



**A STORY OF PERSISTENCE
AND SUCCESS**



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Introduction

Hello amazing educators and dedicated youth workers,

Welcome to a journey exploring persistence and success – a story crafted to empower and inspire those shaping the future generation. This booklet is all about building a culture of resilience and triumph, providing valuable insights and practical strategies to foster an unwavering determination.

You are the torchbearers of knowledge and mentors to the youth, going beyond the traditional classroom boundaries. It's not just about teaching; it's a deep commitment to sculpting resilient individuals ready to conquer challenges.

Inside this booklet, you will find a mix of tried-and-true practices. We are talking about cultivating persistence, exploring methods that align with the vibrant energy of today's learners.



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Who are we?

We are 8 partners from 5 countries gathered in Erasmus + Project:

2023-1-PL01-KA220-YOU-000155129,
called “A Story of Persistence and Success”.

We created that booklet to arm you with a toolkit full of adaptable techniques, helping you unlock the potential in each student. Whether it's encouraging a growth mindset or seeing failures as stepping stones to success, this booklet is your guide through the diverse landscapes of educational empowerment.

So, let's jump into this journey of persistence and success together. As you dive in, may you discover a fresh enthusiasm to nurture a generation that not only dreams but persists until those dreams become resounding successes!

**Warm regards,
The Project team**

Best practices



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1. Self-Compassion Journaling

Description

Self-compassion journaling is a reflective writing exercise that helps youth develop resilience by cultivating self-kindness and positive self-talk when facing setbacks or failures. Through journal prompts and questions, participants practise speaking gently to themselves as they would a close friend. This self-care skill is essential for maintaining motivation and persistence.

Group size

Individual activity. Can be done independently or in a group workshop setting.

Required Materials and Preliminary Preparation

- Writing journals
- Pen/pencil
- List of journal prompt questions
- Quiet space for independent reflection

Duration

10-15 minutes journaling with additional time for reflection sharing

Considerations

- Participants must feel comfortable sharing intimate reflections with group (if applicable)
- Independent follow-up journaling relies on self-motivation

How to Implement the Practice

1. Explain the concept of self-compassion - speaking gently to ourselves without judgement especially during challenging times.
2. Distribute journals and writing utensils to participants. If done in a group workshop, allow quiet space for independent writing.
3. Share list of self-compassion journal prompts e.g.:
 - a. Recall a recent setback. Write a letter to yourself offering comfort as you would a close friend.
 - b. What wisdom would you share with your 12-year-old self to boost resilience and self-belief?
 - c. What personal strengths helped you overcome difficult situations in the past?
4. Allow 5-10 minutes for participants to freely write responding to prompts with kindness and understanding.
5. Invite volunteers to share short passages if comfortable. Discuss how self-compassion influences motivation, self-efficacy and persistence.
6. Suggest making self-compassion journaling a regular practice during stressful times. Provide additional prompt ideas for future reflection.

2. The Marshmallow Challenge

Description

The Marshmallow Challenge is a fun team-building activity that promotes creativity, collaboration, and persistence. Participants are split into small teams and given simple materials - spaghetti, tape, string, and a marshmallow. Their challenge is to use these materials to build the tallest freestanding structure possible that can support a marshmallow on top. This activity highlights the importance of testing, revising, and not giving up when things don't go as planned. Teams learn that persistence through failure leads to greater success.

Group size

4-6 participants per team. Can be done with multiple small teams.

Required Materials and Preliminary Preparation

- Dry spaghetti (20 sticks per team)
- Tape (1m per team)
- String (1m per team)
- Marshmallows (1 per team)
- Timer
- Flat working surface like tables or floor

Duration

30-40 minutes

Considerations

- Activity can get messy so prepare workspace accordingly
- Spaghetti may be a choking hazard for younger participants
- Structure height is limited by ceiling height

How to Implement the Practice

1. Split participants into small teams of 4-6 members. Multiple teams can participate simultaneously.
2. Explain the challenge - teams must build the tallest freestanding structure using only the provided materials (spaghetti, tape, string) that can support a marshmallow on top.
3. Show teams the available materials and set a time limit (e.g. 18 minutes)
4. Say "Go!" allowing teams to start building. Ensure teams understand that the structure must be self-supporting and the marshmallow must be placed on top.
5. Provide guidance and encouragement as teams test designs and rebuild when things fall.
6. When time runs out, measure each team's structure (in centimetres) from tabletop to the bottom of the marshmallow. The tallest structure wins.
7. After determining a winner, lead a reflection discussion: What struggles did you face? How did you overcome setbacks? What design changes did you make? How did communication and collaboration impact your results?
8. Relate the experience to perseverance and problem solving. Highlight learning teams can apply to school, hobbies, careers etc.

3. First things first

Description

Stephen Covey's matrix is a time-management strategy for raising awareness of how we spend our time and assists us to prioritise activities and obligations.

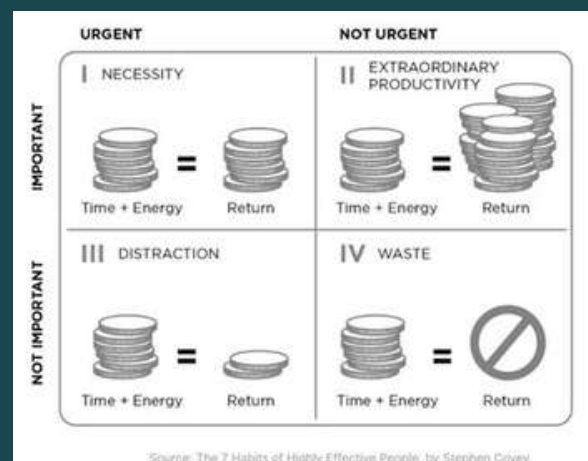
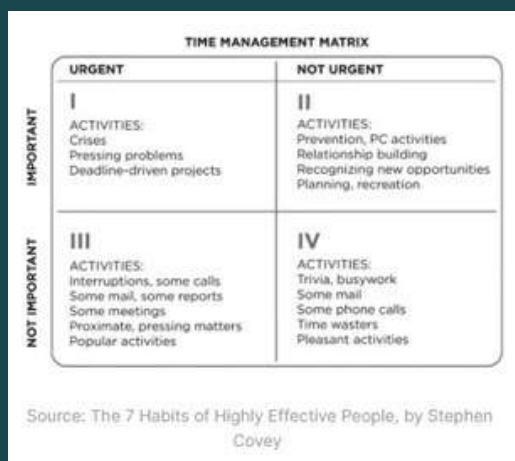
It consists of 4 quadrants each representing how our work time is divided based on significance and urgency. The matrix size cannot be modified, but the size of each quadrant may be changed based on how much time we spend in it. The main goal is to spend as much time as possible in quadrant two while spending less time in the others. According to Covey, this is the fundamental reality underlying time management.

Group size

Appropriate for any groups size

Required Materials and Preliminary Preparation

Handout with quadrants



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Duration

45 minutes:

- **15 minutes for brainstorming responsibilities and tasks**
- **30 minutes for placing them appropriately into quadrants and scheduling**

Considerations

- Individual work
- Important to know:
- Effective individuals avoid Quadrants III and IV since they aren't significant, whether urgent or not. They also reduce the size of Quadrant I by spending more time in Quadrant II. You need a tool that promotes, motivates, and really assists you in spending the time you need in Quadrant II on prevention rather than disasters. The easiest method to accomplish this, according to Stephen Covey, is to arrange your life on a weekly basis.
- There will definitely be occasions during the week when your integrity will be tested. The popularity of responding to other people's urgent but inconsequential priorities in Quadrant III, or the joy of fleeing to Quadrant IV, will threaten to overcome the essential Quadrant II activities you have planned. Your primary centre, self-awareness, and conscience may give a high level of internal stability, direction, and wisdom, allowing you to utilise your autonomous will while remaining true to what is essential.

How to Implement the Practice

1. Make a list of the tasks you need to do

It's critical to write down everything you have yet to accomplish (for the day or for the month). You need to clearly state these tasks.

2. Include due dates

Include the deadlines for each job. Knowing when you must complete things might help you prioritise what you must do and what can wait.

3. Determine the most critical tasks

Indicate which of the given deadlines are the closest to identify the most pressing. This enables you to put your duties into perspective. It also gives you a clear picture of your duties and may offer you an idea of which activities you should perform first and last.

4. Sort by importance

Order your chores in importance after assessing how important each activity is to your timetable. This will help you to completely understand which duties are tentative and which jobs you can postpone for the time being.

5. Arrange tasks in the appropriate quadrant

Examine each job to see how urgent and/or crucial it is for your agenda, then categorise them in your list. Once you've determined whether or not activities are critical or essential, assign them to the appropriate quadrant.

You may use this matrix structure to perform daily, weekly, or monthly activities.



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Explanation of quadrants

Quadrant 1: Urgent and important

Q1 entails obligations or activities that are important in nature and demand immediate attention. Because of their urgency and significance, the things in this quadrant may also be stressed.

Quadrant 2: Not urgent but important

Q2 entails focusing on activities that will help you build a feeling of discipline and dedication and identify and work on things over which you have control. **If something is significant, it adds to your purpose, values, and top priorities.**

Quadrant 3: Urgent but not important

Activities in Q3 are urgent and take on some significance at the moment. You may most likely decrease or eliminate these elements from your process. Some individuals spend a lot of time in Quadrant III, “urgent but not important,” thinking they’re in Quadrant I. They spend most of their time reacting to urgent situations, believing they are also essential. However, the fact is that the importance of these issues is frequently determined by the priorities and expectations of others.

Quadrant 4: Not urgent and not important

Tasks in Q4 are more likely to be eliminated or decreased altogether.

4. Five whys and five hows

Description

The **five whys** and **five hows** technique is a questioning process designed to drill down into the details of a problem or a solution. Both are designed to bring clarity and refinement to a problem statement or a potential solution and get to the root cause or root solution.

The **five whys** are used for drilling down into a problem and the **five hows** are used to develop the details of a solution to a problem. Both are designed to bring clarity and refinement.

Group size

Smaller sizes 3-5 per group

Required Materials and Preliminary Preparation

- Chart paper
- Pen/markers

Duration

30 minutes

Considerations

- Can be used for individual work

How to Implement the Practice

1. Draw a box at the top of a piece of flip chart paper and clearly write down the problem or solution to be explored.
2. Below the statement box draw five lines in descending order.
3. Ask "why" or "how" five times and write the answers on the lines drawn from number one to five.
4. It may take less or more than five times to reach the root **cause or solution**.

Example:

Statement: "I want a million dollars."

Why #1: Why do I want a million dollars?

Answer #1: "Because I want to be rich."

Why #2: Why do I want to be rich?

Answer #2: "Because this way I will have enough money so I can quit my day job and travel."

We can already see a clearer picture right? Let's continue.

Why #3: Why do I want to quit my day job and travel?

Answer #3: "Because I want to see more new places and write about them."

Why #4: Why do I want to see more new places and write about them?

Answer #4: "Because I want to share my knowledge with other people."

Why #5: Why do I want to share my knowledge with others?

Answer #5: "Because it makes me feel fulfilled and happy!"

Other possible questions/problems/wishes: Why is my room messy?; Why am I skipping the gym?; I want to have good grades., ...

Consideration: You shouldn't get too caught in asking the question "Why?" exactly 5 times. The exact number is not important. The important thing is to get to what you believe is the root cause. Often 2-3 whys are enough and sometimes you'll have to go up to 10 times.

It is scientifically proven that the human mind **can't** do very well with abstract or complex tasks. It's the reason why we get overwhelmed when having to do something difficult. Our mind gets stuck and either blocks us or tries to distract us. By applying the 5 Whys method we are able to get unstuck. And then we patch the pieces together.

The 5 Hows technique is kind of the reverse to the 5 Whys. While the 5 Whys will help you find the root cause of any problem, the 5 Hows will help you find a solution. The two tools are complementary and when used together bring the best results.

Example (from the business world):

"I want to improve my brand positioning."

How can I improve my brand positioning?

"By getting more quality exposure to my target audience."

How?

"By communicating the right messages to the right people?"

How?

"By first understanding what these messages are and who my target audience is."

How?

“By first making an analysis of my existing clients and their interests.”

How?

