Co-funded by
the European Union

Developing skills
for success
through blended learning

Developing skills for success

Facilitator Manual

Orenda Foundation

challedu
inclusion | games | education

Page of Contents

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project number: 2023-1-BG01-KA210-YOU-000160811.

Page of Contents

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project number: 2023-1-BG01-KA210-YOU-000160811.

Introduction to the project

Overview

The core idea of DSSBL project was to create a training program based on non-formal education to help young people develop skills related to **personal development, career development and (social) entrepreneurship**. We designed **a series of 3 modules, each consisting of 8 non-formal workshops** and integrated e-learning tools to help youth acquire the necessary knowledge and skills.

We organised pilot training with 20 youth in each country to test the program, gathered feedback and improved it based on the practical experience and analysis of the results.

Project Objectives

1. **Develop the 2 partner organisations' capacities to provide relevant high-quality training** to youth and prepare them for successful transition from school to their first job

2. **Improve the toolset and competences of 16 youth workers** in delivering non-formal education workshops related to personal development, career development and (social) entrepreneurship.

3. Support **20 youth** in each partner community **to acquire hard and soft skills (personal and interpersonal)** and improve their confidence to **make informed career choices** and enter the job market

Achieved Results

- A training **methodology** was developed **for 24 non-formal education workshops**
- A **Manual for Facilitators + 24 Presentations (1 per topic)**: all available in English, Bulgarian and Greek
- **24 videos were recorded: 1 per topic**
- **Three e-learning modules** containing training videos, self-practice tasks, reading assignments and much more were produced and are available at **www.skills-for-success.com**
- **20 youth** in each country **successfully completed the training program**

Co-funded by
the European Union

Project "Developing Skills for Success" is a project for small partnerships (Key Action 2), funded by the Erasmus+ program. It is implemented by Orenda Foundation, Bulgaria, and Challedu Association, Greece.

Partner Organisations

Orenda Foundation (Bulgaria)

Orenda was established in 2011 in Varna, Bulgaria. Our mission is to help youth choose the right education and career, develop the appropriate skills to enter the job market as well as supporting the inclusion of people with fewer opportunities in the workforce and community life.

We organise regular seminars, workshops and training sessions for youth focusing on career orientation, skills development, job readiness, active participation etc. We love non-formal education in all its forms and are excited to create and discover new methods!

Challedu (Greece)

We believe in the power of education, innovation, and inclusion to transform lives and communities. Our work spans two main sectors: education & innovation and social inclusion.

We are passionate about empowering youth and adults through engaging and meaningful learning experiences. We promote entrepreneurship, STE(A)M, civic participation, sustainable development, environmental awareness, and cultural education. Our methods are rooted in non-formal and informal education, and enriched through game-based learning, open learning environments, and digital tools. We use gamification not just to make learning fun, but to make it more impactful and memorable.

Co-funded by the European Union

Module 1: Personal Development

1. Self-Awareness
2. Discover your strengths and weaknesses
3. Finding your core values
4. Develop your self-esteem
5. SMART goal-setting
6. Forming positive habits
7. Learning to learn
8. Your authentic self

Co-funded by
the European Union

Module 2: Professional Development

1 Career orientation

2 Career orientation and decision-making

3 Communication

4 Teamwork

5 Time-management

6 Financial literacy

7 Writing a CV and cover letter

8 Preparing for an interview

Co-funded by the European Union

Module 3: (Social) Entrepreneurship

1 Intro to (social) entrepreneurship

2 From needs to opportunities

3 Developing your business idea

4 Business models and social impact

5 Marketing in the 21st century

6 Financial planning

7 Team Leadership

8 Presentation and persuasion skills

Co-funded by the European Union

Module 1

Personal Development

M1, T1: Self-awareness

1. Key learning points

- **What is self-awareness?**
- Why is self-awareness i**mportant**?
- **Benefits** of self-awareness
- How do I know if I'm a self-aware person?
- How to **become more self-aware**

2. Ice-breaker/Get-to-know each other

1. Candy introductions

Form a circle with all participants. Pass around a bowl filled with **small, colourful candies** and invite everyone to **take as many as they like** — without knowing the twist to come.
Once everyone has candies, explain the rule:
For **each candy** they took, they must share **one interesting fact** about themselves.
Participants then take turns sharing their **name** and the corresponding **number of facts**, promoting laughter, curiosity, and connection right from the start.

2. Pair introductions and expectations from the training

Ask participants to pair up **randomly** (you can use a quick mixing game or just assign). Each pair has **5–10 minutes** to chat and find three things they have in common — these can be interests, experiences, or even quirky habits.

Afterwards, provide each participant with **two sticky notes**:
- On a **green note**, they write their **expectations** for the training
- On a **red note**, they write any **concerns** or doubts they may have

Participants then come forward and stick their notes on the flipchart in clearly marked sections (e.g., “Expectations” and “Concerns”).

The facilitator briefly **summarises the themes**, acknowledging common hopes and challenges to build group awareness and trust.

M1, T1: Self-awareness

3. Input from the trainer

Follow **Presentation 1: Self-awareness** and use the notes below to lead the introduction to the topic.
Presentation link: HERE

3.1 Start by sharing a **Folk Tale:** a meaningful personal story showing how self-awareness has helped you (adapt according to your style and reality)

"When I was younger I thought I was a very shy and introverted person (only now I know how wrong I was). I did not like talking in front of groups of people, and did not go to any extracurricular classes. And it so happened that at 22 I discovered Erasmus and my perspective changed - I wanted to participate, I wanted to present, people approached me to lead the process and speak for the group. So what I realised is that I didn't know myself that well, I wasn't that self-aware!

3.2. Mid-mapping the benefits of being self-aware

Before introducing the **slide on the benefits of self-awareness,** facilitate a brainstorming session with the group, using mind mapping to explore how self-awareness plays a critical role in various aspects of life.

"What do you think the term 'self-awareness' means? How do you think being aware of yourself can help in different situations?"

1. Create a **Mind Map on the board or flipchart with 'Self-awareness' in the center**, and draw branches to different areas of life (e.g., school, work, relationships, stress management).
2. **Prompt group contributions** based on the following questions:
    - **To do better in school, why is it important to know how you learn best?**

Example: Recognizing your learning style helps you approach studying more effectively.

- **How does self-awareness help during stressful situations?**

Example: Being aware of your feelings allows you to manage reactions and emotions more effectively. (E.g., you start feeling offended by a friend's lateness but realize it's an issue about punctuality and respect, not their actual behavior.)

M1, T1: Self-awareness

- **How can knowing your values affect your relationships?**

Example: Understanding your values can help you choose a partner who shares your priorities, like money management. Research shows 80% of couples split due to differing views on finances.

- **How does knowing your strengths and weaknesses contribute to success at work?**

Example: Recognizing what you excel at and where you need improvement helps you perform better individually and as part of a team.

After the brainstorming, **connect these points to the upcoming topics in Module 1**, highlighting how **each topic will help deepen their understanding of self-awareness.**

4.Non-formal method: Agree or Disagree

Time needed: 30min
Materials: Two pieces of paper (Agree and Disagree), 10 statements prepared in advance
Group size: more than 5
Objectives: To encourage participants to reflect on their personal opinions and see where they stand relative to others in the group. This exercise fosters self-awareness and group discussion around differing viewpoints.

1.Set up the space:

- Have all participants stand in a line at the center of the room. This will serve as the "neutral" ground, where everyone starts from.
- Place one piece of paper at one end of the room with the text “STRONGLY AGREE” and another piece at the opposite end with the text “STRONGLY DISAGREE.”

2.Introduce the exercise:

- The trainer will read or place a piece of paper on the floor with a statement (e.g., “I like learning new things”).
- Participants move to the spot that best represents their opinion:
  - If they strongly agree, they move close to the "STRONGLY AGREE" paper.
  - If they strongly disagree, they move close to the "STRONGLY DISAGREE" paper.
  - If their opinion is somewhere in between, they stand accordingly.

3.Ask for input:

- Once participants have positioned themselves, the trainer can ask a few volunteers why they chose their position, and if anyone feels that their opinion has shifted during the exercise.

Statements:

1. I like learning new things.
2. I express my opinion even if there's a good chance that other people will disagree with me.
3. When I am feeling negative emotions, like anger or sadness, I try to ignore them as much as possible.
4. I know which situations I can handle, and which ones will take me out of my emotional comfort-zone.
5. I feel comfortable having complete freedom in making my own decisions.
6. When something is bothering me, I cannot stop thinking about it.
7. I find myself feeling nervous about situations or events, and I don't even know why.
8. I engage in activities that allow me to get in touch with my emotions (e.g. writing in a journal, meditating, etc.).
9. No matter what life throws at me, I believe I can deal with it.
10. I know exactly where I want to be 5 years from now.

Debriefing

- Did you find it easy to decide where to position yourself?
- Were you sure about your decisions?
- How did it feel to hear the opinions of others?
- What did you learn about yourself or others during the exercise?

M1, T1: Self-awareness

5. Take a personality test

VIA character strengths

Ask participants to **log in from their phones and take the test**. When they receive the results, they should find in the room other youth who have similar top strengths and **form small groups (3-4 ppl).**

For a few minutes, **participants discuss about their perception of the results**- were they accurate, how do they know they have/don't have this strength, how do they feel about the result they received.

Group discussion: What are some other ways to know yourself better?

6. Self-reflection in the journal: The mirror of myself

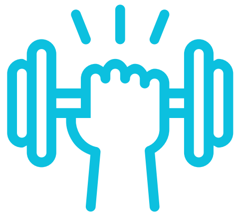
Instructions:

1. Ask participants to **draw a mirror on a blank page in their journal.** Inside the mirror, they should write or draw what represents their authentic self — key strengths, values, or qualities that define them.
2. Prompt them with questions:
   - What do I value most about myself?
   - What are my unique strengths or qualities?
   - What did I learn about myself today?
3. After drawing, **invite participants to reflect quietly on their work** and think about how they see themselves.

6. Closing activity: Ball toss reflection

Before the session, prepare a ball by sticking small pieces of paper on it with different reflection questions:
"**Today I learned..."**
"I found it challenging..."
"I wish to know more about..."
"It was fun when..."

Have the participants stand in a circle.
The trainer starts by tossing the ball to someone in the circle. When the participant catches the ball, they look at the piece of paper their hand is closest to and respond to the question.
After answering, the person tosses the ball to someone else, and the process continues until everyone has had a chance to catch the ball and reflect.



M1, T2: Discover your strengths and weaknesses

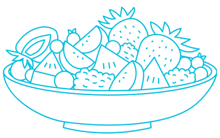
1. Key learning points

- What are **strengths and weaknesses?**
- What are the **benefits of knowing and developing them?**
- How to do a **SWOT analysis**?
- The weakness of strengths, the strength in weaknesses
- How to **develop our strengths**?

