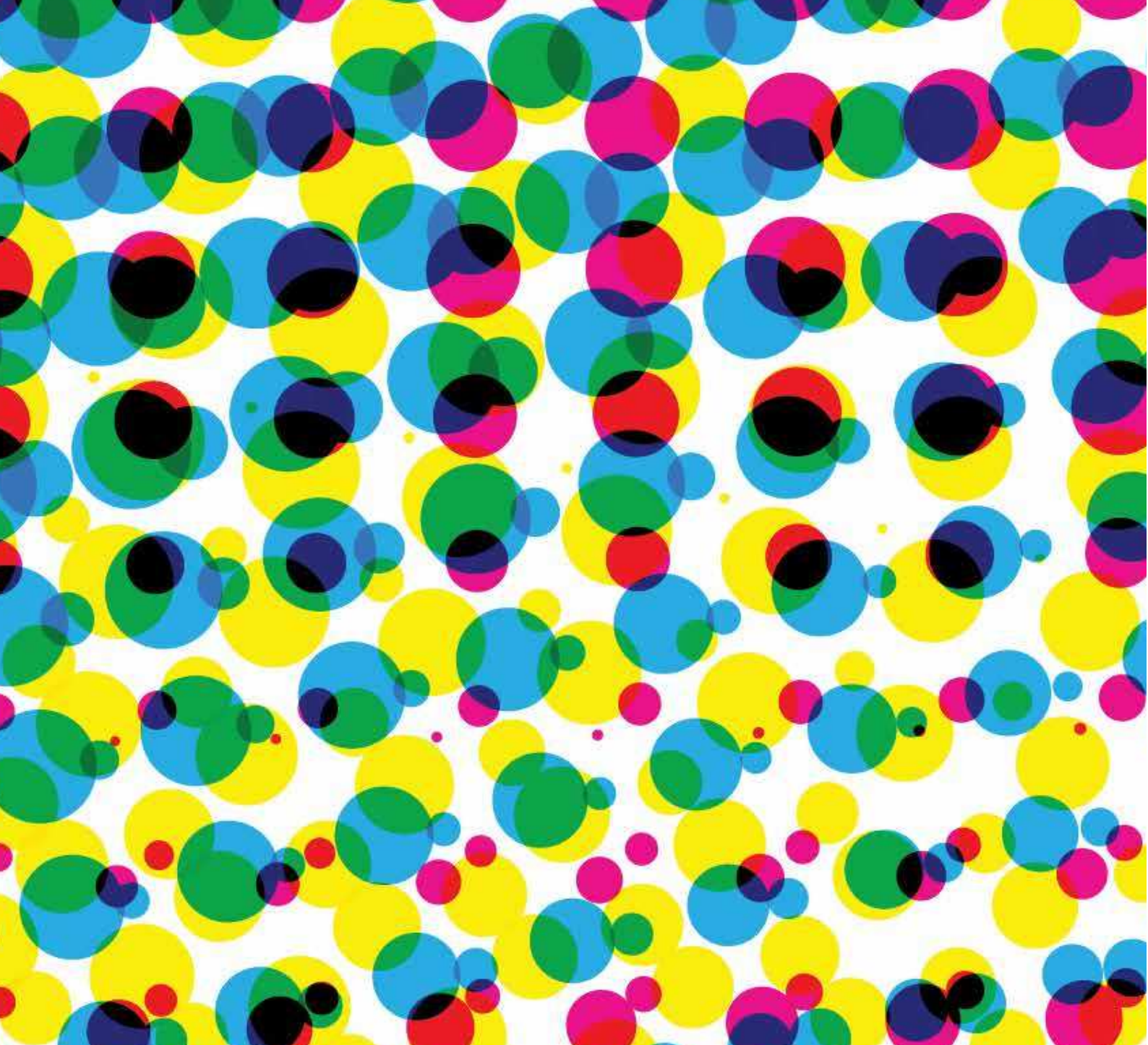
- Singing
- WRITING
- Dancing

Note: The right answer is written in capital letters



:: Bibliography/ recommended materials for participants

- Butler C., 2023, 15 Healthy Ways To Increase Self-Expression:
- <https://www.powerofpositivity.com/self-expression-increase/>
Ackerman C., 2018, What Is Self-Expression? (20 Activities + Examples):
<https://positivepsychology.com/self-expression/>
Masterclass, 2023, Self-Expression Examples and Tips: How to Express Yourself
<https://www.masterclass.com/articles/self-expression>



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