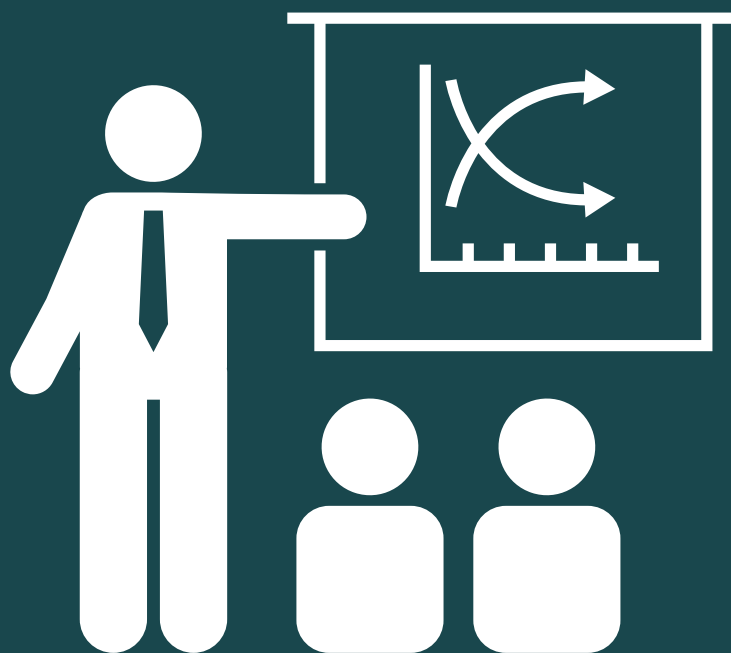
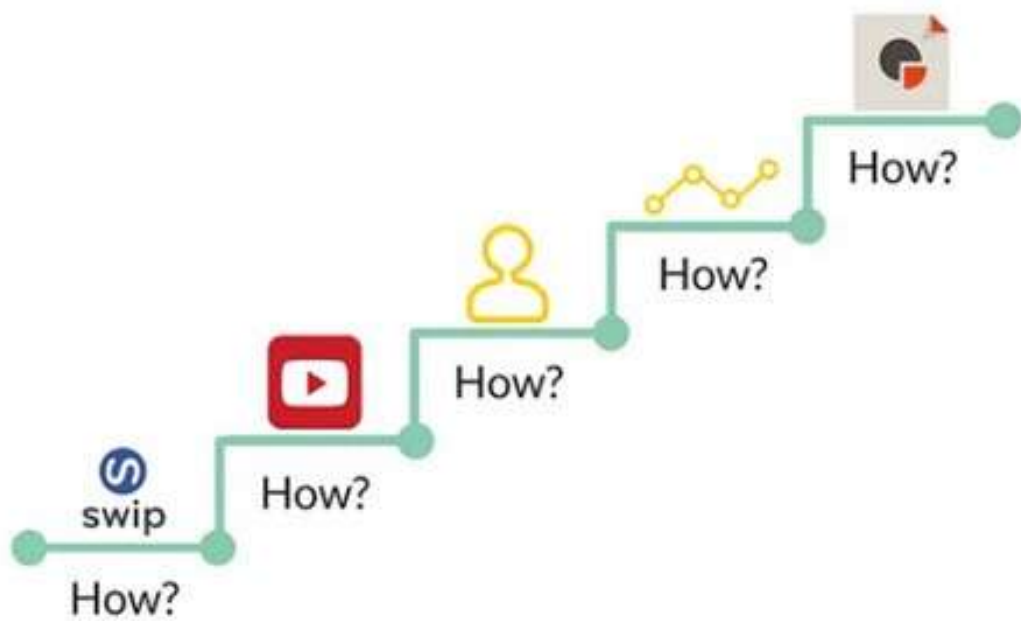
“By making a drill-down of this data from the analytics”

This method can easily be used to achieve a certain market share, sales, revenue, followers on Twitter, etc. The sky is the limit. There isn't a right or wrong way to apply this method as long as it helps get valuable information.

A great side-effect of this tool is that it provides you with a direction on how to approach any given challenge. Even if you are not a specialist in the field. Reversing the question flow can then be used as an action plan for achieving the goal in mind.

Examples (what do you think number 1 refers to):





5. Up to the goal

Description

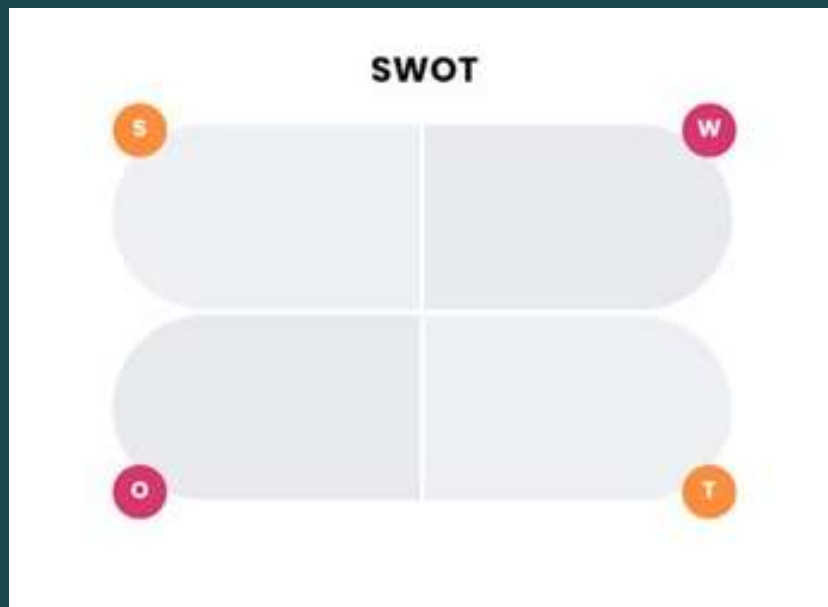
"Up to the Goal" is a practical game aimed at 13-17-year-olds, teaching them to set and achieve goals systematically. It introduces the "Persistence Ladder" for visual goal-tracking and incorporates SWOT analysis to identify personal strengths, weaknesses, opportunities, and threats. The game involves role-playing, group discussions, and individual reflection, enhancing players' persistence and planning skills. It's effective for teaching critical thinking and problem-solving, making it a valuable resource for youth workers fostering motivation and resilience in young people.

Group size

Suitable for 12-30 participants. It can be used individually too.

Required Materials and Preliminary Preparation

- Pen
- Papers
- Persistence Ladder Diagram: Visual aid to help explain the concept. ([Editable canva sheet](#))
- SWOT Analysis Templates: For participants to fill out.
- Space for Activities: Ensure there's enough room for discussions and role-playing.



Duration

Approximately 90-120 minutes

Considerations

- Ensure all participants are actively involved, especially during role-plays and group discussions, to maximise learning and engagement.
- Be aware of the personal nature of goals; create a supportive atmosphere where participants feel comfortable sharing.
- Provide clear instructions and examples for the SWOT analysis, especially for those unfamiliar with this tool.

Encourage participants to self-reflect without judgement. Some might find it challenging to identify weaknesses or threats. Provide a supportive environment for open discussion.

How to Implement the Practice

1. Introduction to Goal Setting and Persistence Ladder:

- Start by discussing the importance of setting specific and achievable goals.
- Introduce the Persistence Ladder as a visual tool to represent the stages of goal achievement. Explain each step:
 - Identifying a Goal
 - Planning Action
 - Initiating Effort
 - Overcoming Obstacles
 - Sustaining Effort
 - Reaching Milestones
 - Adapting Strategies
 - Achieving the Goal

2. Personal Goal Identification:

- Participants identify a personal goal and consider which steps on the Persistence Ladder they currently are on with that goal.

3. Creating a SWOT Analysis:

- Instruct participants to create a SWOT analysis related to their goal, using simple templates.
- Encourage them to think about how each element of SWOT can help them move up the Persistence Ladder.

SWOT Questions:

- Strengths:
 - "What are you naturally good at?"
 - "What skills have you actively developed?"
 - "Identify your talents or inherent gifts."
- Weaknesses:
 - "What negative habits or traits do you possess?"
 - "Are there areas in your education or training that require improvement?"
- Opportunities:
 - "What courses have you excelled in?"
 - "Are there groups you can join for personal growth?"
- Threats:
 - "Do aspects of your education, or personal life hinder advancement in other areas?"
 - "Think about factors that, if altered, could enhance your progress."

4. Sharing Insights:

- Participants share insights from their SWOT analysis and discuss their current step on the Persistence Ladder.

Part 2: Applying SWOT to the Persistence Ladder

5. Group Activity: Linking SWOT to Persistence Ladder:

- Participants form small groups and discuss how they can use their strengths and opportunities (from the SWOT analysis) to move up the ladder.
- Each group picks one stage of the Persistence Ladder and discusses strategies to overcome related challenges.

6. Role-Play Scenarios:

- Groups create short role-plays that illustrate how they can overcome obstacles at different stages of the Persistence Ladder using their SWOT analysis.

7. Role Play Presentations and Discussion:

- Groups present their role-plays.
- Facilitate a discussion on different strategies and insights gained from the activity.

Final Reflection and Debriefing

8. Reflection on the Activity:

- Encourage participants to reflect on how the Persistence Ladder and SWOT analysis can help in real-life goal setting.

9. Debriefing Session:

- Conclude with reflective questions, such as “Which step of the Persistence Ladder do you find most challenging and why?”
- Emphasise the importance of recognizing one's strengths and weaknesses in achieving goals.

6. If-Then Planning

Description

If-then planning helps youth overcome obstacles by anticipating barriers and pre-planning strategies to push through challenges. Using "if _____, then _____" statements, participants prepare for situations requiring perseverance by creating specific action plans for hypothetical scenarios. This boosts motivation and follow-through.

Group size

Individual or pairs

Required Materials and Preliminary Preparation

- Paper and pen
- Sample "if-then" statement list

Duration

30-60 minutes initial goal setting with 5 minute weekly reviews

Considerations

- Requires maturity for honest self-appraisal
- Success depends on plan follow-through

How to Implement the Practice

1. Introduce "if-then" planning concept - predicting roadblocks that require perseverance while strategizing responses in advance.
2. Share examples like:
 - a. If I feel like quitting my workout, then I will recall my goals and listen to motivating music.
3. Ask youth to identify 1-3 current goals they are pursuing along with obstacles that might hinder progress.
4. Hand out paper and have participants craft if-then statements for each goal mapping out plans to overcome challenges if they arise.
5. Put if-then statements somewhere visible to be referenced as needed when facing barriers.
6. Check in weekly for goal updates. Reread if-then plans aloud reinforcing follow-through commitment.
7. Reflect on whether plans helped participants persist through difficulties that might have otherwise stopped progress.
8. Encourage continued use of if-then planning for future goals. Modify statements based on lessons learned.

The practise can be played as a game using the following instructions:

1. Split into small groups of 4-6 players. Have the first volunteer share a current goal they are working towards - saving for a car, making the basketball team etc.
2. Next, others take turns dramatically acting out obstacles that could impede achieving the stated goal - twisting an “ankle” before tryouts, “losing” money saved so far.
3. The goal owner calls out “Freeze!” and names the interference obstacle just depicted.
4. They then reply with an “if this happens, then I will...” statement mapping out how they would push past that roadblock by persisting.
5. Play continues rotating goal owners and having new participants act out derailing scenarios.
6. Wrap up discussing which “if-then” perseverance responses felt most powerful and how the group can remind members of their plans if real issues arise.
7. Emphasise that by envisioning ahead then actively practising responses, we prewire brains to push through obstacles.



7. Future Sketchpad

Description

"Future Sketchpad" is a practical activity that helps young people visualise their goals. Participants draw their future plans, which makes thinking about the future more engaging and clear. This activity is great for developing planning skills and encouraging creative thinking. It's designed to be easy to understand and do, making it suitable for all, regardless of their reading level. "Future Sketchpad" supports young people in setting realistic goals and thinking about steps to achieve them.

Group size

- Ideal for small to medium-sized groups (5-15 participants).
- Can be adapted for individual sessions.

Required Materials and Preliminary Preparation

- Drawing Supplies: Paper, crayons, markers, and pencils for creating the goal maps.
- Artistic Materials: Additional items like coloured paper, magazines, and glue for collage (optional).
- Inspiration Sources: Visual aids like example goal maps or success stories to inspire participants (optional).

Achievement Map template (link provided for printing:
[Achievement Map](#))

Duration

30-60 minutes

Considerations

- Create a supportive and non-judgmental atmosphere where all participants feel comfortable sharing their aspirations.
- Make sure the goals participants set are practical and achievable.
- Recognise individual differences in goal setting and pacing.

How to Implement the Practice

Introduction and Goal Visualization:

- Begin with a casual conversation. Ask each participant to mention one goal they dream about, like a career or a personal achievement.
- Describe the "Future Sketchpad" activity in simple terms. Say it's like drawing a map that shows how they can reach their goal.

Personal Aspirations and Connection:

- Give everyone a moment to think about their future aspirations. It could be a job, a skill they want to learn, or even a place they wish to visit.
- Form a circle. Invite each youth to say their goal and a reason why it's important to them. Encourage a friendly, non-judgmental atmosphere.

Group Brainstorming on Overcoming Obstacles:

- Ask, "What challenges might you face in reaching your goal?" Write down their answers visibly for all.
- Keep the discussion positive. If a youth struggles, help by suggesting common challenges like 'time management' or 'staying motivated'.