2. Ice-breaker/Get-to-know each other

1. Ball'n name game

The participants **form a circle.** One player takes the ball and says, **"I am name and I give the ball to "name of another participant"** and throws the ball to that person smoothly. This happens **until everyone has taken the ball at least once.** This way the participants get to know each other's names and interact.



2. Fruit salad activity

In this activity **people change their place in the room if they match a certain characteristic**. One person stays in the middle of the circle and says a characteristic, e.g Everyone with blue eyes, everyone who has a cat etc and **all people who match the description should stand up and find a new chair.** In the meantime the caller is also trying to obtain a new chair. **As a new person remains without a chair, they become the new caller** in the centre of the circle. Play a few rounds to energise the group and let them know each other a bit better.

M1, T2: Discover your strengths and weaknesses

3. Input from the trainer

Follow **Presentation 2: Discover your strengths and weaknesses** and use the notes below to lead the introduction to the topic.
Presentation link HERE

3.1 Definition of strengths and weaknesses

You can define personal strengths as qualities, activities or tasks that you do well. For example, consider character traits such as sociability, charisma or open-mindedness. But also think about valuable skills you have developed or natural talents you may have.
For example, you may be very good at drawing or analysing and organising large amounts of data.

Strengths are defined as positive character traits or skills that are considered positive. Strengths include knowledge, qualities, skills and talents.

Weaknesses are the opposite. Weaknesses are defined as character traits or skills that are considered negative or not as well developed. Weaknesses include blind spots, underdeveloped skills, or problem behaviours.

“What do you think are the benefits of knowing them?”

3.2 Focus on your strengths

Let's begin by watching a short video titled “Everyone is a Genius”. We'll play it until the 1:12 minute mark. Afterward, I’d like to focus on one key quote from the video:
"**Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid**."

Now, I want you to think about this for a moment and ask yourself: "What is your genius?"

M1, T2: Discover your strengths and weaknesses

Let's move to a real-life example: **The Gillian Lynne Story**.

Gillian Lynne, a renowned choreographer, was once labeled as a student with learning difficulties. However, when she discovered dance, it became clear that her genius was in movement, not in traditional classroom learning. This story leads to an important question:

- **How many of you believe that in personal development we should focus on developing our strengths?**
- And how many of you think we should focus on improving our weaknesses?

The truth is that the rule is to focus on your strengths and manage your weaknesses.

Draw a coordinate system on the board with strengths on one axis and weaknesses on the other. Visually show the example below:

Studies show that when people focus on their strengths at work, they are 6 times more engaged — in other words, they like their job. On the other hand, when we spend time focusing on improving weaknesses, we often see slow progress — at best, we can go **from poor to average.** But when we focus on our strengths, we can evolve **from ordinary to extraordinary.**

"Imagine you're bad at speaking in front of an audience. You could take multiple classes, practice a lot, and over time, you'd become a mediocre presenter. But at the same time, if you're incredibly good at design, you could focus on that and build a successful design business. The choice is clear: working on your strengths can give you exponential results."

4.Non-formal method: Personal SWOT

Time needed: 30 minutes
Materials: Paper, markers
Group size: 4 participants in each group
Objectives of the activity: For each participant to identify and come closer to the strengths and weaknesses; To bring the group together

Instructions:

1. **Personal SWOT analysis (10–15 minutes):**
   - Start by briefly introducing the SWOT analysis method. Explain that SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. It's a tool that helps you understand your current situation and plan for personal growth.
     - Strengths: What do you do well?
     - Weaknesses: What are areas you struggle with?
     - Opportunities: What external factors or opportunities can you take advantage of?
     - Threats: What are potential challenges or risks?
   - Ask participants to individually work on their own personal SWOT analysis, reflecting on their strengths, weaknesses, opportunities, and threats (10–15 minutes).

2. **Pair work: Discovering more strengths & opportunities (15 minutes):**
   - After completing their personal SWOT, participants will pair up with a partner. In this pair work step, they will share their SWOT analysis with each other and help each other discover additional strengths, opportunities, and ideas for overcoming weaknesses.
   - The partners will help each other to create a list of potential actions to take, based on their SWOT analysis.
     - What can you do to build on your strengths?
     - How can you mitigate threats or overcome weaknesses?
     - What opportunities can you pursue to improve your situation?
     - What actions can be taken to enhance your development in specific areas?

3. **Create an action plan (5 minutes):**

At the end of the discussion, each participant will create an action plan that includes at least 3 concrete steps to:

- develop their strengths
- mitigate threats or overcome weaknesses
- leverage new opportunities

Debriefing

- What surprised you about your own strengths, weaknesses, opportunities, or threats?
- Did you discover any new strengths or opportunities through your partner's feedback?
- How did working in a group help you refine your action plan?
- What's one thing you learned today that will make a difference in your personal development?
- How do you plan to track your progress in achieving the steps you listed in your action plan?

M1, T2: Discover your strengths and weaknesses

5. Self-reflection in the journal

- What are my top 3 strengths that I identified today? How can I use them more effectively in my daily life?
- What is one area of weakness I would like to work on? What is one small step I can take to improve it?
- Reflect on the feedback you received from your partner or group — how did it help you see your strengths and weaknesses from a different perspective?

6. Closing activity: Colour your mood

The trainer must prepare in advance a flipchart with as many small boxes as the number of participants. Ask participants to come forward randomly and colour one box on the chart according to their mood at the end of this workshop:

Green: happy, satisfied
Red: energetic
Blue: calm, reflective
Black: confused, tired

Additional Resources:

1. The strength of weakness
2. The weakness of strength

M1, T3: Discover your core values

1. Key learning points

- **What are core values?**
- How core **values help us?**
- Aligning our **life choices** with our core values
- **Defining your own values**

2. Energiser/Ice-breaker

1. Variation 1: Animals + Superpowers

Participants share in a circle: **What kind of animal am I and what kind of power do I have/or want to have**

2. The imaginary triangle exercise

In the Triangle Exercise, participants are asked to **spread out across the room.** The trainer explains that **each person must think of two others** (without speaking aloud) and aim to **form an equilateral triangle with them.** When the trainer says "Go," participants move around the room, **trying to position themselves in a triangle with the two people they have in mind**. Since no one knows who the others are thinking of, the triangles are constantly changing as people adjust to form new combinations. This energizing activity **promotes quick thinking, spontaneity, and interaction**, while keeping participants engaged and moving.

3. Input from the trainer

Follow **Presentation 3: Finding your core values** and use the notes below to lead the introduction to the topic.
Presentation link HERE

M1, T3: Discover your core values

3. Input from the trainer

Values are **the important beliefs and ideals we hold about what is good or bad, right or wrong,** and desirable or undesirable. They guide our behavior and influence the choices we make in all areas of life — personal, professional, and everything in between. In simple terms, values are like **your personal map for how to live your life. They shape how you act, how you treat others, and how you handle different situations.**

Values are important because they are **directly connected to our happiness**. **When your actions align with your values, you feel good about yourself** — content and satisfied. For example, if one of your values is honesty, and you act honestly, you'll feel proud of yourself. But when your actions go against your values, you might feel guilty, anxious, or just unhappy. **These negative feelings happen because your actions are out of sync with what you truly believe** is right.

Values also **serve as life directions.** They shape how we treat ourselves, others, and the world. They aren't tied to any one specific situation — for example, you can show honesty, cooperation, or engagement in many different areas of your life. Your values are always with you.

Values are **freely chosen.** You decide on them based on your own experiences, thoughts, and beliefs. **Here's an example:** Imagine you value being loving and supportive to your partner. Now, think about why you might want to act in this way

You might think:
"I want to be loving because it will make my boyfriend love me more."
"I want to be loving because it's what my parents taught me."
"I want to be loving because my religion says I should."

Now, imagine all these reasons disappear from your mind. You're left with just the question: "Is it still important for me to be loving and supportive toward my partner?"

If your answer is yes, then you're making a free choice.

By identifying and understanding your values, you take control of your actions and decisions, leading to a more authentic and fulfilling life.

M1, T3: Discover your core values

4. Rokeach Value Survey

The Rokeach Value Survey is a **tool used to explore and understand people's value orientations.** The main idea behind this method is that **values are beliefs that guide our actions and decisions.** Rokeach defines values as "enduring beliefs that a certain mode of conduct or end-state of existence is personally or socially preferable to another." In simple terms, **our values influence how we see the world, how we act, and what we believe is important in life.**

Rokeach identifies **two types of values:**

- **Terminal values:** These are end goals we strive for, like happiness, peace, or a meaningful life. They represent what we ultimately want to achieve in life.
- **Instrumental values:** These are the ways of acting or traits we believe are important in reaching our terminal values, such as being honest, responsible, or hardworking.

How to complete the Rokeach Value Survey

1. The survey contains **two lists, one for terminal values and another for instrumental values. Each list contains 18 values.**
2. For each value, you'll be asked to **rank them in order of importance to you.** For example, if "happiness" is more important to you than "health," you would rank happiness higher.
3. After ranking each value, you will also **indicate how much you believe each value is already realized in your life. There is space for you to give a percentage (e.g., 0% to 100%)** to show how well you feel you are living each value.
4. The survey usually takes about 10-20 minutes to complete. It is suitable for anyone over the age of 11.

[Link to printable version]

Reflection:

Do my values make me feel good?
Am I proud of my top five values?
Would I feel good sharing my values with someone I admire?
Do these values truly reflect what I stand for?
Would I defend my values if it meant making choices others wouldn't?

4.Non-formal method

Time needed: 20 mins
Group size: teams of 4 people
Materials: none
Objective: to identify personal core values and how they came to fruition in a certain situation in our lives

1. Divide the participants in **teams of 3-4 people.**

2. Every person in the team has to **think of a time when they have been truly happy**, felt most proud of themselves, or felt a sense of accomplishment and satisfaction.

3. Everyone in turns is invited to share with the group:
What were you doing then?
How did this give meaning to your life?

4. The other group members have to reflect back to the presenter "What was the driving value in this situation" according to their opinion.

Debriefing

1. How did thinking about your happiest or proudest moment help you understand what's important to you?
2. Did hearing what others thought about your experience change how you see it?
3. How can sharing moments like this with others help you grow?
4. What did you learn about the values that matter most to you?
5. How did talking with the group make you feel about your experience?