Creative Goal Mapping:

- Distribute large papers and art supplies. Explain they will draw their journey to their goal, including steps to take and obstacles they might face.
- Show a simple example of a goal map - like a path with a few steps labelled.

Example:

Start at Desired Goal

- **I want to run a 5K**

Then write where you are right now (Starting Point)

- **I can run a mile without stopping**

What are the steps in between the goal achievement (end goal) and the goal setting (baseline)?

- **Increase to 1.5 miles a week (2 weeks)**
- **Increase to 2 miles a week (2 weeks)**
- **Increase to 2.5 miles a week (2 weeks) etc.**

What are the measurements or times when you will assess how you are doing?

- **Each day we will graph our time and distance**
- **Once a week we will test ourselves on how long it takes to run/walk 3.5 miles and chart it**

Sharing Future Visions:

- Each participant or group shows their map. Ask them to explain their path and how they plan to overcome challenges.
- Encourage others to listen and give positive comments. Say things like, "That's a smart way to solve that problem!"

Reflection and Strategy Discussion:

- "How does the path you've drawn help you visualise achieving your goal?"
- "What part of your goal map are you most excited to work on, and why?"
- "If you encounter an obstacle you didn't plan for, how might you adapt your strategy?"



8. Is it worth being entrepreneurial?

Description

Main Goal: Young people will realise the significance of an entrepreneurial mindset in everyday life.

Specific Objectives:

- Young people will attempt to define the term entrepreneurship.
- Young people try to create a definition of entrepreneurship.
- Young people recognize the importance of an entrepreneurial mindset in daily life.
- Young people will learn to identify and name their resources.

Group size

8-15 participants

Required Materials and Preliminary Preparation

- grey paper,
- coloured A4 paper,
- pens, markers,
- sticky notes, scissors,
- masking tape,
- glue,
- one pair of scissors per group,
- pastels

Duration

2x45 min

Considerations

- Time Management

How to Implement the Practice

1. Brainstorming "What is Entrepreneurship?" materials: paper, markers. Tell youths that you will attempt to define the term entrepreneurship. Write the word "entrepreneurship" in the centre of a grey paper. Ask youths, "What do they associate with entrepreneurship?" and "What does entrepreneurship involve?" Record their responses on paper. Add your own associations regarding entrepreneurship. Then try to create a definition of entrepreneurship. Compare your definition with the one in the English Language Dictionary.

2. Recognizing Our Resources Discuss with youths what makes them successful and what qualities help them cope with failures. Ask them what the term "strong side" means. Then invite them to participate in the "Rentable Cells" exercise. Remove one chair from the circle, stand in the middle, and give instructions: "I invite you to change places, whose strong side, like mine, is...". youths whose strong side is the mentioned characteristic should find a new place in the circle. The person for whom there is no longer an empty chair invites someone to exchange seats, stating their strong side.

Note! In one round, it is not allowed to sit on the chair from which you stood up. Afterward, ask youths to share their reflections.

3. List of Strengths Materials: Coloured paper triangles cut along one of the diagonals, markers. Distribute coloured triangles to youths and encourage them to write down 10 of their strengths. Then ask them to turn the sheets, sign them with their names, and pass them to the person sitting on their left. This way, the coloured triangles will circulate around the circle, and each student will add the strength characteristic of the owner of the sheet. When the coloured triangles return to their owners, encourage youths to compare both sides of their sheets and share their reflections with the group.

4. List of Entrepreneurial Traits Show youths the List of Entrepreneurial Traits ([Attachment 1](#)). Read this compilation aloud, compare it with the Entrepreneurship chart prepared by you (Exercise 1), and discuss any similarities or differences. Then ask youths to compare their lists of strengths with the List of Entrepreneurial Traits. Inquire whether characteristics and skills typical of entrepreneurial individuals are present on their individual lists of strengths. Suggest that they consider which of these traits they would like to have and what they need to do to develop them. Encourage them to share their reflections on this exercise.

5. Collages: Ask youths to form groups of five. Inform them that the next task will help them realise the importance of entrepreneurial attitudes in performing daily professional duties. Let them draw one of the following professions: veterinarian, beautician, photographer, mechanic, farmer, musician, or clerk. Then suggest that they create a collage about the entrepreneurial traits a person in their chosen profession should have to fully succeed professionally. Allow them to use illustrations and captions (previously censored) from magazines, as well as coloured self-adhesive notes, pastels, and markers. Then invite youths to present their work to the class.

6. Conclusion (Approx. 5 min.) To conclude, thank the youths for participating in the lesson and encourage them to share in a round what was most important to them during today's activities.



9. Visionary Goals

Description

"Visionary Goals Workshop" is a fun and helpful activity that guides young people to picture their goals using creative images and memory tricks. First, everyone thinks about and talks about their own goals. After that, they do exercises to help them imagine these goals more clearly. Then, they make special images to remember important parts of their goals, which helps them stay focused. This workshop turns big, hard-to-see goals into something clear and easy to remember. It also helps grow creativity and the ability to think deeply.

Group size

Ideal for small to medium groups, about 10-20 participants.

Required Materials and Preliminary Preparation

- Paper, pencils, and coloured pens/markers for participants to draw their mnemonic images.
- Optional sheets to help participants jot down and organise their thoughts on their goals.
- Arrange the room with enough space for group discussions and individual work.
- Improvement Kata form: [link](#)
- Whiteboard or flipchart paper
- Sticky notes

Duration

Approximately 90-120 minutes.

Considerations

- Be aware that some participants might initially find visualisation challenging. Offer encouragement and examples to guide them.
- While encouraging creativity in drawing mnemonic images, ensure that discussions remain focused on the goal-setting aspect.
- Ensure that all participants have an equal opportunity to share and receive feedback, especially in group discussions.
- Choose a problem or scenario that is relevant to youths' lives or interests to enhance engagement and motivation.

How to Implement the Practice

Version 1:

Setting the Stage (10 minutes):

1. **Introduction:** Start with a brief explanation about how visualising goals can help in achieving them. Emphasise that creating mental images makes abstract goals more tangible and memorable.
2. **Purpose of the Activity:** Explain that "Visionary Recall" is about using imagery to visualise and remember goals, enhancing persistence and motivation.

Group Brainstorming and Discussion (15 minutes):

3. Brainstorming Goals: Instruct each participant to think of a personal goal. It could be academic, personal development, or a hobby.

4. Sharing Goals: Have participants share their goals in small groups, fostering a supportive environment.

Visualisation Exercise (20 minutes):

5. Guided Visualisation: Guide youths through a visualisation exercise. Ask them to close their eyes and imagine achieving their goals, focusing on details like the setting, emotions, and actions involved.

6. Drawing the Vision: After the visualisation, provide paper and pencils. Ask youths to draw an image representing their goal and the steps to achieve it.

Creating Mnemonic Images (25 minutes):

7. Introduction to Mnemonics: Explain how creating a vivid, unusual, or humorous image can make a concept easier to remember.

8. Practical Application: Each student picks an aspect of their goal (e.g., a key step or challenge) and creates a mnemonic image for it. Guide them to be as creative as possible.

9. Sharing Mnemonic Images: youths share their images within their groups, explaining how each image relates to their goal.

Group Collaboration and Feedback (20 minutes):

10. Collaborative Review: In groups, youths discuss the effectiveness of each other's mnemonic images and provide constructive feedback.

11. Enhancing Mnemonics: Encourage groups to suggest improvements or alternative imagery to enhance recall.

Reflection and Discussion (15 minutes):

12. Individual Reflection: Ask each student to reflect on how this technique could help them in achieving their goals.

13. Group Discussion: Lead a discussion on how visualisation and mnemonic devices can aid in maintaining focus and overcoming obstacles.

Concluding the Activity (5 minutes):

14. Summarising Key Points: Highlight the importance of visualisation in goal setting and persistence.

15. Encouragement for Future Use: Encourage youths to use these techniques regularly for their academic and personal goals.

Version 2:

Introduction (15 minutes): Provide an overview of the goal-setting process, explaining the importance of goal-setting.

Scenario Presentation (10 minutes): Introduce a scenario or problem that requires goal-setting. Ensure it is relatable and engaging for the youths.

Individual Reflection (15 minutes): Ask youths to reflect individually on the scenario and identify specific goals they would like to achieve.

Group Discussion (20 minutes): Form small groups and encourage youths to share their goals. Facilitate a discussion on each goal (is there room for goal definition improvement?)

Goal Definition (15 minutes): Guide youths in refining their goals to make them specific, measurable, achievable, relevant, and time-bound. Then, reinforce their goals with emotions by putting them in the form of a vision (a scene they can conceive).

Goal Presentation (15 minutes): Each group presents their goals to the class. Discuss better ways to define the goals to be more precise and more appealing to their authors.

Action Planning (10 minutes): In their groups, youths create action plans outlining the steps they need to take to achieve their goals.

Reflection and Discussion (15 minutes): Conclude the activity with a reflection on the goal-setting process. Discuss challenges faced and strategies for overcoming them.

Version 3:

Introduction (15 minutes): Begin with an introduction to the Improvement Kata, explaining the steps involved: Understand the Direction, Grasp the Current Condition, Establish the Next Target Condition, Experiment Toward the Target, and Learn from the Results.

Example: Envision a scenario where you aim to enhance your English proficiency (the Direction). Currently, there is no specific language learning plan in place (the Current Condition). In response, you set a Next Target Condition, deciding to allocate dedicated time each day to language learning. Opting for a half-hour routine, you anticipate potential challenges, such as the demands of your daily schedule (Obstacle). To address this, you experiment with integrating your English lessons into your established morning tea ritual (the Solution to be experimented with). While initially successful, a new obstacle arises when your daughter resumes sleeping in your room, disrupting your learning environment (a new Obstacle). Undeterred, you adapt by choosing to study English in her now-vacant room in the morning (the Solution to be experimented with), and the process continues.

Workshop agenda

Scenario Presentation (10 minutes): Introduce a scenario or problem relevant to the youths. Clearly define the direction or desired outcome.

Group Planning (20 minutes): In small groups, have youths identify the current condition related to the problem and set a target condition. Encourage them to plan experiments to move from the current to the target condition.

Experimentation (20 minutes): Allow groups to implement their planned experiments. Emphasise the importance of testing small, manageable changes.

Reflection (15 minutes): After the experimentation phase, facilitate a reflection session. Have groups discuss what worked well, what didn't, and what they learned.

Adjustment and Next Steps (10 minutes): Based on the reflections, encourage groups to adjust their plans and set the next target condition. Discuss the iterative nature of the Improvement Kata.

Group Sharing (10 minutes): Have each group share their experiences and insights with the class. Emphasise the value of learning through experimentation.

Closure (10 minutes): Conclude the activity by summarising key takeaways and reinforcing the idea of continuous improvement. Encourage youths to apply the “Improvement Kata” in their daily lives.



10. Puzzle persistence challenge

Description

Participants do puzzles with elements of strategic planning and solution evaluation. Using jigsaw puzzles as an activity can be an effective and enjoyable way to develop persistence among youngsters in several ways:

- improving patience and perseverance
- improving concentration
- developing problem-solving skills
- developing teamwork skills
- developing the ability to plan and analyse results

Group size

12 groups of 4 participants

Required Materials and Preliminary Preparation

- 2 x puzzles that are age-appropriate and align with the youngsters' interests
- floor or a large table

Duration

2 hours

Considerations

- An important element is the presence of a mentor supporting the process of solving the problems that may occur during the task

How to Implement the Practice

1. Give each team a set of jigsaw puzzles. Their goal is to piece together and connect smaller pieces to form one large picture
2. Emphasise that completing a puzzle may take time and effort. Set realistic expectations about the duration and potential challenges involved.
3. Encourage teamwork. Working together on a puzzle fosters collaboration, communication, and the sharing of ideas.
4. Encourage the participants to discuss the strategy of doing the puzzles (e.g. to start with the assembling the border or sorting the pieces by colour etc.)
5. Guide each group to develop action plan outlining steps and responsibilities for implementing their proposed solutions
6. Teach youngsters to break down the task into smaller, more manageable steps
7. Help them to divide the roles within the team.
8. Let the participants do puzzles. The teams have 1,5 h to finish their task.

9. Acknowledge and praise their efforts, even if they haven't completed the entire puzzle. This helps build a positive attitude toward persistence.

10. Reflect on the entire process with participants. Discuss what worked well, what strategies were effective, what challenges were faced, what could be improved, what lessons were learned and how persistence played a role in the process

11. Emphasise that problem-solving is an ongoing process. Encourage participants to apply their newfound skills to other challenges they may encounter.



11. Goals and teams

Description

This game combines strategy, teamwork, and problem-solving. Participants collaborate to develop innovative plans to achieve their individual goals within a set time frame. This game experience not only promotes healthy competition but also emphasises the importance of collective efforts, fostering a motivating environment where participants learn, adapt, and celebrate successes together. Through this inventive game, goal setting becomes an exciting journey, encouraging persistence and enhancing both individual and team accomplishments.