M1, T3: Discover your core values

5. Self-reflection in the journal

Ask participants to **draw 3 symbols that represent their 3 core values** in their diary. Below the symbols they should **write 10 words that describe their life if it were more connected to these 3 values.**

6. Closing activity: The Rain

The "Rain Activity" begins with **participants rubbing their hands together to mimic the sound of the wind.** Gradually, they move into **making the sound of raindrops by clicking their fingers**, followed by **tapping their legs to represent light rain.** As the rain intensifies, **they stomp their feet to create the sound of a storm**. After reaching the peak of the storm, **the group then reverses the process,** starting with the stomping and tapping slowly fading away, until only the sound of the wind remains with the gentle rubbing of their hands. This exercise helps participants explore the progression of sound and rhythm, while **fostering teamwork and creative expression.**

M1, T4: Developing your self-esteem

1. Key learning points

- What is **self-esteem?**
- **Strategies to improve your self-esteem**
- The power of **positive affirmations**

2. Ice-breaker

Variation 1: The participants form a circle. Each participant says their name and then shares a positive trait of the person sitting next to them (no comments on appearance)**.**

Variation 2: The participants form a circle. Every participant goes to someone in the circle and says a compliment to them (no comments on appearance). Then this person has to select someone else to pay a compliment to, without repeating anyone that has already received one. In this way everyone has a choice when selecting who to compliment, yet everyone receives a compliment.

3. Input from the trainer

1.What is self-esteem and self-confidence?

The word **esteem** comes from the Latin aestimare, meaning **value, evaluation, or judgment.**
Self-esteem is **the way we value and approve of ourselves** — our qualities, abilities, and worth as a person. It shapes how we see our thoughts, feelings, and actions, and influences our relationships with ourselves, others, and the world.

The word **confidence** comes from the Latin fidere, meaning **to believe.**
Self-confidence is believing in your ability to face challenges, overcome obstacles, and learn from experiences — not expecting to always be right or achieve 100% success, but trusting you can handle whatever comes your way.

M1, T4: Developing your self-esteem

3. Input from the trainer

3.2 The Confidence cycle

Many believe we need confidence before we can act — but in reality, confidence is often the result of action. The process looks like this:

1. **Engagement:** Setting your intention to achieve a goal.
2. **Courage:** Stepping outside your comfort zone and taking purposeful risks. This can feel uncomfortable, but the line between worry and excitement is often very thin.
3. **Abilities:** Gaining skills and knowledge through action, learning, and overcoming fears.
4. **Confidence**: Believing in yourself because you have acted, learned, and grown.

"Progress happens when we take on challenges one by one. Each brings new lessons, strengthens our resilience, and expands our understanding."

3.3 Why confidence matters for development

Confidence enables young people to:

- Seek further growth opportunities
- Approach problems with a proactive mindset
- See mistakes as learning experiences
- Step into new and challenging situations

Self-confidence is also a foundation for healthy self-esteem: appreciating yourself, recognising your worth, and knowing you are "enough" just as you are.

3.4 What destroys confidence

The greatest threat to confidence is inaction.
When we don't act, we don't achieve — and this reinforces self-doubt, making us less likely to take action in the future.
Breaking this cycle requires focus on what we can do, taking the first step, and committing to purposeful action.

Facilitator tip: Encourage participants to see action — even small steps — as the key to building confidence. Confidence grows with every attempt, regardless of whether the outcome is perfect.

4.Non-formal method: The Wheel of Life

Time needed: 60 mins
Group size: any
Materials: papers (ideally pre-printed copies of the blank Wheel of life), colourful markers and pencils. Optional: projector to display domains and examples
Objective: Gain a clearer understanding of their overall life balance; Identify areas of strength and areas needing more attention; Recognise the interconnectedness of life domains;

Short brief of the method: The Wheel of Life is a powerful visual tool that helps participants assess different areas of their lives, understand how these areas influence each other, and set priorities for improvement.

In this activity, participants will reflect on their current level of satisfaction across various life domains (e.g., health, relationships, finances), plot these assessments on a circular diagram, and discuss their insights in a group setting. The exercise supports holistic self-awareness and helps participants identify specific areas for growth.

Preparation notes for the facilitator:

- Create a safe, non-judgmental space where participants feel comfortable reflecting honestly.
- Remind participants that it's normal for satisfaction levels to vary over time and that a lower score in a certain area is not a "failure," but an opportunity for growth.
- Encourage openness during discussions, but allow participants the option to keep certain reflections private.

Step-by-step instructions

1. Introduction (15 min)

- Explain the purpose of the activity: to explore personal satisfaction in different areas of life and reflect on overall balance.
- Introduce the concept of the Wheel of Life as a circle divided into equal sections, each representing a life domain.
- Emphasise that the tool is for self-reflection, self-awareness, and goal-setting, not for comparison with others.

4.Non-formal method: The Wheel of Life

2. Explanation of Life Domains

Present each domain clearly, giving short examples so participants can relate to them:

1. **Health** – How satisfied you are with your physical and mental well-being, including your energy, fitness, sleep, and nutrition.
2. **Social Life** – The quality of your friendships, sense of belonging, and time spent with people who make you feel supported and included.
3. **Career** – Your progress, satisfaction, and motivation in work, studies, or other professional paths you are pursuing.
4. **Finance** – How well you can manage your money, cover your needs, and feel secure about your financial situation.
5. **Family** – The relationships, trust, and harmony you have with your family members or people you consider family.
6. **Relationships** – Your connection with a partner or close friends, including trust, communication, and emotional support.
7. **Personal Development** – How much you feel you are growing, learning, and building skills, knowledge, or confidence.
8. **Spiritual** – Your sense of purpose, values, and connection to something bigger than yourself—this could be religious, cultural, or personal.

3. Self-Reflection (5 min)

Ask participants to think about each domain and assess their satisfaction on a scale from 0 to 10.

4. Creating the Wheel (20 min)

- If using a template, have participants mark their scores directly. If not, guide them to draw a circle, divide it into eight sections, and label each domain.
- Mark your score for each area on its line (spoke) of the wheel. (closer to the centre = lower satisfaction).
- Connect the points to create a “spider web” shape, then shade the area inside the lines.

5. Reflection and insight (10 min).Encourage participants to consider:

- How balanced is your wheel?
- Which areas are thriving? Which need more attention?
- Were there any surprises in your ratings?
- How do changes in one area affect others?
- How might your wheel change over time?

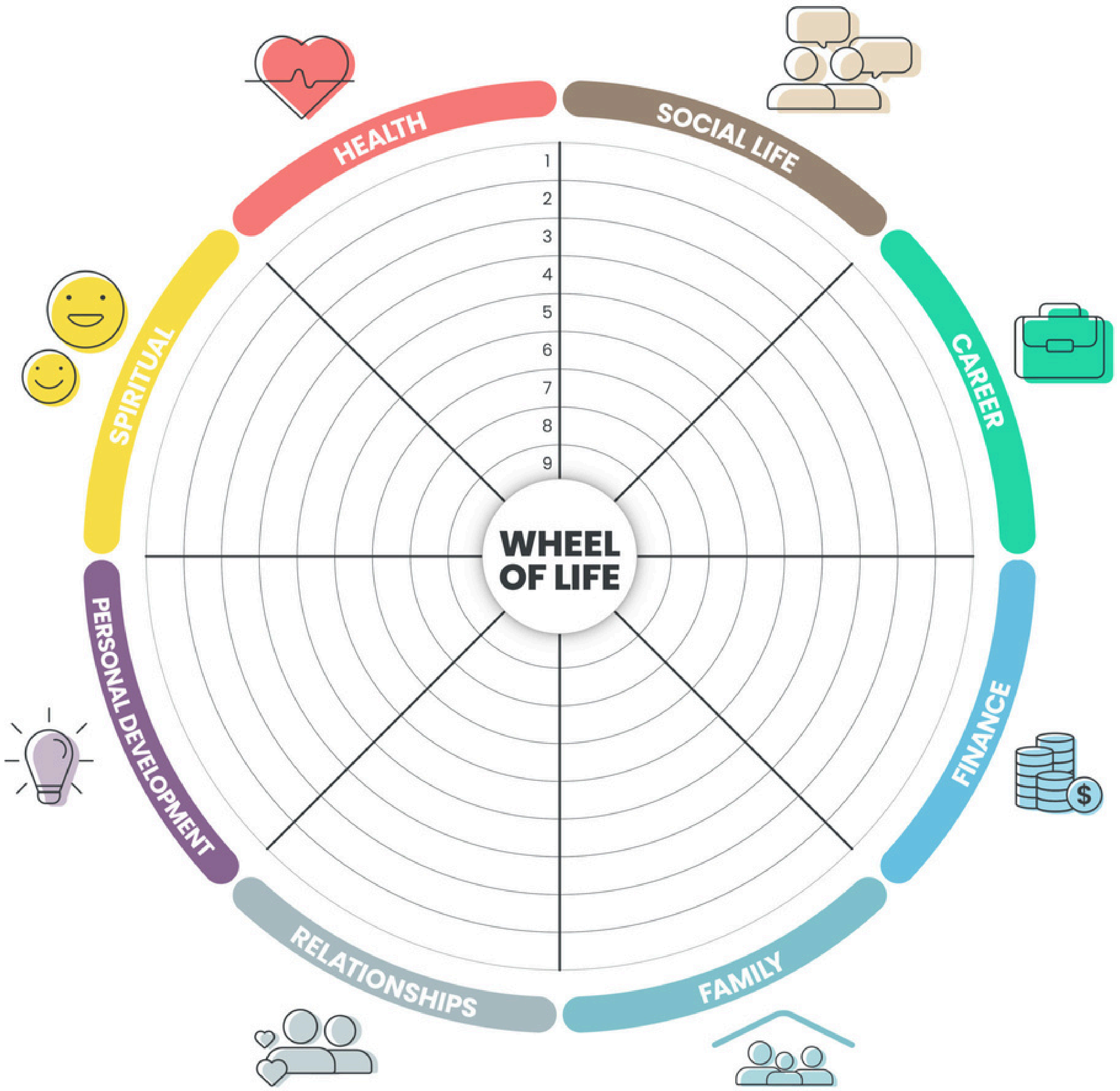
6. Group discussion (15 min)

- Invite volunteers to share their reflections.
- Encourage discussion on patterns, priorities, and how participants can support each other’s goals.

7. Action planning (5 min)

- Ask participants to choose one or two domains they want to improve in the next year.
- Use an Action Plan handout (or blank paper) to write down specific, measurable steps.

4.Non-formal method: The Wheel of Life



4.Non-formal method: The Wheel of Life

Debriefing

- While rating each area of your Wheel of Life, what thoughts or feelings came up for you?
- Did any of your scores surprise you? If yes, which ones and why?
- Which domains felt easiest to evaluate, and which required the most thought?
- What small actions could help you raise a score by one or two points in any area?
- If you improve one domain, how might it affect other areas of your life?
- Which areas would you most like to see improve over time?
- Looking at your Wheel, what changes or next steps could help you achieve more balance and satisfaction?

M1, T5: Goal-setting

1. Key learning points

- Why is it **important to set goals**?
- What are **SMART goals**?
- **How to be more successful in achieving your goals** - exploring the Grow model, overcoming negative self-talk

Knowledge: SMART goals, GROW model; practical instruments to outline goals (visualisation, action plans etc)

Skills: how to set and evaluate your goals; how to stay motivated over a longer period of time; how to identify and overcome barriers to achieving goals

Attitudes: increased self-confidence; increased clarity of personal development goals; improved motivation to achieve personal development goals (6 months-1 year)

2. Ice-breaker

1. **Walk & stop, clap & name** https://www.youtube.com/watch?v=a72goyDtjeI.

Explanation: Invite your group to spread throughout a large open space. Instruct your group to walk when you say **"WALK"** and to stop walking when you say **"STOP**." Issue a series of these two commands, in any order, for 20 to 30 seconds to help your group practice responding. When ready, announce that you will now swap the meaning of these commands, so "WALK" means stop walking and "STOP" means to walk. Challenge your group and each individual to continue to be as accurate and as fast as possible responding to each command.

When ready, announce two new commands :
– **"NAME"** invites everyone to say their own name out loud; and
– **"CLAP"** invites your group to perform one simultaneous clap.

Practise these two new commands together with "WALK" and "STOP." Finally, announce that you will swap the meaning of the last two commands, e.g. when you call "NAME" everyone claps and vice versa. Continue playing for several minutes, and/or try a variation.

*You can decide to replace **NAME with HUG** depending on how comfortable your group members are with physical contact

M1, T5: Goal-setting

3. Input from the trainer

Follow **Presentation 5: Goal setting** and use the notes below to lead the introduction to the topic.
Presentation link HERE

3.1 The story of Alice from Wonderland:
"Would you tell me, please, which way I ought to go from here?"
"**That depends a good deal on where you want to get to**," said the Cat.
"**I don't much care where-" said Alice.**
"Then it doesn't matter which way you go," said the Cat.
"-so long as I get SOMEWHERE," Alice added as an explanation.
"Oh, you're sure to do that," said the Cat, "if you only walk long enough."

The story highlights the importance of having clear goals. If you don't know where you're going, any path will do—but you'll likely end up nowhere meaningful. Without direction or a defined goal, it's impossible to measure progress or make informed decisions. Setting a goal gives you purpose and a roadmap to follow.

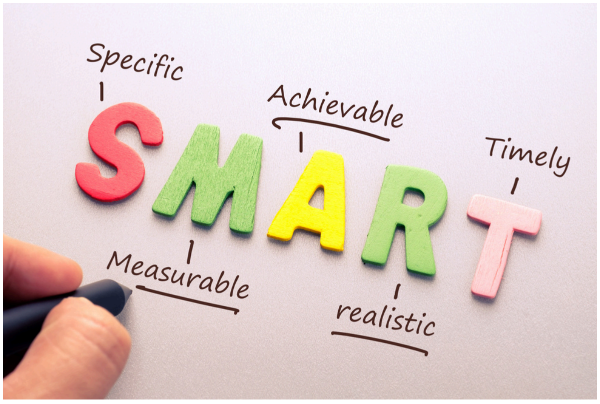
M1, T5: Goal-setting

3.2 Introduction of SMART Goals

Non-smart vs SMART goal:
"Start an environmental club at school" **is NOT a SMART goal.**

"Start an environmental club with 20+ members and implement 3+ environmental initiatives implemented in the school by the end of the school year to share my passion for the environment" – **now THAT is a SMART goal!**

Let's break it down...



It's specific: Even as an outsider, I know exactly what this person wants to accomplish. If I want to support them, it will also be easier for me to help them achieve this goal because I understand it!

It's measurable: "20+ members" and "3+ environmental initiatives implemented the school" makes it easy to track progress. If they have been working hard and have 15 members and 2 initiatives implemented, they know exactly what they still need to do to accomplish their goal.

It's achievable: This person goes to a school that allows student-run clubs, and they have enough time in their busy schedule to start a club and take on environmental initiatives. It might be hard work, but it's possible!

It's relevant: Why is this person choosing this goal? Because they want to share their passion for the environment, and they attend a school without an environment club or environmental initiatives. It is relevant to them!

It's time-bound: This person set a reasonable deadline for their goal – the end of the school year. It makes sense for the goal, because there is no school during the summer, and gives enough time to be possible and yet not SO much time to be unmotivating and forgotten about.

M1, T5: Goal-setting

3.3 Exercise in pairs (8-10 mins)

Turn the 6 examples of Non-smart goals (from the presentations) into SMART versions. Divide participants in pairs and assign each pair with 2 examples of non-smart goals that they have to transform. Allow 6-7 minutes for pair work, then in the big group ask 1-2 pairs to share their transformed SMART goals. Discuss with the group if the new goal is Specific, Measurable, Achievable, Relevant and Timebound.

This exercise will help the participants apply the knowledge in practice and understand how to better set SMARTer goals in the future.

3. 4 Presentation of the GROW model:

Clearly outline **the 4 stages of the GROW model.**
Walk participants through the provided example so they can understand better what happens at each stage Example: "Improve my results in maths"

Explain that there are different questions you can ask yourself at each stage that will help you complete the cycle (give some examples for each stage).

3.5 Barriers to achieving your goals: internal and external

External barriers are often related to communication with others – this is covered in the next Module "Professional development".

Internal barriers include the negative self-talk in our heads, the way we sabotage ourselves by starting each day with self-prophecies like " I am good for nothing". We all have them - some of us more than others. Now, we're going to explore together how we can change those thoughts into more helpful ones.

M1, T5: Goal-setting

3.6 Exercise in pairs (8-10 mins)

The trainer spreads papers with negative self-talk written on them at different stations around the room . Participants in the pairs (from prev exercise) visit each “station”, read the paper and discuss how to transform it, then write their proposal on the back side of the paper. When the pair is ready they can visit another “station”. If you don’t have enough time, stop the exercise after each pair visits 3-4 stations.

3.7 Goal-setting tools to share with youth

- A **handwritten diary or journal** tracking your goals and smaller daily achievements
- **Using your mobile phone to set daily reminders or countdown apps** for when you want to achieve certain things by a certain time
- **Motivational notes and posters** set around your home or work desk as friendly reminders
- **Telling friends and family** what you’re working towards so they can offer support
- **Visualisation activities** including meditation, positive affirmations, and mindfulness

Or they can be formalised, such as:

- **Regular meetings/reviews with your direct manager** at work to keep you accountable (if your goals are work related)
- **Joining groups or meet-ups** with individuals trying to achieve the same goals (such as weight loss, or athletic groups/fitness classes)
- **Working with a coach or mentor** to help motivate you to stay on track
- **Utilising goal setting software tools and apps** to help keep you on track (Milestone Planner and GoalScape to name a few)

4.Non-formal method

Time needed: 30-40 mins
Group size: 12-30
Materials: flipchart, markers, pens and papers for all participants
Objective: to identify a SMART goal that can be achieved in the next 1 month, barriers to achieving it and how to overcome them, to create an action plan with specific steps in order to arrive at the goal
Ideas for follow-up or variations: follow-up - to create a visual board (offline or online) as a means of self–motivation

Round 1 identify SMART goals

Divide the participants in groups of 4. Each participant individually will write down a personal goal that they can achieve in the next 1 month. Within the group, each participant will share their SMART goal and the other 3 team members will ask questions to help them make their goal even SMARTer. They will also give feedback in case they notice the goal is unrealistically ambitious (e.g lose 10 kilograms in 1 month) or unrealistically unambitious (e.g go to the gym once). The facilitators will walk around the groups to make sure the goals are SMART after the transformation. They may ask additional questions and assist the young people.

Each team will choose to present 1 example to the bigger group. What was the goal in the beginning and how it transformed after the group work.

Round 2 GROW technique: identify how to achieve your SMART goal

Ask participants to go individually through the other 3 stages of the GROW model (distribute papers with additional questions as they will no longer be able to see the slides). The goal is to have an action plan with minimum 3 steps at the end of the exercise.
Then, each participant will briefly share their reality, options and action plans the other participants might suggest additional options or help them be more precise with their action plans.
Go back to the big circle work: Ask 1 volunteer from each group to share the outcome of their GROW model work and how discussing with the others has helped them shape their Goal, Reality, Options or Will (Action plans)

Debriefing

What aspects of the GROW model and SMART goals do you think you can start applying right away?
What is one aspect of the GROW model and SMART goals that you need to practise more?
Do you think everyone has negative self-talk sometimes?
How easy/hard was it to transform the negative thoughts?
What do you think will be different when you start to apply it in real-life situations?
How can you set yourself for success/ How can you overcome some of the expected difficulties?

M1, T5: Goal-setting

5. Self-reflection in the journal

Participants write a letter to their future self in 6 months. All letters are collected by the trainer. The trainer will send all letters to the participants (by email/post) at the end of the 6 months so they observe their progress and reflect on what they have achieved. Letter template **HERE**

*Option: Participants can write the letters directly in this website **FutureMe: Write a Letter to your Future Self.** It automatically sends the letter out at the end of the set period.*

6. Closing activity

Goal Visualisation Exercise: Lead participants through a guided visualisation exercise where they imagine themselves achieving their goals. Encourage them to engage all their senses and emotions in this visualisation to enhance motivation and commitment to their goals.

End with a group cheer as you're already celebrating your future success!

Link to proposed visualisation exercise: **HERE**

7. Tasks to complete at home

Vision Board Creation: From magazines, newspapers, art supplies, and poster boards, participants have to create vision boards illustrating their long-term goals and aspirations. This visual representation can help them clarify their objectives and stay motivated. This can also be done in the online environment with the following digital tools: Canva, Pinterest, Miro etc.

Participants complete it before the next session and share it with the group if they want to (by bringing the board or sharing the digital copy in the common group)

Additional Resources:

1. How to set goals that matter
2. 45 Goal Setting Activities, Exercises & Games (positivepsychology.com).
3. How to set SMART goals from Mindtools
4. Achieving big goals with small steps
5. The pyramid technique

M1, T6: Forming good habits

1. Key learning points

- **How habits are formed**
- **Techniques to cultivate positive habits** and break negative ones

Knowledge: better understanding of how habits are formed, the 4-step habit pattern based on the book "Atomic Habit" by James Clear; strategies for successful habit formation

Skills: problem-solving, creative thinking, resilience, teamwork

Attitudes: increased awareness of what causes us to indulge in bad habits and what prevents us from forming good ones; increased motivation to start forming positive habits and break bad habits;

2. Ice-breaker

1. Ask participants to **sit or stand comfortably with their arms crossed in front of their chest or their legs crossed at the ankles**. Once everyone is in position, instruct them to take note of which arm or leg is on top, as this is likely their habitual way of crossing.

2. Then, **challenge participants to consciously switch the position** of their arms or legs, crossing them in the opposite way. Encourage them to observe any feelings of discomfort or awkwardness that arise from this change.