Group size

8 - 20 participants

Required Materials and Preliminary Preparation

- Whiteboard or flipchart.
- Markers.
- Sheets of paper.
- Timer.

Duration

60-80 minutes.

Adjust the durations based on the specific needs of your group.

Considerations

- Set realistic time frames for the game. Goals should be challenging yet achievable within the given time constraints to maintain motivation without causing undue stress.
- Pay attention to team dynamics. Encourage effective collaboration, communication, and equal participation among team members. This ensures that the game enhances teamwork and problem-solving.
- Strike a balance between competition and collaboration. While a sense of healthy competition can be motivating, it's equally important to emphasise collaborative efforts for collective success.

How to Implement the Practice

Introduction:

Briefly discuss the importance of persistence and teamwork in achieving goals.

Goal Identification:

Ask participants to individually write down one short-term and one long-term goal on a piece of paper. Encourage specificity and use the SMART criteria.

Team Formation:

Divide participants into small teams of 3-4 members.

Game Rules:

Explain the rules of the game: Each team picks one goal for this activity. It can be one of their personal goals or a different one.

The facilitator may randomly give goals to the groups (like to write one paragraph about a certain movie). The team must collaboratively develop a strategy to achieve the goal within a set time frame.

Strategy Session:

Teams discuss and strategize how to achieve the goal using the resources available to them.

Each team records their strategy on the whiteboard or flipchart.

Implementation:

Teams execute their plans within the specified time limit.

Encourage adaptability and quick problem-solving as they work toward their goals.

The first 3 teams are the winners.

Reflection and Discussion:

After the game, facilitate a discussion on the challenges faced, used strategies, and lessons learned.

Relate the game experience to real-life persistence and goal attainment.

Provide time for connecting the experience with the personal goals they wrote.

Conclusion:

Summarise key takeaways and emphasise the importance of adaptability and collaboration in achieving goals.

12. Learning from Failure

Description

The Learning from Failure activity is designed to help youths develop persistence by reframing failures as opportunities for growth and learning.

By engaging youths in a Learning-from-failure activity, educators create an environment that fosters resilience and persistence. This exercise helps youths develop the mindset that setbacks are opportunities for growth and learning, ultimately contributing to their overall personal and academic development.

Group size

12-24 participants

Required Materials and Preliminary Preparation

- Prepare examples/stories of failures of prominent people
- Whiteboard or flipchart paper
- Markers
- Paper or notebooks
- Writing materials for the participants

Duration

60 minutes for small groups to 90 minutes for large groups sharing

Considerations

- **Safe and Supportive Environment:** Create a safe and supportive atmosphere to encourage youths to share their experiences without fear of judgement.
- **Cultural Sensitivity:** Be mindful of cultural differences and sensitivities when discussing failures. Ensure the activity is inclusive and respectful.
- **Personalization:** Allow youths to choose and share failures that are personally relevant to them. This increases engagement and the likelihood of meaningful reflection.
- **Focus on Learning:** Emphasise that the primary goal is to learn from failures rather than dwelling on the negative aspects.

How to Implement the Practice

Introduction (10 minutes): Begin with a discussion on the concept of failure. Emphasise that failure is a natural part of the learning process and deliver stories of failures of famous people.

Personal Reflection (10 minutes): Ask youths to individually reflect on a personal failure they've experienced. Encourage them to consider what went wrong, how it affected them, and what they learned.

Small Group Sharing (15 minutes): Form small groups and have youths share their reflections within their groups. This encourages peer support and the exchange of different perspectives.

Group Discussion (15 minutes): Bring the class back together for a larger group discussion. Encourage youths to share key insights and lessons learned from their failures.

Guided Reflection (15 minutes): Facilitate a guided reflection on the broader implications of learning from failure. Discuss how these lessons can be applied in various aspects of their lives.

Goal Setting (15 minutes): Encourage youths to set new goals based on the insights gained from their reflections. Emphasise the importance of persistence in achieving these goals.

Closure (10 minutes): Conclude the activity by reinforcing the idea that failure is not the end but a stepping stone toward growth. Highlight the importance of persistence and continuous improvement.



13. Resilience Reflections

Description

"Resilience Reflections" is an introspective activity designed to help teenagers identify and understand their own resilience and persistence in the face of challenges. It combines reflective writing with group discussion to foster a deeper understanding of personal strengths and areas for growth.

Group size

Suitable for small groups (4-8 participants) or as an individual activity.

Required Materials and Preliminary Preparation

- Journals or notebooks for each participant
- Pens or pencils
- A quiet, comfortable space conducive to reflection
- No special training required for facilitators

Duration

Approximately 45 minutes to 1 hour

Considerations

- Be sensitive to the personal nature of this activity. Ensure a safe and respectful environment where participants feel comfortable sharing their experiences. Facilitators should be prepared to guide and support participants through the reflective process.

How to Implement the Practice

Begin by explaining the concept of resilience. For example, you might say, "Resilience is our ability to bounce back from difficulties. It's like being a rubber ball that, when thrown on the ground, springs back up."

Discuss why resilience is important, especially during teenage years. You can use an example like, "Think of a time when you had to complete a project despite feeling unmotivated or facing challenges. Resilience is what helped you push through."

Reflective Writing Session:

Ask each participant to recall a specific challenge they faced. This could be anything from struggling with a subject at school, dealing with a friendship issue, or overcoming a fear. Instruct them to write about this experience in detail. For instance, "Write about the time you failed a test but then studied hard and improved your grade. What did you feel initially? How did you overcome those feelings? What steps did you take to improve?"

After writing, create a safe space for sharing. Remind the group about respect and confidentiality.

Encourage volunteers to share their stories. For example, one might say, "I wrote about the time I was really scared to speak in public, but I joined the debate club to overcome my fear. It was tough at first, but gradually I became more confident."

Facilitate a discussion on the shared stories. Highlight common resilience strategies that emerge. For example,

"Many of you talked about facing your fears and taking small steps to overcome them."

Discuss different ways to build resilience. Use examples like, "Keeping a positive attitude, like when Anna talked about staying optimistic even when she didn't make the soccer team initially."

Concluding Reflection:

Guide the participants to think about how they can apply these resilience strategies in their lives. Ask questions like, "What is one challenge you're currently facing, and how can you apply what you learned today to this situation?"

Encourage them to set a small, achievable goal related to building resilience. For instance, "This week, try to face a small fear, like speaking up in class, and reflect on how it felt."



14. Step Into Success

Description

"Step Into Success" is an activity where players take on different roles and experience situations that show the ups and downs of life.. It's really good at showing how different choices and paths can lead to different successes and challenges. By playing, participants learn more about their own and others' experiences. This helps them better understand resilience and motivation. It's a great way for people to see things from different perspectives and think about how they handle life's challenges and victories.

Group size

Suitable for small groups (3-4) or larger groups up to 30

Required Materials and Preliminary Preparation

- Role Cards: Pre-prepared cards depicting various life scenarios.
- Space: A room large enough for participants to line up and step forward.
- Statements List: A list of statements reflecting challenges and achievements.

Duration

Approximately 60 minutes.

Considerations

- Be mindful of participants' emotional responses to their roles and ensure a supportive environment.
- The roles cover a variety of life situations; ensure they are respectful and relatable.
- Act as a guide, helping participants reflect on their experiences without leading them to specific conclusions.

How to Implement the Practice

1. Creating a Reflective Atmosphere (5 minutes):

- Begin by setting a calm and reflective atmosphere. Optionally, play soft background music or simply ask for silence.

2. Role Assignment (5 minutes):

- Each participant draws a role card from a hat. These roles are designed to reflect different life scenarios, focusing on challenges and successes.
- Instruct participants to keep their role to themselves.

3. Role Exploration (10 minutes):

- Participants sit comfortably and read their role cards.
- Facilitate a guided reflection with questions about their 'character's' life, challenges, and successes. Example questions include:
 - "What challenges has your character faced and overcome?"
 - "What are your character's key achievements or successes?"
 - "How does your character plan for the future?"

4. Getting into Role (10 minutes):

- Give time for participants to reflect and imagine themselves in their assigned roles.

5. Starting Line Positioning (5 minutes):

- Have participants line up as if at a starting line, remaining silent.

6. Stepping Forward Activity (15 minutes):

- Read out a series of statements related to overcoming obstacles, achieving goals, and planning for success.
- Each time a participant's role can say "yes" to overcoming a challenge or achieving a goal, they take a step forward.

7. Observation and Reflection (5 minutes):

- After the last statement, allow participants to observe their positions and reflect on the different journeys represented in the group.

8. Debriefing (5 minutes):

- Invite participants to come out of their roles.
- Lead a group discussion on the experience, focusing on the themes of persistence, overcoming challenges, and planning for success.

Example list of statements

- “If your character keeps pursuing a goal despite facing setbacks, take a step forward.”
- “Move forward if your character has to balance multiple responsibilities (like school and work) successfully.”

- “Step forward if your character continued to work on a skill or hobby even when it was challenging.
- “If your character overcame a personal obstacle (like fear or shyness), take a step forward.”
- “Take a step if your character recovered from a disappointment or failure.”
- “Move forward if your character has to adapt to a significant change (like moving to a new place or changing schools).”
- “Step forward if your character found a way to stay motivated in pursuing their passion.”
- “If your character helps others while managing their own challenges, take a step forward.”
- “Take a step if your character maintains their determination in the face of criticism or lack of support.”
- “Move forward if your character made a difficult decision that was important for their future.”

Example list of roles

- Young athlete facing injury but aiming for recovery.
- Teen with a part-time job saving for college.
- Aspiring musician balancing practice and schoolwork.
- Youth leader organising community projects.
- High school student passionate about environmental activism.
- Teen learning a new language and planning to study abroad.

- Young writer working on their first novel.
- Student overcoming shyness to participate in debates.
- Budding entrepreneur starting a small business.
- Teenager dealing with moving to a new city.
- Young coder developing their first app.
- Art student preparing for a major exhibition.



15. Persistence Circle: Hi Ha Ho

Description

"Persistence Circle: Hi Ha Ho" is an engaging game that improves quick thinking, adaptability, and persistence among players of all ages. In this activity, participants form a circle and interact through a rhythm, saying "Hi," "Ha," and "Ho" with coordinated actions, enhancing coordination and reaction speed. The game's pace increases, symbolising the growing challenges in achieving goals. It effectively demonstrates the need for focus, quick adaptation, and motivation to overcome obstacles. Suitable for various group sizes, it offers a fun and interactive way to learn vital life skills.

Group size

Ideal for groups of 10-30 participants.

Required Materials and Preliminary Preparation

- None required.
- Space for people to stand in circle

Duration

Approximately 30-40 minutes.

Considerations

- Be mindful of the varying reaction times and physical abilities of participants. Adjust the pace and complexity of the game to ensure inclusivity and prevent frustration.
- Clearly communicate that the 'hits' in the game are symbolic and should not involve actual physical contact, ensuring a safe and respectful environment.
- Foster a supportive atmosphere where participants encourage each other, especially when someone struggles to keep up, highlighting the importance of teamwork and mutual support in maintaining motivation and persistence.

How to Implement the Practice

Introduction to the Activity (5 minutes):

1. **Explain the Purpose:** Start by explaining that "Persistence Circle: Hi Ha Ho" is not just a fun game but also a way to practise staying motivated and persistent.
2. **Relate to Real Life:** Draw a parallel between the quick responses in the game and the need for prompt action and resilience in real-life situations, especially when working towards personal goals.

Demonstration and Explanation of the Game (5 minutes):

3. **Show the Sequence:** Demonstrate the "Hi Ha Ho" sequence:
 - A participant points to someone and says "Hi."
 - The pointed-at person raises their hands and says "Ha."

- The neighbours of the 'Ha' person pretend to gently 'hit' them from either side while saying "Ho."
- Person who said 'Ha' Before starts the sequence again
- If someone should get out of the circle until next round

4. Emphasise Non-Contact: Make it clear that the 'hits' are symbolic and should not involve actual physical contact.

Practising the Sequence

5. Group Practice: Have everyone practise the sequence slowly. Ensure that everyone understands their part.

Starting the Game

6. Begin Playing: Start the activity. Initially keep the pace slow, then gradually increase the speed.

7. Encourage Persistence: Remind participants that staying in rhythm and quickly adapting to the 'Hi' and 'Ho' cues symbolises maintaining motivation and persistence in real life.

Adding Challenges and Emphasising Persistence (10 minutes):

8. Introduce Variations: Gradually introduce variations to increase the challenge, such as randomising who is pointed at, or adding extra actions.

9. Staying in the Circle: Encourage participants to stay focused and in the game for as long as possible, relating this to the persistence needed to achieve real-life goals.

Reflection and Group Discussion

10. **Reflect on the Experience:** After the game, have a discussion about what it felt like to keep up with the pace and adapt to changes.

11. **Relate to Goal Achievement:** Discuss how these skills are similar to those needed for staying motivated and persistent when pursuing personal goals



16. WOOP

Description

WOOP stands for Wish, Outcome, Obstacle, Plan. Participants define their goal (Wish), imagine the benefits of achieving it (Outcome), identify potential personal challenges (Obstacle), and create plans to overcome them (Plan). This method moves beyond wishful thinking by tackling real obstacles, enhancing self-control and self-belief. WOOP encourages learners to recognize their abilities and limits, maintaining motivation and determination in pursuing their goals.

Group size

Suitable for both individual or group settings

Required Materials and Preliminary Preparation

- WOOP resources and guidelines as pre preparation for the trainer (<https://woopmylife.org/en/home>).
- Writing materials (notebooks, pens). Or print the template from here: [WOOP activity](#)
- A quiet, comfortable space for reflection and discussion.

Duration

- Total duration: approximately 1 hour.
- Individual reflection and planning: 20-30 minutes.
- Group discussion and sharing: 30-40 minutes.

Considerations

- Ensure that goals set by participants are realistic and achievable.
- Be prepared to guide participants through emotional or challenging obstacles.

How to Implement the Practice

Introduction to WOOP (10-15 mins)

Start by explaining the WOOP framework. Highlight the difference between wishful thinking and actionable planning.

Guided Visualisation (10-15 mins)

- Wish: Have participants identify and write down a meaningful personal goal.
- Outcome: Instruct them to visualise and note the benefits and feelings of achieving this goal.
- Obstacle: Guide them to reflect on and jot down internal challenges that could hinder their goal achievement.
- Plan: Help them formulate actionable steps or strategies to overcome these obstacles.

Create If-Then Statements (5-10 mins)

Encourage participants to turn their plans into if-then statements, e.g., “If I feel demotivated, then I will remind myself of the positive outcomes.”

Sharing and Group Discussion (20-30 mins)

Facilitate a session where participants share their WOOP plans and discuss their insights and challenges.

Closure and Reflection (5-10 mins)

Conclude by emphasising the importance of balancing optimism with practical planning in achieving goals.

Encourage them to use WOOP in their daily lives for personal development.



17. Goal Expedition

Description

"Goal Expedition" is a fun and useful activity to help young people learn how to make decisions and work together. It focuses on setting and reaching goals. In this activity, each person imagines they are going on a journey to achieve a big life goal. They choose three important things they need to be successful, like skills or resources. Then, in small groups, they talk about their choices and try to agree on the most important things for reaching their goals. This helps them think better, work well with others, and learn how to focus on what's most important.

Group size

Suitable for any number of participants, best in small groups of 5-6.

Required Materials and Preliminary Preparation

- Materials: Post-its or small squares of paper (3 per participant), pens or pencils.
- Space Setup: Arrange space for small group discussions.

Duration

Approximately 30 minutes.

Considerations

- Recognize and respect the different viewpoints and priorities participants may have regarding what's essential for goal achievement.
- Guide participants to engage in constructive and respectful discussions while building consensus, ensuring everyone's voice is heard.
- Assist participants in choosing practical and realistic 'items' that truly contribute to goal achievement, fostering a more pragmatic approach to their aspirations.

How to Implement the Practice

Introduction to the Activity (5 minutes):

1. Introduce the Concept: Begin by discussing goal-setting and the challenges one might face in pursuing personal objectives.
2. Purpose of the Activity: Highlight the activity's aim to develop decision-making and consensus-building skills essential for goal achievement.

Setting the Scenario (10 minutes):

3. Imagining a Goal Expedition: Instruct participants to imagine they are embarking on an expedition to achieve a significant life goal.
4. Brainstorming Essential 'Items': Each participant thinks of three 'items' (qualities, skills, resources) they believe are crucial for successfully achieving their goals.

Group Discussions and Decision-Making (10 minutes):

5. **Forming Small Groups:** Divide participants into small groups of 5-6.

6. **Sharing Individual Choices:** Participants share their chosen 'items' and explain their significance in goal achievement.

7. **Consensus Building:** Groups discuss and prioritise the items, trying to reach a consensus on the most essential ones for goal achievement.

Diamond Ranking and Reflection (10 minutes):

8. **Diamond Ranking:** Each group arranges their prioritised items in a diamond ranking, from most to least important.

9. **Group Presentations:** Groups present their rankings, explaining their decisions and the rationale behind them.

Debriefing and Learning (10 minutes):

10. **Reflecting on the Process:** Discuss how the activity mirrors real-life decision-making and prioritisation in goal setting.

11. **Linking to Persistence and Motivation:** Emphasise the importance of identifying key skills and resources for maintaining motivation and persistence towards goals.



18. Exploring Creativity

Description

Objectives:

1. Enhance Youths' Sense of Competence in Creativity:
 - Youths will develop a heightened sense of competence in the realm of creativity through engaging activities and exercises.
2. Diagnose the Most Creative Conditions:
 - Youths will assess and identify the conditions under which they are most creative, gaining insights into their individual creative processes.
3. Acquire Techniques to Stimulate Creativity:
 - Youths will be introduced to various techniques and methods that stimulate creativity, providing them with a toolkit for fostering innovative thinking.

Group size

At least 2 groups of 4/5 participants each.

Required Materials and Preliminary Preparation

- Tables arranged in pairs for subgroups consisting of 4-5 people.
- A3 sheets - at least 9,
- coloured pencils - 6 boxes,
- a bag with everyday items (at least 18 items),
- grey adhesive tape (4 rolls).

Duration

2x45 min

Considerations

- Time Constraints
- Uneven Participation
- Resource Availability
- Clarity of Instructions

How to Implement the Practice

1. Beginning and Group Division (5 min): Youths form 4-5 person groups and choose workstations.
2. The Importance of Creativity (10 min): Introduction to the session's theme. Youths brainstorm the advantages and disadvantages of creativity. Emphasis on the modern job market's demand for innovation.
3. Thinking Outside the Box (7 min): Youths use matches to create as many triangles as possible. This exercise encourages creative problem-solving beyond conventional thinking.
4. Convergent and Divergent Thinking (8 min): Differentiation between convergent (seeking one correct solution) and divergent thinking (generating multiple solutions). A scenario is presented, and youths offer various solutions.

5. Working on Solutions – Associations (15 min):

Groups create problem-solving questions and use randomly drawn words to inspire creative solutions. Emphasises the importance of making unconventional connections.

6. **YES, Excellent Idea (20 min):** Development of narrative skills within groups. Each group randomly selects a topic and presents a storyline, with each member contributing a half-minute segment. Focus on accepting and expanding upon others' ideas.

7. **"User Advertisement" (25 min):** Each group draws three objects from a bag and, using string and tape, creates a unique product. Groups must name, describe the functions, and highlight the advantages of their invention. Presentations are followed by applause and recognition.

Note: The activities aim to foster creativity, critical thinking, and adaptability among youths, crucial skills for navigating the challenges of the modern world.



19. Vision Board Creation

Description

The Vision Board Creation activity is a dynamic and hands-on approach to increasing motivation in youths. Participants engage in a reflective process, selecting images and words that represent their personal and professional aspirations. By transforming these elements into a visually compelling vision board, participants create a powerful reminder of their goals, fostering a sense of motivation and purpose.

Group size

Individual or small groups up to 15 participants

Required Materials and Preliminary Preparation

- Magazines, newspapers, or printed images.
- Scissors.
- Glue or tape.
- Poster boards or large sheets of paper.
- Markers, coloured pencils, or crayons.
- Old newspapers or tablecloths to protect surfaces
- Stickers or other decorative items (optional).

Duration

45 - 60 minutes or (with the bonus part) 60-90 minutes

Considerations

- **Resource Availability:** Ensure an ample supply of magazines, scissors, and other materials to accommodate all participants, avoiding potential frustration due to limited resources.
- **Sensitive Topics:** That activity may touch on personal and potentially sensitive goals. Provide a supportive atmosphere, allowing participants the option to share or keep their visions private, addressing any emotional reactions with care.

How to Implement the Practice

Introduction:

Start with a brief discussion on the importance of setting and achieving goals. Underline the connection between motivation and having a clear vision for the future.

Goal Reflection:

Ask participants to reflect on their short-term and long-term goals. Encourage them to consider personal, academic, and professional aspirations.

Vision Board Explanation:

Explain what a vision board is and how it can serve as a visual representation of one's goals and dreams. Share examples or stories of individuals who have successfully used vision boards for motivation.

Vision Board Creation:

Give the participants magazines and newspapers and instruct them to flip through magazines and select images or words that represent their goals and aspirations. They can cut out these images. Guide participants in arranging and glueing/taping their chosen images onto their poster boards. Encourage creativity and personalization with colours, markers, and other decorative items.

Reflection and Sharing:

Once the vision boards are complete, ask participants to reflect on the process. Invite volunteers to share their vision boards and discuss the significance of each element.

You can finish the exercise here or continue with the folowing Bonus Part:

Group Discussion: Facilitate a group discussion on how the activity made them feel and if it influenced their motivation. Encourage participants to discuss any insights gained about their goals.

Action Planning:

Ask participants to identify one actionable step they can take towards their goals. Discuss the importance of breaking down large goals into smaller, achievable tasks.

Closing:

Conclude the activity by emphasising the power of visualisation and the role it plays in increasing motivation. Encourage participants to keep their vision boards in a visible place for regular inspiration.

20. Young Explorers: Planning Your Adventure

Description

The "Young Explorers: Planning Your Adventure" workshop teaches vital trip planning skills in an interactive session. Participants learn about destination research, handling budget constraints, itinerary creation, and travel safety. This engaging workshop not only imparts practical travel knowledge but also fosters persistence in youth. They develop this key skill as they tackle challenges like budget management and decision-making, learning to persist through complex tasks and adapt to changes, thereby enhancing their problem-solving abilities and resilience.

Group size

20 youth in teams of 4 or 5

Required Materials and Preliminary Preparation

- Computers or tablets for research.
- Access to travel websites and resources.
- Paper, pens, and markers for brainstorming and note-taking.
- Projector or screen for presentations.

Duration

3-4 hours

Considerations

- **Realistic Scenarios:** While the workshop is hypothetical, using realistic travel scenarios and challenges can make the learning experience more valuable. This approach helps participants understand the practical aspects of trip planning and the persistence required in real-life situations.
- **Engagement and Participation:** Ensure that all participants are actively engaged. This might involve using interactive elements like group discussions, multimedia presentations, or role-playing scenarios. Keeping the workshop dynamic and participatory will help maintain interest and facilitate better learning.
- **Facilitator Expertise:** The facilitators should be knowledgeable about travel planning and skilled in working with youth. They should be able to provide insights, answer questions, and guide the participants effectively through the planning process.

How to Implement the Practice

Introduction to Trip Planning (30 minutes):

- Discuss the importance of planning and preparation for travel.
- Overview of key aspects: destination research, budgeting, itinerary, accommodation, transportation, and safety.

Destination Research and Selection (45 minutes):

- Participants brainstorm potential destinations and research them.

- Discuss factors to consider: climate, culture, language, attractions, and travel advisories.

Budgeting Basics (30 minutes):

- Teach how to create a travel budget, considering costs like transportation, accommodation, food, and activities.
- Discuss money-saving tips and budgeting tools.

Creating an Itinerary (45 minutes):

- Guide participants in developing a realistic and engaging travel itinerary.
- Include lessons on balancing activities, allowing free time, and considering travel logistics.

Safety and Responsible Travel (30 minutes):

- Cover essential safety tips for travelling, including emergency preparedness and health considerations.
- Discuss the importance of respecting local cultures and sustainable travel practices.

Group Activity: Plan Your Trip (1 hour):

- Divide participants into small groups and assign each group a different destination.
- Each group creates a detailed travel plan, including budget, itinerary, and safety measures.

Presentation and Feedback (30 minutes):

- Groups present their travel plans.
- Facilitators and peers provide constructive feedback.

Wrap-Up and Reflection (15 minutes):

- Discuss what participants learned about trip planning.
- Emphasise the skills they developed and how they can apply them in real-life scenarios.

21. Mood Playhouse

Description

"Mood Playhouse" is a fun game that helps young people learn about emotions and how they affect motivation and persistence. In this interactive activity, players write down different feelings like excitement, frustration, or determination. Then, they act out these emotions in a game like charades. This helps them recognize and name emotions, and understand how these feelings can impact their goals and challenges. While playing, participants learn to understand others better, improve their communication, and become more aware of how emotions influence their determination and ability to face difficulties.

Group size

Ideal for groups of 10-15 participants.

Required Materials and Preliminary Preparation

- Paper and markers for each participant.
- Ensure there's enough room for participants to perform their charades comfortably.

Duration

Approximately 1 hour.

Considerations

- Ensure a respectful and supportive environment, recognizing that acting out and discussing emotions might be challenging for some participants.
- Encourage all participants to engage in both acting and guessing, making sure everyone feels included and has a chance to contribute.
- Offer examples and gentle guidance to help participants who might struggle with expressing certain emotions creatively.