3. After a moment, **ask participants to reflect on their experience.** You can pose questions such as: How did it feel to switch the position of your arms/legs?; Did you notice any differences in posture, balance, or comfort?; What did you learn from this activity about your habits and tendencies?

Variation: Instead of crossing arms or legs, you can ask participants to switch other habitual behaviours, such as using their non-dominant hand for simple tasks like writing or unzipping their bag.

M1, T6: Forming good habits

3. Input from the trainer

3.1 Tell a personal inspirational story/anecdote (different for each trainer) - how I formed a good habit or how I broke a bad habit

Changing habits often seems like a difficult and overwhelming task because we have come to accept our habits as part of our personality, i.e. as characteristics that define us. I'm just that kind of person - I don't like getting up early. Or we find excuses like - I just don't have that strong a will, or I like sweets too much, I smoke - because my life is very stressful right now, etc. etc.

What if I told you that researchers who study habit formation say it has nothing to do with willpower? There are simple rules and methods that can help anyone form a positive habit or stop a bad habit.

Example story:

One habit I'm proud of is hardly ever watching TV. It started back when I was a student and didn't own a TV. At first, the silence felt strange—but I filled it with books, chats with friends, and new hobbies. Over time, those things became my "go-to" ways to relax. Even when we finally got a TV, I no longer needed it. Watching felt like it took time away from more meaningful activities. That habit stuck. Today, I might watch a movie now and then, but I almost never turn on the TV just to scroll.

Kunka Marteva

3.2 Video by James Clear - 1 % better every day (duration: 24 mins)*

Play the **video** for your group and ask them to take notes of:
- the 4 stages of behavioural change
- interesting examples that James Clear gives in the video

If you are not sure your group will engage with an English speaker in a video or you just prefer another type of input, you can use our simple Presentation: **HERE**

Emphasize the main points in the presentation through your own examples to make the training authentic!

*James Clear is the author of the book "Atomic Habits" and in this video he presents the key ideas outlined in the book. We still recommend reading it:)

M1, T6: Forming good habits

3.3 Summarise some important points after the video/presentation

Tested strategies to break bad habits and maintain positive habits

- **Use an existing behaviour as a cue** - After I wake up (anchor)...., I will do 10 push ups (small action/tiny habit)
- Have **alternatives** - I will run on Monday at 7 a.m, but in case I have to attend a class - I will run on Tuesday after school
- **Celebrate** - the reward with good habits is too far away in the future, find a way to celebrate it now - you can congratulate yourself, just mark it in an app/chain or do a little dance - find what works for you
- **Don't break the chain rule** - everybody will step back (you're human) but keep your focus and get back on track
- **Involve others** - support groups, a buddy, doing it in teams/pairs, keeping each other accountable
- **Change the environment** - if everyday you go by a bakery that sells amazing cookies and you want to be on a diet, maybe it's time to take another path from school to home etc. The environment is very important for starting and keeping positive/bad habits. Maybe your willpower will overpower once or twice in a bad environment but in the end you will give in. **So SHAPE or change your environment as necessary in order to build better habits.**

4.Non-formal method

Time needed: 30-40 mins
Group size: any
Materials: paper and pens
Objective: Participants will identify their own positive and negative habits, analyse what triggers them and explore useful strategies to overcome the bad habits and maintain the positive habits

Ask each participant to make a list of their habits and place them inside a table divided into **Positive (good) habits and Negative (bad) habit** (10 mins)

Invite participants to form groups of 2-3 people with whom they share similar negative habits (e.g. eating too much when stressed, procrastinating, smoking). (5 mins)

In the small groups, participants discuss the following questions: (25 mins)
- What do they get out of this habit?
- When do they get caught up in this behaviour? - usually bad habits stem from stress and boredom
- What are the usual triggers that provoke them to continue? - (e.g. their family regularly buys sweets and they have a special cupboard reserved for sweets etc)
- What could be some positive habits that could replace the bad ones when they feel the trigger? (they could discuss different strategies and discuss what would be a working strategy for each one)

Each team will choose one example from their group and present 2 short skits (very short role-plays):
- One skit presenting how they behave at the moment (in a trigger situation)
- One skit presenting how they incorporate a new positive habit that replaces the old one or how they overcome temptation to practice the bad habit.

The role-plays should introduce the strategies that they discovered during the group work.

Debriefing

- What did you discover about your own habits during this activity?
- Was it easy or difficult to identify your bad habits? Why?
- How did it feel to talk about your habit in a group? Did you find any common patterns?
- Are you more confident now to face these situations in real life? Do you think the role-plays were realistic?

M1, T6: Forming positive habits

5. Self-reflection in the journal

Continue your reflection on negative habits in your life by completing the following table. Warn participants that it's not advisable to try to change many habits at once but it's good to examine all their negative habits, what they get out of them (what are their unmet needs) and what triggers them. They can use the following table which is included in the self-reflection journal

Describe the habit	What are you getting out of it?	What triggers it?	What positive habits that could replace the bad ones?

6. Closing activity: Snowball Toss

1. Distribute a sheet of paper and a pen to each person in your group.
2. Instruct each person to write on the paper their main take-away from the session.
3. When ready, invite each person to crumple their piece of paper.
4. Invite your group to toss their collective crumpled papers around the room for 20-30 seconds.
5. Instruct each person to collect a random 'snowball' and in turn, read the take-away written on it to the rest of the group.
6. Thank everyone for their active participation!

Additional Resources:

1. How to break away from habit & follow through on your goals
2. The book "Atomic Habits" by James Clear
3. Forget big change, start with a tiny habit

M1, T7: Learning to learn

1. Key learning points

By the end of the training, participants should be able to:

- Understand **key concepts related to effective learning**
- **Apply metacognitive strategies** to improve learning outcomes
- Understand the difference between a "**growth mindset" and a "fixed mindset"** regarding learning

2. Ice-breaker

Emotion cards (alternatively Dixit cards) are used as an ice-breaker. Participants use them to introduce themselves and share "what" (emotions) they brought with them today.

Invite participants to select a **card that appeals to them most** and represents their mood/emotions at the moment.

Allow everyone in the circle to **show their card and share a few words** of why they have chosen it in particular.

3. Input from the trainer

Follow **Presentation 7: Learning to learn** and use the notes below to lead the introduction to the topic.

Presentation link [HERE]

We begin to learn at birth (or is it before?) by interacting with our environment. Even the most stubborn and disinterested teenager was a baby, and in order to survive, he or she was forced to learn.

M1, T7: Learning to learn

3.1. Definition of effective learning

Effective learning refers to **the process of acquiring and mastering knowledge, skills, and attitudes** in a way that facilitates understanding, retention, and application. **It involves deliberately engaging cognitive, emotional, and behavioural processes** to enhance one's ability to acquire and use information effectively.

3.2 Test: How do you learn best

Link to the **test for learning styles** (choose one according to your trainer preference):

1. Free Online Mumford and Honey Learning Styles Questionnaire
2. VARK test (visual, auditory, read/write, kinesthetic)

3.3 Key elements of effective learning

Make sure to **provide these definitions in dialogue with young people by asking them first** what they understand by each point and only after giving clarifications as needed:

- **Understanding:** Learners grasp basic principles rather than relying solely on memorisation.

- **Retention:** Information is not only acquired but retained for the long term. Learners can recall and apply knowledge when needed, demonstrating a lasting impact on memory.

- **Transferability:** Knowledge and skills acquired in one context can be applied in new and varied situations. Effective learning enables learners to transfer their understanding to different scenarios, fostering a more flexible skill set.

- **Application:** Students can apply what they have learned to solve problems, make informed decisions, or contribute meaningfully in real-world situations. Practical application is a key indicator of effective learning.

- **Adaptability:** Effective learners can adapt their strategies based on the demands of different learning tasks. They are open to trying new approaches, seeking feedback, and adjusting their methods to optimise learning outcomes.

M1, T7: Learning to Learn

3.4 Mind Map (8-10 mins)

Stop the presentation at slide 6 and invite the group to create together a Mind map on the **Importance of effective learning**. Accept all their ideas, ask for permission to combine them and try to use different colours when recording them on the map.

When the Mind map is completed, you can move to Slide 7 of the presentation.

Additional clarifications for each point mentioned (you might need it during the discussion):

- **Empowerment:** Learning gives you the tools to face challenges, make smart choices, and reach your goals
- **Critical thinking:** It helps you think clearly, solve problems, and make better decisions.
- **Lifelong learning:** You keep growing and adapting through life by staying curious and open to learning.
- **Career success:** Learning fast and applying new skills makes you stand out at work.
- **Innovation:** It sparks creativity and helps you turn ideas into something new and useful.
- **Personal development:** Learning helps you understand yourself and the world better, boosting confidence and fulfillment.
- **Contribution to society:** When you learn, you’re more ready to give back and make a difference in your community
- **Resilience:** You bounce back stronger by learning from mistakes and staying motivated.

In summary, effective learning is not just about acquiring information; it involves understanding, retaining and being able to apply knowledge in different contexts. It is a foundational element for personal and professional success, fostering adaptability, critical thinking and a commitment to lifelong learning.

M1, T7: Learning to learn

3.5 Metacognition: Learning about learning

Definition: Metacognition is thinking about your own thinking. It helps you plan, monitor, and adjust your learning.

Quick overview of **useful metacognitive strategies:**

- **Goal Setting.** Application: Break long-term goals into smaller, manageable tasks. Regularly review and adjust goals based on progress.
- **Planning.** Application: Create a learning plan or timeline for completing tasks. Allocate specific time for each task, taking into account priorities.
- **Organising information.** Application: Use tools such as outlines, mind maps, or digital note-taking to organize and connect key concepts. Group related information together.
- **Monitoring progress.** Application: Check understanding regularly through self-tests or self-assessment. Identify areas of confusion and adjust learning strategies accordingly.
- **Reflection.** Application: After completing a task, reflect on what worked well and what could be improved. Consider how the new information connects to existing knowledge.
- **Time management.** Application: Prioritize tasks based on importance and deadlines. Use techniques such as the Pomodoro technique to effectively manage study sessions.
- **Mnemonics.** Application: Create acronyms, rhymes, or mnemonic devices to help remember information. Relate new information to familiar concepts.
- **Visualisation.** Application: Visualise complex ideas or processes to aid understanding. Use diagrams or visualisation tools when appropriate.
- **Seeking feedback.** Application: Solicit feedback on assignments, presentations, or understanding. Use feedback to enhance understanding and improve performance.
- **Knowledge transfer.** Application: Look for opportunities to apply knowledge in different contexts. Explore how information learned in one context can be useful in other scenarios.

Use 2–3 short examples (e.g., a student preparing for an exam or an entrepreneur learning from failure).