How to Implement the Practice

Introduction and Setup (10 minutes):

1. **Explain the Activity:** Introduce "Mood Playhouse" as a fun way to understand emotions and their impact on motivation and persistence.
2. **Goal of the Game:** Highlight that recognizing emotions is key to managing them effectively, which in turn aids in staying motivated and persistent.

Preparing for the Game (10 minutes):

3. **Distributing Materials:** Hand out paper and markers to each participant.
4. **Writing Emotions:** Instruct participants to write down emotions that might affect motivation and persistence, like frustration, determination, or excitement.

Playing Emotion Charades (30 minutes):

5. **Starting the Game:** Participants take turns drawing an emotion from a pile and acting it out without speaking.

6. Guessing the Emotions: Others guess the emotion based on the act. Emphasise the importance of being respectful and supportive.

7. Variations: Add variations such as setting a time limit or acting without facial expressions to increase the challenge.

Reflecting on Emotions and Their Impact (10 minutes):

8. Debriefing: After the game, lead a discussion on how different emotions can affect one's motivation and persistence.

9. Personal Insights: Encourage participants to share experiences where managing emotions helped them stay focused and persistent.

Discussing Strategies for Emotional Regulation (10 minutes):

10. Strategies Sharing: Ask participants to suggest ways they handle challenging emotions to maintain motivation.

11. Group Learning: Discuss how these strategies can be applied in different scenarios, such as during challenging tasks or long-term projects.

Closing the Activity (5 minutes):

12. Summarising Key Takeaways: Highlight the importance of emotional awareness in building persistence and motivation.

13. Encouragement for Practice: Urge participants to practise emotional awareness in their daily lives to enhance their persistence skills.

Another way you can try:

Introduction to the Activity (10 minutes):

1. **Explain the Concept:** Introduce "Story Shifters" as a fun and interactive game that explores decision-making and adaptability.
2. **Purpose:** Highlight the objective of enhancing creativity, flexibility, and problem-solving skills, crucial for persistence and motivation in achieving goals.

Setting Up the Storytelling (15 minutes):

3. **Forming Groups:** Organise participants into small groups of 10-12.
4. **Starting the Story:** One participant in each group begins by sharing a real or fictional story where they faced a decision or challenge.

Playing "Story Shifters" (20 minutes):

5. **Introducing Changes:** At random intervals, the facilitator shouts "Change!" The storyteller then alters the direction or decision in their story.
6. **Emphasising Creativity:** Encourage imaginative and unexpected changes to the story, challenging participants to think on their feet.
7. **Dialogue Variation:** Implement a version where two participants engage in a dialogue, and both must adapt their responses when "Shift!" is called.

Group Interaction and Adaptation (10 minutes):

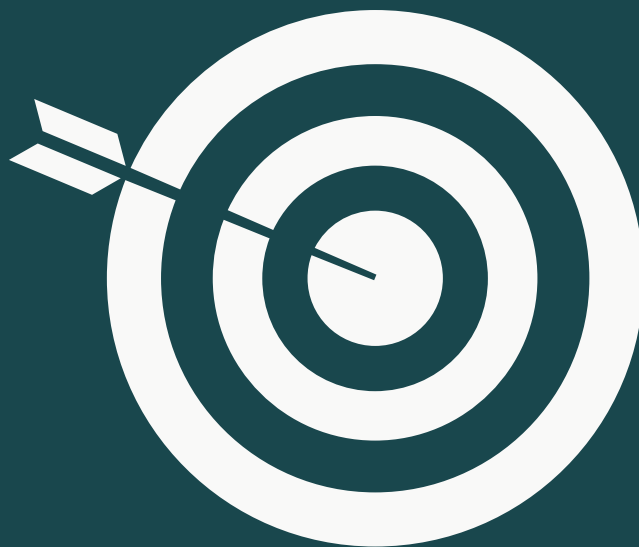
8. Rotating Storytellers: Allow different participants to take turns as the main storyteller, ensuring everyone gets a chance to contribute.

9. Encouraging Diverse Scenarios: Prompt storytellers to explore various outcomes and reactions, enhancing their adaptability and problem-solving skills.

Reflection and Discussion (15 minutes):

10. Group Discussion: After the activity, lead a discussion on the importance of adaptability and creative thinking in real-life scenarios, particularly in pursuing goals.

11. Personal Insights: Ask participants to share how they felt about having to change their stories and how this might relate to adjusting strategies in achieving personal goals.



22. The Pomodoro Technique

Description

This is a time management method for focused work sessions that beats procrastination and improves focus one session at a time.

It includes frequent short breaks to promote sustained concentration and stave off mental fatigue.

It:

- fights little distractions, procrastination and laziness
- enables optimum productivity
- can be used for open-ending work as well (studying)
- teaches time-management and goal-setting
- deals with underestimating the time needed for task completion

Group size

It can be done in larger (up to 30 youths) or smaller groups (3 to 10) or individually; size is not questionable for the method.

Required Materials and Preliminary Preparation

- Environment (e.g. a classroom) should be equipped with any kind of a timer (e.g. phones are also equipped with it)

Duration

1 working session equals 30 minutes (25 minutes work and 5 minutes a break). There can be 4 sessions under these conditions.

After the fourth the breaks are prolonged to 15 - 30 minutes. The fifth (if it is implemented) then lasts 40 - 55 minutes with the break.

Considerations

- Proper (motivational) first task for higher engagement in the method.
- Should be used as an assistance for individual/team work that involves e.g. preparing a speech, reading, solving a task and similar. At home it should assist with learning, research, preparing seminar papers etc.

How to Implement the Practice

1. Get a list of (study) goals and a timer.
2. Set your timer for 25 minutes, and focus on a single task until the timer rings.
3. When your session ends, mark off one pomodoro/session and record what you completed.
4. Then enjoy a five-minute break.
5. After four pomodoros, take a longer, more restorative 15-30 minute break.

The 25-minute work sprints are the core of the method, but a Pomodoro practice also includes three rules for getting the most out of each interval:

- **Break down complex projects.** If a task requires more than four pomodoros, it needs to be divided into smaller, actionable steps. Sticking to this rule will help ensure you make clear progress on your projects.

- **Small tasks go together.** Any tasks that will take less than one Pomodoro should be combined with other simple tasks. For example, "write rent check," "set vet appointment," and "read Pomodoro article" could go together in one session.
- **Once a pomodoro is set, it must ring.** The pomodoro is an indivisible unit of time and can not be broken, especially not to check incoming emails, team chats, or text messages. Any ideas, tasks, or requests that come up should be noted to return to later. A digital task manager like Todoist can be used, but pen and paper will do, too.

Important:

In the event of an unavoidable disruption (which youths can have many, e.g. social media notifications), they should have their five-minute break and start their session again. It is recommended to track interruptions (internal or external) as they occur and reflect on how to avoid them in the next session.

The system is simple. The Pomodoro technique is all about getting your mind in the zone to finish the tasks.

Examples for planning (single task and daily planning):

WHAT IS THE POMODORO TECHNIQUE?

A method for staying focused and mentally fresh

- STEP 1** Pick a task
- STEP 2** Set a 25-minute timer
- STEP 3** Work on your task until the time is up
- STEP 4** Take a 5-minute break
- STEP 5** Every 4 pomodoros, take a longer 15-30 minute break

TASKS	NUMBER OF POMODOROS TO COMPLETE
Write article first draft	●●●●●●●●
Check my email and messages	●
Plan article promotion	●●
Admin tasks	●
Check my email and messages	●
End-of-day review and prep for tomorrow	●
12 POMODOROS	

23. Design Your Escape: Building an Escape Room Challenge

Description

Through the collaborative process of designing and constructing an escape room, participants engage in creative problem-solving, critical thinking, and teamwork. This challenges them to set goals, manage time effectively, and persist through challenges as they develop their escape room concepts. By navigating the challenges of puzzle creation and theme development participants learn the value of perseverance and resilience in a fun, interactive setting. This experience not only enhances their persistence but also bolsters a range of other essential life skills.

Group size

20 - 25 youth

Required Materials and Preliminary Preparation

- Discussion on the elements that make a successful escape room (theme, storyline, puzzles, flow).
- Brainstorming session in groups to come up with a theme and storyline for their escape room.
- Introduction to different types of puzzles and challenges used in escape rooms.
- Basic crafting supplies (cardboard, markers, tape, etc.)
- Props and decorations to fit various themes

- Locks and boxes for creating physical puzzles
- Paper and pens for designing puzzles and storyboards
- Computers or tablets for digital puzzle creation (if applicable)

Duration

2 days 5 hours each

Considerations

- **Time Constraints:** Designing and building an escape room within a limited time frame can be challenging. It's crucial to manage the time effectively to ensure that all phases of the workshop are completed satisfactorily.
- **Safety Considerations:** Physical construction of escape room elements must be supervised to ensure safety, especially if tools or materials that could pose risks are used.
- **Intellectual Challenge Balance:** The puzzles and challenges should be neither too easy nor too difficult. Striking the right balance is crucial to maintain engagement and avoid frustration or boredom.
- **Cultural Sensitivity:** When choosing themes and scenarios, be mindful of cultural sensitivities and avoid content that could be offensive or inappropriate for certain age groups.

How to Implement the Practice

Creation of the teams (1 hour)

- Ice breaker, getting to know each others

Defining the topic of the Escape room (2 hours)

- Brainstorming session in groups to come up with a theme and storyline for their escape room.

Storyboarding and Flow Planning (2 hours):

- Teams create a storyboard of their escape room, outlining the flow from start to finish.
- Discussion on how to integrate puzzles into the storyline cohesively.

Day 2: Construction and Execution

Building the Escape Room (2 hours):

- Teams work on creating their escape room in designated spaces.
- This includes setting up puzzles, decorating according to the theme, and ensuring the flow is logical and challenging.

Testing and Iterating (1.5 hours):

- Teams take turns testing each other's escape rooms.
- Feedback is given, and teams make necessary adjustments to their rooms.

Final Run and Debrief (1.5 hours):

- Participants invite others (could be other youths, teachers, or parents) to test their escape rooms.
- A debrief session where each team discusses what they learned, challenges they faced, and how they overcame them.

24. Switching Emotions

Description

This exercise is designed to enhance resilience by training small groups of young athletes to transform negative emotions into positive opportunities. In this practice, participants share and discuss their frustrations, learning to acknowledge and name these emotions collectively. The group then collaboratively identifies positive opportunities within these challenges. This process not only strengthens individual resilience but also fosters group support and empathy. It's particularly effective in building a collective understanding of how to approach life's setbacks constructively.

Group size

- Suitable for small groups (4-8 participants).
- Can be implemented individually too.

Required Materials and Preliminary Preparation

- Comfortable seating arrangement for group discussion.
- Notebooks or journals and pens for personal notes.

Duration

- Each session: 30-45 minutes.
- Regular meetings (weekly or bi-weekly) are recommended for continuity and deeper impact.

Considerations

- Ensure that every participant gets an opportunity to speak and be heard.
- Facilitators should guide the discussion to remain constructive and focused on finding positive opportunities.

How to Implement the Practice

Group Introduction (5-10 mins)

Begin each session with a brief reminder of the exercise's purpose and encourage a supportive atmosphere.

Sharing Frustrations (10-15 mins)

Participants take turns sharing a recent frustration or negative emotion they experienced. Emphasise the importance of respectful listening and non-judgmental acceptance of others' feelings.

Group Discussion (10-15 mins)

After each share, the group discusses possible positive aspects or opportunities that could arise from the situation. Encourage creative thinking and collective problem-solving.

Individual Reflection (5 mins)

Participants reflect on the group's suggestions and note how they might apply this perspective to their situation.

Wrap-Up and Reflection (5-10 mins)

Conclude the session with a group reflection on the process, discussing how this practice might help in building resilience and coping with future challenges. Encourage participants to apply these lessons in their daily lives.

Repeat this exercise in regular meetings to reinforce the skills of emotional switching and resilience building.



25. Goal Illustrators

Description

"Goal Illustrators" is a drawing and guessing game for teams that makes learning about goal setting and persistence fun and engaging for young people. In this game, participants form small groups. Each person takes a turn drawing something related to setting and achieving goals, but they can't use words or numbers. Their teammates try to guess what the drawing is about. This helps everyone work together and communicate better. The game is not only fun, but it also helps players think about and understand the important steps and strategies for reaching their own goals.

Group size

Suitable for 12-30 participants.

Required Materials and Preliminary Preparation

- Drawing Supplies: Papers, pencils, and erasers for each team.
- List of Concepts: Prepare a list of goal-related concepts in advance

Example list:

- Identifying a Goal: Illustrate the moment of realising a personal ambition or objective.