M1, T7: Learning to learn

3.6 Growth mindset vs. fixed mindset

Introduce the concept from Carol Dweck:
Growth mindset = "I can improve with effort."
Fixed mindset = "I'm either good or I'm not."

Share **sample inner dialogue:**

- Fixed: "I'm just not good at this."
- Growth: "I'm not good at this yet – but I can learn."

Encourage participants to notice how they talk to themselves when facing a challenge.

How to promote a Growth Mindset:

🧠 Think of your thinking as a Voice
Your mindset shows up in your inner voice.
When facing challenges, you might hear: "Are you sure you can do this?" or "What if you fail?" These thoughts reflect a fixed mindset. The first step is to notice when this voice is limiting your belief in yourself.

🌱 Choose growth
You don't have to believe every negative thought. You can choose how to respond to failure or criticism.
A growth mindset sees these as signs to try new strategies and keep improving — not proof that you lack ability.

💬 Contradict yourself
When that inner voice says you can't, challenge it.
Example:

- Fixed: "If I fail, I'm a failure."
- Growth: "Failure is part of learning — even successful people struggle."
- Reframe setbacks as chances to grow.

🔄 Action
Changing how you think is just the start — you need to follow it up with action.
Try, practise, make mistakes, and learn. A growth mindset shows in what you do, not just what you say.

✨ Add these 3 letters: YET
A small word with a big impact.
Instead of saying, "I can't do this," say:
"I can't do this — yet."
It reminds you that learning takes time and you're still growing.

4.Non-formal method

Time needed: 25 mins (5 mins explanation + 15 mins role play + 5 mins sharing)
Group size: Teams of 4–5 people
Materials: Scenario cards (optional)
Objective: To explore the challenges of learning and how different strategies and mindset shifts can help overcome them.

Instructions for participants:

1. Discuss the situation – What's happening? Why is the learner struggling?
2. Explore possible solutions – What strategies or mindset changes could help?
3. Create a short role-play showing the problem and a possible way to overcome it
4. Be creative – you decide how to show the emotions, reactions, and transformation

🔹 **Scenario 1:** A student is frustrated in class because they can't understand a math's concept that others seem to get. They start thinking they're just not good at math's and stop trying.
Discussion prompts:

- What is the student feeling and thinking?
- What could be causing the problem — is it the way it's explained, the pace, their focus, etc.?
- What metacognitive strategies could help? (planning, visualisation, asking for help...)
- How could a teacher or peer respond supportively?
- What does a fixed mindset vs. a growth mindset look like in this situation?

🔹 **Scenario 2:** A learner is trying to practise a new language but keeps forgetting vocabulary. They feel embarrassed, avoid speaking, and start thinking they'll never get it.
Discussion prompts:

- What might be blocking the learning process (anxiety, pressure, memory, pace)?
- How can the learner work on memory or confidence?
- What learning techniques or tools could help (mnemonics, repetition, visual aids...)?
- What would a supportive language partner do?
- What does a growth mindset response sound like?

🔹 **Scenario 3:** A student realises the night before a test that they haven't prepared well. They feel overwhelmed and say, "What's the point? I always fail anyway."
Discussion prompts:

- What went wrong before this moment? What kind of self-talk is the student using?
- What could be done in this moment to regain control?
- Which metacognitive strategies (time management, reflection, goal setting) could prevent this in the future?
- How might a change in mindset affect motivation?

Debriefing

- What was the learning problem in your role-play?
- How did the learner feel during the situation?
- What helped them start to solve the problem?
- Did the learner have a fixed or growth mindset?
- What would you do in real life if this happened to you?

M1, T7: Learning to learn

5. Self-reflection in the journal

Journal Prompts:

1. Think of a learning challenge you recently faced. What strategy could you try next time?
2. How do you usually respond when something is hard to learn?
3. What would a growth mindset sound like in your head in that moment?
4. Choose 2 metacognitive strategies to try this week.
5. What's one thing you'll do differently in your learning process?

6. Closing activity: Popcorn

Popcorn is a **quick and informal closing activity** where participants spontaneously "pop up" or **speak out one at a time to share a thought, insight, or takeaway**. There's no set order—**whoever feels ready simply goes next, like popcorn kernels popping.** This encourages active participation without pressure and keeps the energy light. It's ideal for sharing one word, a short phrase, or a commitment related to the session's topic.

Additional Resources:

1. Mindset kit - Growth mindset for students
2. Book - The 7 Habits of highly effective teens" by Sean Covey
3. BBC - Revision tips - Improve your memory

M1, T8: My authentic self

1. Key learning points

- Participants will **reflect on what makes them unique**
- Understand the **concept of a personal brand** and how it connects to their values and life story
- **Revisit and build on their personal SWOT analysis and values**
- Develop and practise expressing their personal brand
- **Reflect on the roles they play in life** and how aligned they are with **their authentic self**

2. Ice-breaker (10 mins)

Materials: A4 paper, markers/pens

Each participant **draws the outline of their face on a sheet of paper** and writes their name at the top.
On the facilitator's signal, they pass the sheet to someone else and draw one facial feature (e.g., eyes). **The exchange continues for 4–5 rounds,** each time drawing a different feature.
At the end, each participant receives a **unique collaborative portrait of themselves to keep in their journal.**

3. Input from the trainer

<u>3.1 Group discussion: What makes us unique? + What is personal brand? (10 minutes)</u>

Facilitate a **brief discussion** on what makes us unique:

"What does being 'unique' mean to you?"
"How do you express your unique self in everyday life?"
"Why does it matter to know who you are?"

M1, T8: My authentic self

Introduce the **concept of Personal Brand:** your personal brand is how you present your authentic self to the world — your values, experiences, strengths, and the message you want to share.

“I used to avoid speaking up because I thought I had nothing important to say. But after leading a volunteer project and seeing the impact of my voice, I realised confidence grows with action. Now, I value courage and creativity, and I try to use both in every role I play.”

3.2 . Revisit the SWOT analysis + Values (10 minutes)

Participants reflect on personal growth since earlier sessions and **update self-awareness tools.**

Instructions:

- Ask participants to open their journals and **revisit the SWOT analysis** they did in Topic 2.
- Prompt them to add anything new they’ve discovered since then:
  - New **strengths**
  - **Challenges** they’ve overcome
  - New **interests or passions**
  - **Qualities** they’ve grown into

- Now move to the Values section (from Topic 3). Ask them to **re-write their current top 3–5 values** that they feel best describe who they are today.

3.3 Prepare a Personal brand statement (10 minutes)

Instructions:
Ask participants to create a similar personal brand for themselves

"Hi, my name is [your name]. I am [your key role] interested in [hobby, sport, other activity]. I am very good at [your strength or skill].Things/people I really care about are.....My life is guided by the values of [specific values]. I believe in [specific belief] and my actions reflect these core values.”

Facilitator tip: Reassure them that this is a draft — it can grow and change.

M1, T8: My authentic self

3.4 Identity practice: Inner and Outer circles (10 minutes)

Instructions:
- Divide the group into two circles: an inner and outer circle facing each other.
- Each pair takes 1 minute to present their personal brand statement to each other.
- After 1 minute, the outer circle rotates so everyone has a new partner.
- Repeat for 3–4 rounds.

Debrief questions:
- “How did it feel to talk about yourself in this way?”
- “What was easy or challenging about it?”

4.Non-formal method: Wheel of roles

Time needed: 25–30 minutes
Group Size: any
Materials: pre-drawn "Roles Wheel" handouts (or blank circles divided into 6–8 segments) pens/markers; optional: stickers or colored pencils
Objective: To help participants reflect on the multiple roles they play in life, how aligned they feel with each, and how they can bring more authenticity into these roles.

1.Introduction by facilitator (3-5 mins)

"We all play different roles in life — daughter, student, friend, teammate, volunteer, sibling, etc. Each role comes with expectations, but we don't always reflect on how we feel in these roles or how much they reflect our true selves."

Let participants know this activity will help them visualise how connected they feel to each role, and how they might bring more of their authentic self into them.

2. Draw and complete the Roles Wheel (10–12 mins)

Each participant receives a blank Roles Wheel divided into 6–8 segments (or draws their own).
Ask them to:

- Label each segment with a role they currently play in life (e.g. student, daughter, friend, partner, team member, artist, etc.)
- For each role, rate their level of authenticity on a scale of 1–10:
- How much do I feel like I can truly be myself in this role? (1 = not at all, 10 = completely myself)
- Shade or colour in each segment to reflect their score (like a radar/spider chart).

Optional: Use color to show how much energy or time each role currently takes.

3. **Small group reflection (10–12 mins)**

In groups of 3–4, participants share:

- Which roles feel most authentic or natural?
- Which roles feel difficult, draining, or forced?
- Where would they like to show more of their real self?
- How could they bring their values, interests, or voice into a specific role?

Emphasise active listening, non-judgment, and optional sharing.

Debriefing

- What did you learn about yourself from your Roles Wheel?
- Were there any surprises?
- What's one small thing you could change to feel more like you in one of these roles?

M1, T8: My authentic self

5. Self-reflection in the journal

Invite participants to **sit in a quiet circle**. Ask them to write or think about:

- **One thing they've learned** about themselves today
- **One role they want to bring more authenticity into**
- **One sentence that describes their personal brand** today

Optional: **A few volunteers can share** if they feel comfortable.

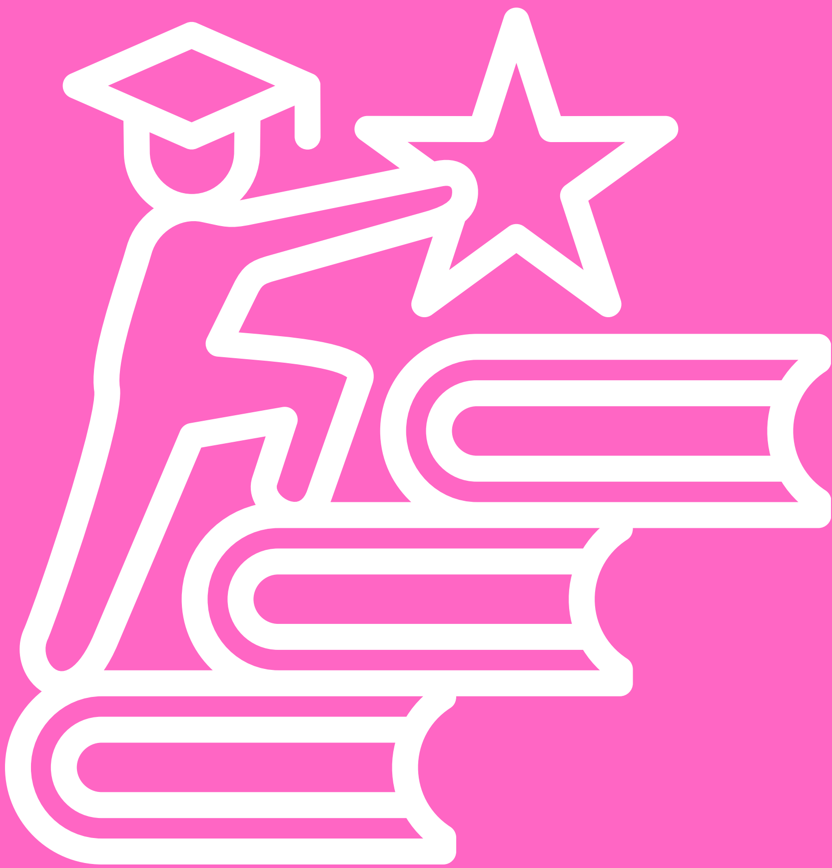
6. Closing activity: Pulse of gratitude

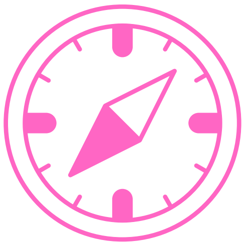
Standing in a circle, **participants hold hands.**
The facilitator **squeezes the hand of the person next to them, sending a "pulse"** around the circle.
Once it returns, others can send their own pulse — **spreading energy and connection**.

"Your authentic self is your superpower. Keep learning, keep growing, and never forget that who you are is already enough."

Module 2

Professional development



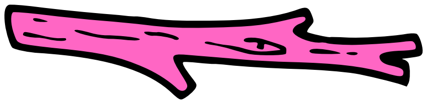


M2, T1: Career Orientation

1. Key learning points

- Revising and **making the connection with Module 1**
- Discovering the **definition of the SPARK** and the **benefits of finding and developing your SPARK**
- **Start the journey into discovering youth SPARK** (s) and identify ways to find or develop it

2. Ice-breaker (10 mins)



The Magic stick

The **group stands or sits in a circle. A stick** (or any simple object like a pen, ruler, or baton) **is passed around to each participant in turn**.
Each person must **mime a different activity using the stick, transforming it into a creative prop** (e.g., playing an air guitar, using it as a microphone, or pretending it's a fishing rod).The rest of the group must guess what activity the person is miming. **No repetitions are allowed:** every participant must come up with a new use for the stick, different from those mimed before.
The facilitator can gently encourage quicker responses if the group stalls, ensuring the energy remains high and the ideas keep flowing.

3. Input from the trainer

Follow Presentation M2,T1 1: Career Orientation
Presentation link; HERE

3.1 Introductions through our strengths, values, unique personal brand (Recap of Module 1)

At the start of Module 2, **participants are invited to reintroduce themselves by sharing who they are through their strengths, values, and qualities**, creating a link to the final topic of Module 1. This allows **everyone to reconnect and helps new participants feel included**, even if they did not take part in Module 1. Those who are new will be given access to the online learning materials so they can complete Module 1 in their own time. By focusing on personal strengths and values, **the activity encourages self-awareness, builds group connection, and sets a positive tone for the session.**

M2, T1: Career Orientation

3. Input from the trainer

3.2 Time for stories

The trainer begins by sharing either **a personal story or the general story of a teenager's life** provided below, linking it to the search for—or discovery of—their SPARK, as well as the possible consequences of ignoring it.

Facilitators are encouraged to **adapt the story to their own style, experiences, and the specific group** they are working with, so it feels authentic and meaningful.

"It's not easy being a teenager. At 13, you enter high school and face a bit of a shock—new school, high expectations, new people. You have to adapt quickly and find your place. Gradually, you get used to it, make friends, and enjoy life most of the time. But then, by 10th or 11th grade, you start to feel something unsettling—a sixth sense you can't quite describe, like the expectation of something unpleasant, scary, and unknown. Eventually, you discover what it is: the inevitable question:
"What is your talent? What major have you chosen? What will you do after school? What do you want to do for the rest of your life?"

If you already have an answer—good for you! But what if you don't?
How can anyone expect you, at 16 or 17, to decide what you'll do for the rest of your life? Think about it: you'll spend most of your life working—after 18, all the way to 63 or 65—that's around 80,000 hours. You don't want to spend them just waiting for 5:30 p.m., Friday, or the next holiday. You want to choose well.
You hear stories about successful people who discovered and developed their talents early—like Mozart, Bill Gates, or Grigor Dimitrov. The earlier you find your spark, the better your chances of turning it into success. But is it too late for you?
How many of you have ever felt this way?

Relax—you're not alone. Most people your age feel the same. That's exactly what inspired us to start supporting young people like you in personal and career guidance."

M2, T1: Career Orientation

3. Input from the trainer

3.3 Discussion / brainstorming with the group about the benefits of the SPARK and what it actually is

Play the video of the SPARK:
Sparks Matter: Finding Your Spark (youtube.com) - in English. Link also incorporated in the Canva presentation. After participants watch the video, ask these questions to support the Brainstorming:

- **What is the Spark** in your opinion?
- Can the spark **come from outside (be imposed, given)**?
- What does it bring us?
- **How does it make us feel?**
- What could the Sparks be - examples from the video?
- **Does everyone have a Spark?** Can you find it and develop it?
- Do you know someone who has discovered it? What has he/she shared about her /What does she bring to him/her?
- What are the **other positive influences of the SPARK** in your opinion?
- How many of you suspect what yours is?
- **Do you think the Spark can change?**

Hopefully, most of the **Benefits of finding the SPARK** will surface during the brainstorming. Highlight the others:

- Gives **Braveness**
- **FOCUS/Direction** in life
- **STRENGTH** TO CONTINUE no matter how difficult
- To feel **ALIVE**
- Brings **INSPIRATION and ENERGY**
- A state where no one and nothing matters
- **FULL**
- Meaning of life
- **Directs you to YOURSELF**
- Gives you **MOTIVATION, MEANING**
- Makes you spare no effort in a direction
- **Makes THE WORLD BETTER**
- Better social skills
- Better physical health
- Faith in the future
- People with Sparks aren't as prone to depression
- Are not as prone to violence against others
- Knowing and growing your spark - **HAPPIER** and more successful in life
- **ENERGY and JOY**
- Create **GOOD** for ourselves and/or **OTHERS**

M2, T1: Career Orientation

3. Input from the trainer

3.4 Individual work to identify at least 3 SPARK areas (5-10 mins)

Definition of the SPARK:

The Spark (inner passion) - inner fire, inner life, human spark.

Something that fills you with joy and energy. The reason you get up in the morning, something that gives your life hope, direction and purpose. You know how it feels to live with that spark and what happens when it dies. What's going on in these moments of life when life feels the richest and the fullest with hope. The Spark is good and beautiful and useful to the world.

Ask participants to spend 5-10 mins to try and identify 3 SPARK areas, meaningful to them. If they need inspiration you can print or project this list of potential SPARKS: **HERE**

4.Non-formal method: Finding your SPARK

Time needed: 45 minutes – 1 hour
Materials needed: Printed copies of the Peer-to-Peer worksheets - HERE
Group size: 10–30 participants
Objective: To begin identifying your SPARK

Instructions:

1.**Forming pairs (3 mins):** Divide the group into pairs using a creative rope-pairing method. Prepare several short pieces of rope and hold them in one hand. Half the group takes a rope end from the top of your hand, the other half from underneath. When you release the ropes, each participant finds the person holding the other end — this will be their partner.

2.**Peer interviews (15-20 mins)**: Give each pair a copy of the Peer-to-Peer Questionnaire and let them interview each other.

3.**Plenary discussion (10 mins):** Bring everyone back together and invite several pairs to share what they discovered and what they found challenging during the interviews.

4.Group work (20 mins(:
Form teams of 4–5 people. Using a mind map, explain the next task:

- If you have a potential SPARK, choose one and brainstorm where you might explore it — what activities or organisations could help you find out if it's real?
- If you already know your SPARK, choose one and brainstorm where and how you could develop it further.

Remind participants that a real SPARK is usually connected to feelings of happiness, purpose, fulfilment, and doing good.

a) **Individual work**: Each person writes down their ideas (5 minutes).
b) **Small group sharing**: In their small teams, each person shares their SPARK and ideas. The rest of the group suggests more ideas to add to the list (15 minutes).

5.Closing (5 mins): Thank each other for the ideas and contributions — end with a round of applause.

Debriefing

- What is your main takeaway from this activity?
- What conclusions can you draw from today's discussions?
- What did you learn about yourself from your partner's questions?
- Did you discover something new about your SPARK or confirm something you already knew?
- How can you take the next step to explore or develop your SPARK?

M2, T1: Career Orientation

5. Self-reflection in the journal

Think about the following questions and write in your diary
What inspired you today?
What are the resources you have that can help you discover/develop your SPARK?
What are the barriers/obstacles that prevent you from discovering/following your Spark?

6. Closing activity: Mime your SPARK

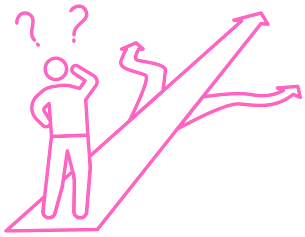
Show your spark in a **Blast Mime: Jump and freeze in a mime that shows how your SPARK makes you feel or what is your SPARK.**

7. Tasks to complete at home

Task to complete before the next Topic: **Take the 16 personalities test (Myers-Briggs), professional dimension** HERE

Additional Resources:

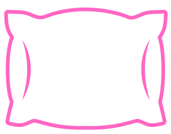
1.Find out more about the SPARKS, on the Search Institute website: HERE
2.More videos from the Search Institute: HERE



M2, T2: Career orientation and decision-making

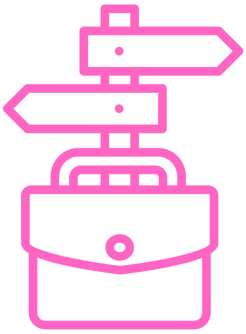
1. Key learning points

- **Tendencies** at the **job market**
- **Skills of the future:** soft, technical, transferable
- Discover your **personality type/characteristics** through the Myers-Briggs test in terms of professional development
- Discover **which fields/careers suit your type**
- **Define/Clarify potential Career paths** by integrating the SPARK + knowledge about potential careers +instruments such as SWOT analysis and career evaluation sheets



2. Ice-breaker (10 mins)

Pillow overpass: The group forms a circle and is **divided into two teams by alternating "ones" and "twos."** The "ones" form Team 1, while the "twos" form Team 2. Each team remains in the circle, alternating between team members, with a participant from Team 1 next to a participant from Team 2. **Both teams are given a pillow** and, on the trainer's cue, **must pass it around their team as quickly as possible**. The goal is to **"overtake" the other team's pillow** and the first team to accomplish this - wins.