- Planning Action: Depict the process of strategizing or laying out steps to achieve a goal.
- Initiating Effort: Show the act of taking the first step or action towards a goal.
- Overcoming Obstacles: Represent challenges or hurdles in the path to achieving a goal.
- Sustaining Effort: Illustrate maintaining consistent effort or staying on track despite difficulties.
- Reaching Milestones: Depict achieving short-term goals or significant progress markers.
- Adapting Strategies: Show changing plans or approaches to better achieve a goal.
- Achieving the Goal: Represent the success or accomplishment of reaching the final objective.
- Seeking Support: Illustrate asking for help or collaborating with others on the way to a goal.
- Time Management: Depict managing or organising time effectively for goal achievement.
- Balancing Priorities: Show juggling multiple responsibilities or goals.
- Learning from Failure: Represent the experience of learning valuable lessons from setbacks or failures.

Duration

Approximately 90 minutes.

Considerations

- Recognize that participants may have different interpretations of goal-related concepts. Facilitate accordingly to ensure inclusivity.
- Actively encourage all participants, especially those who might be hesitant to draw or share. Provide positive reinforcement to maintain a supportive atmosphere.
- Keep track of time during each drawing round and discussion to ensure the activity runs smoothly and each team has equal opportunity to participate.

How to Implement the Practice

Setting Up the Activity (5 minutes):

1. **Introduce the Activity:** Begin by explaining the purpose of the activity - to visually explore different aspects of goal setting and persistence.
2. **Forming Teams:** Ask participants to form small groups of 4-5. Encourage them to sit in circles to facilitate communication.
3. **Choosing Team Names:** Ask participants to form small groups of four to five and choose a fun team name.

Explaining the Rules (5 minutes):

4. **Clear Guidelines:** Explain that this is a competitive, team-based drawing game. Each round, one member from each team will draw a concept related to goal setting, and their teammates will try to guess what it is.
5. **Point System:** Clarify that for each correctly guessed concept, the team earns a point. The team with the most points at the end wins.

Preparing for the Game (5 minutes):

6. Gather Materials: Distribute drawing supplies (paper and pencils) to each group.

7. Finding Spaces: Instruct teams to find a spot in the room with enough space to draw and discuss without being overheard by other groups.

Running the Drawing Rounds (40 minutes):

8. First Round of Drawing: Select one member from each team to come to you. Quietly give them the first concept to draw (e.g., “Identifying a Goal”).

9. Drawing Time: This person returns to their group and starts drawing. They cannot use words, numbers, or speak. The rest of the team guesses what the concept is.

10. Ensuring Fair Play: Walk around to monitor the teams, making sure rules are followed and offering encouragement.

11. Continuing Rounds: After the first round, choose a new ‘drawer’ from each team for the next concept. Repeat this process for 7-8 rounds, ensuring everyone gets a turn to draw.

Discussing and Reflecting (20 minutes):

12. Display Drawings: After all rounds are complete, have each team display their drawings around the room.

13. Group Discussion: Lead a discussion about the different drawings and interpretations of each concept. Ask teams to explain their thought process and ideas.

Debriefing the Activity (10 minutes):

14. Reflective Questions: Encourage participants to reflect on what they learned about goal setting and persistence. Ask how they can apply these concepts in their personal lives.

15. Emphasise Learning Points: Highlight the importance of understanding and visualising steps towards achieving goals, and how teamwork can aid in this process.

Closing the Activity (5 minutes):

16. Congratulate Participants: Acknowledge everyone's participation and creativity.

17. Final Thoughts: Offer some closing thoughts on the importance of setting realistic goals and being persistent.



26. Grit Role Models

Description

Learning from inspirational role models who overcame major challenges pursuing their goals helps develop grit and persistence in youth. By studying how individuals like entrepreneurs, activists and athletes exemplified tenacity in the face of extreme adversity, participants gain courage, hope and strategies to push through their own obstacles.

Group size

Individual research tailored for class/group sharing

Required Materials and Preliminary Preparation

- Books, articles, documentaries highlighting grit role models - selected by the trainer
- Presentation aids like projector, art supplies (optional)

Duration

2-3 hours study with 15 minute presentation preparation

Considerations

- Align role model selections with participant interests
- Vulnerable participants may find certain stories emotionally triggering

How to Implement the Practice

1. Provide resources on well-known grit role models from domains tied to participants' aspirations like sports figures, scientists, artists and social reformers who achieved success despite major hardships.
2. Ask youth to select one role model to research deeply - the improbable goal pursued, immense struggles faced, persistence strategies used, key strengths tapped, sacrifices made etc.
3. Have participants prepare a short presentation profiling their selected grit exemplar. Encourage creative formats like videos, posters or performances.
4. Invite youth to deliver grit role model speeches to the full group. Discuss commonalities between the stories - what perseverance traits allowed these individuals to rise after fall?
5. In small groups, ask participants to share personal takeaways from this study that they will apply to boosting their own grit and resilience.
6. Extend practice by assigning additional profiles linking past examples to present-day goals youth are pursuing like learning guitar.



27. Obstacle course challenge

Description

The purpose of this activity is to build persistence, teamwork, and problem-solving skills in young people by engaging them in partly physical, but mostly mental obstacle course challenges.

This activity not only promotes physical activity but also integrates valuable lessons about persistence, teamwork, and positive thinking in a dynamic and engaging way.

Group size

The optimal number of youths is 10. They are divided into 2 groups. If you have a larger group, you can either have more youths in one group or do activity in turns. Remaining youths can serve as supporters of one or the other group.

Required Materials and Preliminary Preparation

- Required Materials and Preliminary Preparation
- If the activity is done outdoors you will need:
- cones or markers with tasks to set up the obstacle course
- stopwatch or timer
- whiteboard and markers to keep score
- notecards or small pieces of paper
- positive affirmation cards (optional)
- It can be done as cross-curricular activity (PE and English for example)

Duration

The length of the activity depends on the number of obstacles and the level of difficulty. It can be adapted for better youths or eased for those with learning difficulty.

It can be done in one lesson (45 minutes).

Considerations

- It might be important to think about introvert youths and to make sure that they are in a group with someone they feel comfortable with. After a few such activities you might want to change group members to build self-confidence.

How to Implement the Practice

Introduction

- Begin by discussing the importance of persistence and how it can help overcome challenges in various aspects of life. Ask them how much they appreciate the help of their peers, family, teachers.... Encourage discussion.
- Introduce the "Obstacle Course Challenge" as a fun and interactive way to develop persistence, teamwork, and problem-solving skills.

Set Up the Obstacle Course

- The activity can be done outdoors or indoors. Depending on that you decide whether the challenges are more mental or physical. Then create a physical obstacle course in a designated area of the classroom or outdoors using cones, markers, and other available resources.

- Incorporate a variety of physical challenges such as crawling under tables, navigating through hoops, balancing on a designated line, etc. or mental challenges such as translating sentences, finding definitions, irregular verbs (if it is done during a language lesson) etc. Each task is given a certain number of points. If completed successfully, the points are given to the team.

Explain the Challenge

- Divide the students into 2 teams of 5 students.
- Explain that each team will navigate the obstacle course within a specified time limit.
- Emphasise that challenges may require teamwork, communication, and persistence to complete.

Positive Affirmation Cards

- Place positive affirmation cards at various points along the course.
- Instruct teams to pick up a card when they encounter it and share the affirmation with their teammates.

Obstacle Course Challenge

- Allow each team to take turns navigating the obstacle course.
- Time each team and record their completion times on the whiteboard.

Debriefing

- Gather students for a debriefing session.
- Discuss the challenges they faced, strategies employed, and how persistence played a role in overcoming obstacles.
- Ask each team to share a positive affirmation they received during the challenge.

Reflection and Goal Setting

- Distribute notecards or small pieces of paper to each student.
- Ask them to reflect on the obstacles they faced during the challenge and write down one goal related to persistence that they want to achieve.

Classroom Display (Optional)

- Create a "Persistence Wall" in the classroom where students can display their written goals.
- Use this space to celebrate achievements related to persistence over time.



28. The Castle Built on the Foundations of Perseverance

Description

The castle-building activity not only promotes teamwork but also highlights the significance of clear communication and effective listening—a valuable skill set in various aspects of life. Cooperation allows team members to leverage diverse skills and strengths. When facing obstacles, the combined talents of the team provide a range of perspectives and solutions, making it easier to overcome challenges and persist in the face of adversity.

Group size

5 participants

Required Materials and Preliminary Preparation

- 2 sets of building blocks
- 2 rooms

Duration

60 minutes

Considerations

- Using blocks from one of the set of building blocks, construct a castle beforehand (model)

How to Implement the Practice

1. Arrange two separate rooms. In one room, display a model castle, and in another room, place a set of building blocks.
2. Gather participants and explain the purpose of the activity
3. Choose 2 people to be watchers (the ones who describe how to build the castle), one person to be a communicator (the one who listens to the instructions and gives them to the builders) and 2 builders (the ones who create a castle following the instructions)
4. Ask the watchers to go to the 1st room (with the model). They should carefully examine the model of the castle.
5. Ensure that the builders in the 2-nd room cannot see the pattern
6. The communicator goes to the 1-st room, listens to the instructions (they cannot see the model) and goes to the 2-room and tells the builders the instructions. The communicator begins describing the steps to build the castle.
7. Define how communication will occur.
8. Encourage students to use clear and concise language, and to break down the instructions into manageable parts.



9. As the builders work, encourage them to ask clarifying questions if any part of the instructions is unclear. This ensures that the builders are on the right track.

10. Once the castle is complete, compare it to the original model. Discuss the communication process, challenges faced, and lessons learned. Encourage them to think about what worked well? What challenges did they encounter? How did they adapt to unforeseen circumstances?



29. Survival Choices: Stranded on a Deserted Island

Description

This activity simulates a scenario where participants imagine themselves stranded on a deserted island following a plane crash. They must collectively decide on items or qualities essential for their survival or the characteristics of individuals they'd like to be stranded with. The activity aims to promote critical thinking, decision-making, and teamwork while initiating discussions on personal strengths, resilience, and decision-making.

Group size

Suitable for groups of 4 or more, ages 12 and up.

Required Materials and Preliminary Preparation

- 15 pieces of paper with listed objects (Matches, Transistor radio, etc.)
- Board and marker (if available)
- Outdoor space (optional)

Duration

30 minutes

Considerations

- Encourage participants to weigh options logically and articulate their choices. Emphasise that there are no right or wrong answers.

How to Implement the Practice

1. **Introduction:** Explain the scenario: participants are passengers of a crashed plane on an uninhabited island facing imminent explosion.
2. **Materials Preparation:** Place 15 listed items in the centre or write them on the board.
3. **Scenario Setup:** Present versions A, B, C, or D based on the facilitator's choice, allowing participants to collectively or individually select items or qualities crucial for survival.
4. **Decision-Making:** Conduct the chosen version (A, B, C, or D), ensuring participants make decisions within the allocated time.
5. **Debriefing:** Initiate discussions asking about their choices, qualities of a resilient person, the applicability of choices in everyday life, and the reasoning behind their decisions.

Implementation:

Tell participants to imagine themselves as passengers aboard a crashed aeroplane stranded on an uninhabited island with an imminent explosion threat within 10 minutes. In the middle of the circle are 15 listed objects on sheets of paper, and only 3 objects can be taken out to ensure survival.

Let participants choose from the following versions:

- **Version A (10 mins):** You must unanimously decide on 3 objects within 10 minutes. Failing to reach a unanimous decision will result in the aeroplane exploding, leaving you with nothing. (Version A emphasises teamwork.)
- **Version B (15 mins):** Each of you has 15 minutes to select the 3 best objects to be taken out of the aeroplane. Afterwards, you'll articulate your choices either as a team or individually. (Choices can be written on the board for explanation.)
- **Version C (Quality Selection):** Imagine spending several months on the island with 3 people (not necessarily from the teen group). Decide on the essential qualities of individuals you'd prefer to be stranded with.
- **Version D (Simple Version):** Envision yourself on a deserted island with adequate food and water. Answer two questions:
 1. What 5 things would you choose to have with you?
Explain the reasoning behind each choice.
 2. Identify the skills or abilities you currently possess that would aid you in this situation.

Sample Debriefing Questions:

- "What were your choices, and why did you select them?"
- "What qualities make a resilient person, and who would you want by your side in a crisis?"
- "Can the same decision-making apply to everyday life, and if not, why?"

30. Duolingo

Description

Duolingo is a popular language learning app that offers gamified lessons, organised progressive lessons, and a wide range of languages. It is a versatile language-learning platform that combines gamification with structured lessons. Users can practise reading, writing, listening, and speaking skills. Its adaptive nature tailors exercises to individual proficiency, ensuring personalised learning. The bite-sized lessons, diverse language options, and engaging interface enhance user motivation and consistency.

<https://www.duolingo.com/>

Group size

Duolingo is suitable for individuals or smaller groups. While it lacks direct group interaction, users can benefit from shared progress and friendly competition. It is less ideal for larger groups due to limited collaborative features.

Required Materials and Preliminary Preparation

- Internet-enabled devices (smartphones, tablets, or computers) for each participant.
- Duolingo app or website access.
- No additional training needed for youth workers.
- The environment is flexible – participants can use Duolingo anywhere.

Duration

The duration of the practice is flexible and depends on the user's goals. It varies based on individual progress. Recommended usage is 15-30 minutes daily for consistent and effective learning. Group activities or discussions can be added for a more interactive experience. According to Duolingo, it takes approximately 34 hours to complete a course.

Considerations

- Duolingo's gamified approach may not suit everyone's learning style.
- Limited real-life conversational practice; supplementary speaking activities may be needed.
- Internet access is crucial for optimal use.
- Duolingo's free version has ads, which may be distracting.
- Duolingo's speech recognition feature may not work correctly for all users.

How to Implement the Practice

Introduction:

- Present Duolingo as a supplemental language-learning tool.
- Ensure participants download the app or access the website.

Orientation:

- Guide participants through setting up profiles and language preferences.
- Explain the point system and how consistent practice yields rewards.

Daily Practice Routine:

- Encourage participants to allocate 15-30 minutes daily.
- Emphasise the importance of regular, short sessions over sporadic longer ones.

Progress Tracking:

- Periodically review participants' progress.
- Foster friendly competition by acknowledging achievements.

Discussion Sessions:

- Integrate group discussions on challenges or interesting lessons.
- Create a supportive community to share tips and insights.

Supplementary Activities:

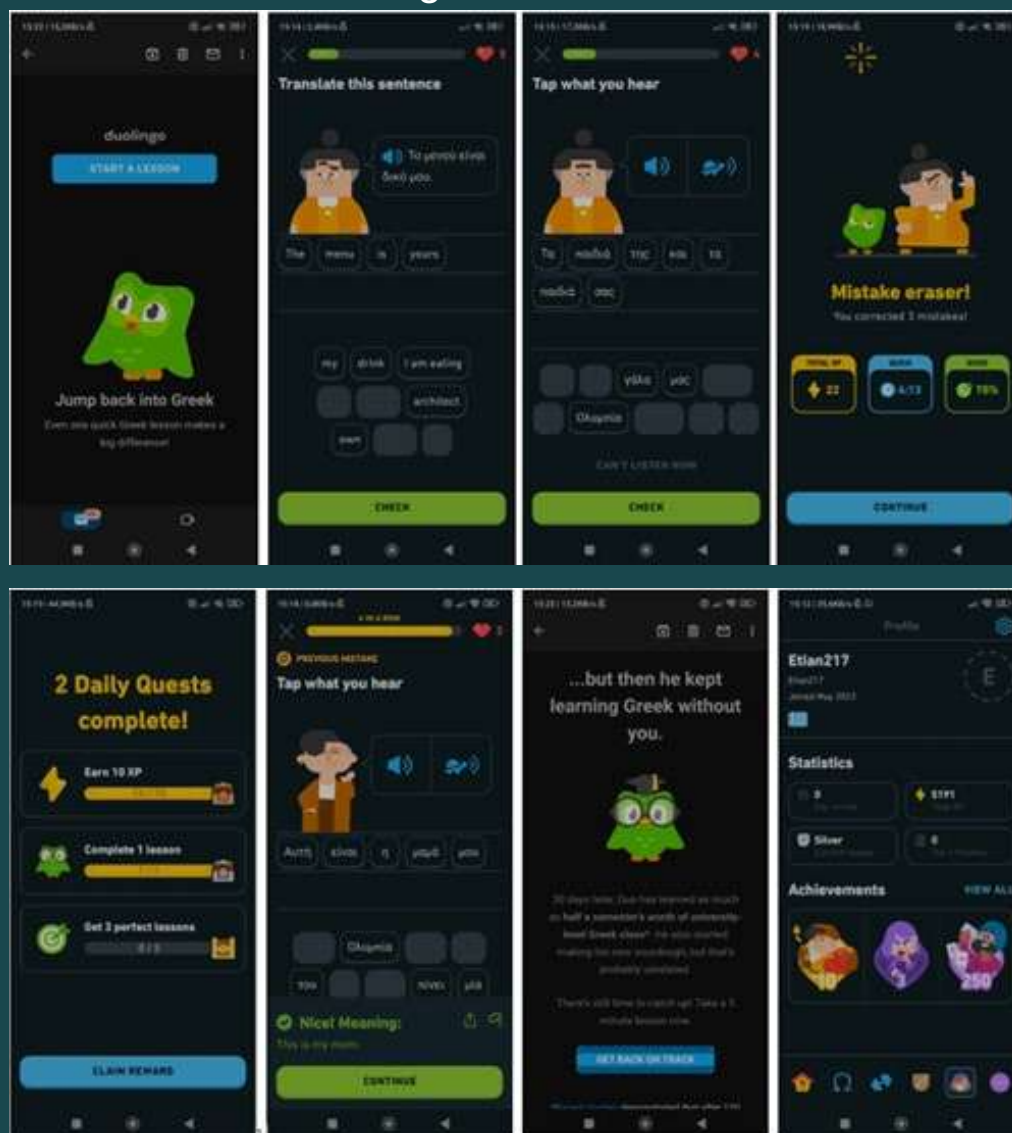
- Organise language-themed events or challenges for extra motivation.
- Introduce speaking practice sessions to complement Duolingo's limited oral exercises.

Feedback and Adaptations:

- Gather feedback regularly to address concerns.
- Adapt the program based on user preferences, incorporating additional resources or activities.

Duolingo, with its accessibility and user-friendly interface, can be a powerful tool for cultivating persistence in language learning when integrated thoughtfully into a broader language education strategy.

Learn Greek with Duolingo



Co-funded by
the European Union

31. Innovation Challenge

Description

The Design Thinking exercise aims to cultivate problem-solving skills among youth by encouraging a human-centred approach to addressing challenges. This method involves empathy, ideation, prototyping, and testing.

By engaging youth in a Design Thinking exercise, educators can instil problem-solving skills, creativity, and a user-centric mindset. This approach empowers youth to approach challenges with empathy and a willingness to iterate on solutions, preparing them for real-world problem-solving scenarios, and building their commitment and persistence.

Group size

5-10 pairs

Required Materials and Preliminary Preparation

- Prepared task
- Whiteboard or flipchart paper
- Markers
- Sticky notes
- Prototyping materials (e.g., paper, cardboard, craft supplies)
- Timer or clock
- Writing materials for students

Duration

90 for small group to 120 minutes for large group

Considerations

- **Real-World Context:** Choose a problem or scenario relevant to the youths' lives, making the exercise more engaging and meaningful.
- **Diverse Teams:** Form diverse teams to encourage a variety of perspectives. Include youth with different strengths and interests.
- **Facilitation:** Have a facilitator or teacher guide the exercise, ensuring that participants understand each stage of the Design Thinking process.
- **Encourage Exploration:** Remind participants that there are no wrong answers. Encourage them to explore multiple solutions during the ideation phase.
- **Time Management:** Designate specific time frames for each stage of the exercise to ensure that the process moves smoothly.

How to Implement the Practice

Introduction (15 minutes): Provide a brief overview of Design Thinking, explaining its stages: Empathise, Define, Ideate, Prototype, and Test.

Scenario Presentation (10 minutes): Introduce the scenario or problem to be addressed. Ensure it is relatable and sparks participants' interest.

Empathy Stage (15 minutes): Participants interview or empathise with potential users to understand their needs and challenges.

Define Stage (15 minutes): In their teams, participants define the problem they want to solve based on their empathetic understanding.

Ideation Stage (25 minutes): Teams brainstorm and generate as many ideas as possible. Encourage wild and creative thinking.

Prototyping Stage (25 minutes): Teams create a physical or visual representation of their solution using provided materials.

Testing Stage (10 minutes): Teams present their prototypes to the group and gather feedback. Discuss potential improvements.

Reflection and Discussion (15 minutes): Conclude the activity with a reflection on the Design Thinking process. Discuss what worked well and areas for improvement.

32. Goal Milestones

Description

"Goal Milestones" is an activity focused on breaking down long-term goals into manageable, short-term objectives. This practice helps teenagers understand the process of achieving larger goals through consistent effort and persistence.

Group size

Suitable for individuals or small groups (up to 6 participants).

Required Materials and Preliminary Preparation

- Paper and pens for each participant
- Sticky notes or index cards
- A wall or large board to place or stick the milestones
- No special environment required; a standard classroom or meeting room is sufficient

Duration

Approximately 1 hour

Considerations

- Ensure that the goals set by the participants are realistic and achievable. The facilitator should be ready to guide participants in setting appropriate goals and breaking them down into smaller steps.

How to Implement the Practice

Begin with a discussion on the importance of setting goals and how breaking them down can make them more achievable. Ask each participant to think of a long-term goal they wish to achieve.

Guide them to break down this goal into smaller, short-term milestones. These should be specific, measurable, and time-bound.

Participants write each milestone on sticky notes or index cards.

They then place these milestones in sequential order on the wall or board, creating a visual path to their goal.

Encourage participants to discuss their goals and milestones with the group, fostering a supportive environment.

Conclude with a reflection on how tackling goals in smaller steps can help maintain motivation and persistence.

This activity aids in goal-setting and also visually demonstrates the journey of persistence, helping youths to conceptualise and commit to their objectives.



32. Team Motivation Web: The Human Knot

Description

"Team Motivation Web: The Human Knot" is a lively and engaging group activity aimed at strengthening teamwork, communication, and shared motivation. Participants begin by standing in a circle and then reach out to hold hands with others, creating a human knot. The main task is to work together to unravel this knot without letting go of each other's hands. This exercise is not just a physical challenge but also symbolises the complexity of teamwork. It highlights the importance of staying persistent and offering positive support to achieve common goals.

Group size

Ideal for 8-12 participants. If you have a larger group, split them into smaller teams.

Required Materials and Preliminary Preparation

- No special materials are needed.
- Ensure there's enough space for participants to stand in a circle and move around comfortably.

Duration

Approximately 30-45 minutes.

Considerations

- Ensure all participants are comfortable with physical contact. Be attentive to personal boundaries and offer alternatives for those who may not wish to participate directly.
- Be aware of the group dynamics. Some participants may take a natural lead, while others may be more reserved. Encourage inclusive participation and ensure that all voices are heard and valued.
- Be prepared for the activity to unfold in unexpected ways. Adapt your facilitation approach based on the group's energy, engagement levels, and the progress in untangling the knot. Keep the focus on positive teamwork and provide guidance or suggestions as needed

How to Implement the Practice

Step 1: Introduction (5 minutes)

- **Explain the Activity:** Tell the group they will form a 'human knot' and then work together to untangle it. Mention that this is a metaphor for how teams work through challenges.
- **Emphasise Team Motivation:** Highlight that this activity will help understand the importance of motivating each other and working together as a team.

Step 2: Forming the Knot (10 minutes)

- **Form a Circle:** Ask participants to stand in a circle, shoulder to shoulder.

- **Create the Knot:** Instruct each person to reach out and hold the hand of someone across the circle. Then, reach out with their other hand and hold another person's hand. Ensure everyone is holding two different hands.
- **Safety First:** Remind everyone to be gentle and mindful of others' comfort.

Step 3: Untangling the Knot (20 minutes)

- **Start the Challenge:** The group now needs to untangle themselves without letting go of any hands. They may need to step over or under arms to rearrange themselves.
- **Encourage Communication:** Urge participants to talk to each other, suggest ideas, and listen to others' suggestions.
- **Foster Positive Reinforcement:** Encourage them to cheer each other on, celebrate small successes, and keep spirits high.

Step 4: Team Motivation Focus (10 minutes)

- **Observe and Guide:** Watch how the group interacts. If they get stuck, you can suggest new perspectives or approaches.
- **Draw Parallels to Real Life:** Occasionally, pause the activity to point out how this exercise reflects real team situations – needing patience, being motivated, and working together.

Step 5: Reflection and Discussion (10 minutes)

- **Group Discussion:** Once the knot is untangled, have a discussion. Ask what strategies worked, how they motivated each other, and what they learned about teamwork.
- **Relate to Real-world Teams:** Guide them to think about how these lessons apply to real-life team scenarios.



Final words

As we conclude, it's important to recognise that implementing these practices isn't a one-off task – it requires ongoing effort. Let perseverance and the pursuit of success resonate in your classrooms and workshops.

Consider these pages as a valuable source of inspiration, equipping you with the tools to adapt to the constantly evolving landscape of education. With these best practices in mind, you now have a solid foundation to begin crafting your own.

Thank you for being a part of this. Together, we are shaping a future where everyone's potential is not merely acknowledged but fully realised.

As you reach this final page, we hope you do so with a sense of satisfaction. Allow us to commend you for mastering the material and finding enjoyment along the way.

Keep smiling, keep persevering, and spread that positive energy.

Meet our team



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