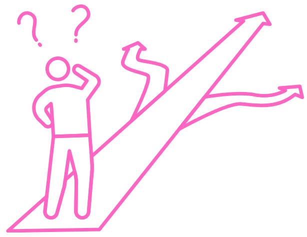
3. Input from the trainer

Follow Presentation M2,T1 2: Career Orientation and decision-making
Presentation link; HERE

3.1 Careers of the future

A. Jobs likely to be replaced by robots/AI:
Manufacturing, retail, transportation and logistics, customer service, data entry/administration, routine medical tasks, financial services.

B. Skills that will be in demand:
Critical thinking, adaptability, creativity, engineering/mathematics (to develop and improve robotics), logical thinking, problem-solving, emotional intelligence, communication, teamwork, digital literacy, and skills in green technology, renewable energy, and sustainability.



M2, T2: Career orientation and decision-making

C. Current trends & education-labour market mismatch:
University majors (e.g., in Bulgaria) are often based on student interest, not labour market demand—creating gaps between what is studied and what jobs are available

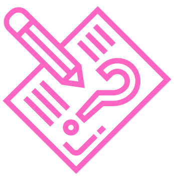
D. Skills transfer:
Help participants identify how existing skills can be adapted to fit changing labour market needs.

E. High-demand professions:
Engineers, mathematicians, electricians, and green technology specialists.

F. Challenging myths:
Not only university-degree careers are prestigious or well-paid. Social and family pressures often influence career choices more than actual job prospects. (e.g a welder could realistically receive a higher salary than someone in IT)

G. Payment vs. Happiness:
Encourage reflection on what matters more—salary or personal fulfilment—when choosing a profession.

H. Where to find reliable information:
GCDF (Global Career Development Facilitator - certification body), professional career websites with videos/descriptions, employer associations, current Bulgarian labour market reports, and university programmes. Emphasize to participants that they should evaluate universities and courses by clear criteria, not just popularity.



3.2 Discussing the results from the Myers-Briggs test

Participants should have already completed the test at home. In this session, the focus is on discussing the results rather than taking the test. Begin with a brief explanation of the test itself and the meaning of its different abbreviations or categories. Then, invite participants to share and compare their results in the group, reflecting on:

- How well the results **match their SPARK?**
- How closely they **align with their personal values and principles?**
- How they compare to the **expectations of their parents or society?**

4.Non-formal method: Career SWOT

Time needed: 30–45 minutes
Materials needed: Paper and pens
Group size: 10–30 participants
Objective: To use the SWOT analysis tool to integrate a potential SPARK with possible career opportunities.

Overview:
Participants **choose a real or hypothetical career/field based on their previous SPARK work and test results.** They can approach the SWOT in two ways:

1. How to find out if it's the right career for them (if they are still exploring)
2. How to develop in that career (if they already have a clear direction)

Step-by-step instructions:

1.Individual work

Each participant chooses a career or field and fills in their own SWOT table:

- Strengths: Skills, knowledge, and qualities they already have that fit the career
- Weaknesses: Skills or knowledge they need to improve or develop
- Opportunities: External factors that can help (companies hiring locally, remote work options, courses, internships, mentorships, etc.)
- Threats: External challenges (few job opportunities nearby, high competition, industry decline, etc.)

2.Small group work (3–4 people)

- Participants share their SWOT with the group
- Group members give constructive suggestions — skills that might have been missed, extra opportunities to explore, possible challenges to prepare for

3.Plenary sharing

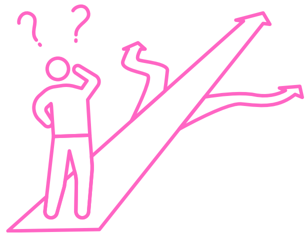
- Bring everyone together and invite groups to share the most valuable ideas or patterns that came up.

4.Action plan

- Each participant creates a simple 3-step plan:
  - If exploring: 3 steps to confirm whether this is the right career
  - If decided: 3 steps to develop further in the career (e.g., gain a certification, start a project, connect with professionals in the field)

Debriefing

- Which part of the SWOT was easiest for you to complete? Which was the hardest? Why?
- Did you discover any skills or opportunities you hadn't thought about before?
- How realistic do you feel your chosen career path is after doing this exercise?
- What threats or challenges will you need to prepare for?
- How can you use your strengths to overcome your weaknesses or threats?
- After this exercise, what is your next concrete step?



M2, T2: Career orientation and decision-making

5. Self-reflection in the journal

1.From 1 to 10 how likely are you to **complete the action plan you created?**
2.**How can this become a 10?** What additional resources can you use?
3.**Who can help you** on your path?

6. Closing activity: High-five hustle

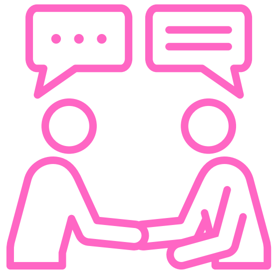
Ask youth to stand up, **raise their hands and high-five their peers on the right**. When there are no hands left, start the high-fives in the opposite direction until it reaches back to the trainer.

7. Tasks to complete at home

- Create a **SWOT analysis for additional professions/fields**
- Create a **draft CV and a cover letter** (for a specific company and position) according to what you discovered through your SWOT and work during this workshop

Additional Resources:

1. Prospects.ac.uk
2. Home | CareersPortal.ie
3. Career exploration, jobs & advice All good. All in one place
4. CareerAddict | Kickstart and Advance Your Career
5. CareerExplorer
6. Future of jobs report
7. The future of work video



M2, T3: Communication

1. Key learning points

- **What is communication**
- Types of communication: **verbal, non-verbal, para-verbal**
- What is important for **effective/successful communication**
- **Different people = different communication styles**
- How to **communicate with different types of people** (talk their "language")

2. Ice-breaker: Clock appointments (10 mins)

Give each participant a blank sheet and ask them to **draw a clock with 12, 3, 6, and 9 marked. They walk around the room and make an appointment** with a different person for each time slot (only one meeting per slot). When the facilitator calls a time, **participants find their partner and discuss the set topic:** 12 o'clock – last or planned vacation; 3 o'clock – favourite movie, book, or series; 6 o'clock – hobby or how they spend free time; 9 o'clock – one thing they want to learn from today's training. Each person speaks for 40–60 seconds (20–30 seconds at 9 o'clock) before switching.

3. Input from the trainer

Follow Presentation M2,T3: Communication
Presentation link; HERE

3.1 Opening discussion (5 mins)

Ask participants: **"What does communication mean to you?"**
Allow a few answers, then present the key point: **"The most important part of communication is what the other person actually understands.**

3.2 Introducing the 3 types of communication (10 min)

Ask if they've heard of **verbal, non-verbal, and para-verbal communication.**
Pose the question: "What percentage of communication do you think comes from words, tone of voice, and body language?"
Let them guess before revealing the 7-38-55 Rule:

- 7% – Words (verbal)
- 38% – Tone of voice (para-verbal)
- 55% – Body language (non-verbal)

M2, T3: Communication

3.3 More input on the categories + Why it's important (5 mins)

Verbal communication: the words and expressions we use
Para-verbal communication: Speech tempo and rhythm, tone, volume, filling pauses with sounds ("uh," "mmm"), intonation, and accent.
Non-verbal communication: Facial expressions, eye contact, body posture, spatial positioning.

Emphasise **authenticity:** when your words say one thing, but your tone or body language says another, the message will not be received as intended.
Give some examples:

- Crossed arms, tense voice: "Everything's fine, no problem."
- Loving eye contact and gentle touch, but internally angry at your child for breaking a cup.

3.4 Introducing Active Listening

Explain that **most communication problems** happen not because we can't speak well, but **because we don't listen effectively**. Ask participants if they've heard of active listening and invite them to explain what they understand from this term.

Give a short example:
Teen 1: "My mom always tells me what to do and controls me a lot. I just want some space."
Teen 2 (active listening): "**So, you feel suffocated and want more freedom** to make your own decisions, right?"

3.5 Practice Activity: Speed friending with active listening (15-20 mins)

Each participant pairs up with someone new every round.
They have 60 seconds per person to answer a fun question, practising active listening by summarising or reflecting what their partner says before switching roles.

Questions for each round:

1. If you could have one superpower, what would it be and why?
2. What makes you laugh the hardest?
3. If you were Prime Minister for a day, what would you do?
4. If you could travel anywhere in the world, where would you go?
5. Name one thing you really like about yourself
6. If your house were burning down, what three objects would you save?
7. What was the best thing that happened to you this past week?
8. If you had to give up one of your senses, which one would it be and why?
9. Name a gift you will never forget.

4.Non-formal method: Communicate with different personalities

Time needed: 45-60 minutes
Materials needed: projecting the animal types/print-outs with animal types for the groups
Group size: 10–30 participants
Objective: To understand how different people communicate in a very different way; to discover their own preferred communication style; to learn to adapt their communication style according to the recipient;

1. **Present the 4 communication styles**

I will introduce the four "animal types," and I want each of you to try to decide which one you identify with most.

The Lion acts without wasting time, making quick decisions and focusing entirely on achieving their goals. People's feelings are often secondary, and sometimes they will push through others to reach the target. Lions love to be first, to win, to lead, and to do things their own way, without being told what to do. They are visionaries and natural leaders. Imagine the person who cannot sleep for days if they lose a race or a math's competition, who takes the lead in group work, sets the goal, and assigns tasks.

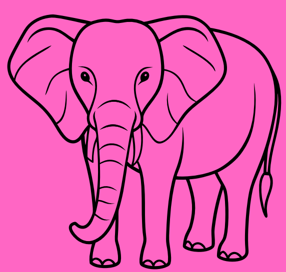
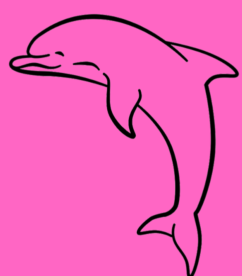
The Monkey is sociable and wants everyone to like them. They are fun, energetic, and love variety, quickly getting bored with repetitive tasks. They can adapt to different environments and circumstances and enjoy receiving compliments. Picture the person who has friends in every class, is known everywhere, and brings fun to any gathering. They are the life of the party—but give them a long, dull task, like filling out an endless Excel sheet, and they will avoid it at all costs.

The Elephant dislikes rushing, preferring to plan carefully and take their time before making a decision. They are analytical and logical, relying on data and evidence. Elephants are organised, task-focused, and may seem reserved to others, sometimes sceptical about new things. Think of the person who chose this exact math's course because they researched and found that it had the best exam results in previous years. They may already be analysing university options and could take a full week before giving you an answer about an invitation because they needed time to think.

The Dolphin is an idealist, believing that people are good and wanting to make the world a better place. Dolphins are loyal friends who are always there to help, patient, and harmony-seeking. For them, feelings—both their own and, above all, those of others—come before tasks. Picture the person who always offers to help, even at the cost of their own needs, who feels deeply when someone else is upset, and who dislikes conflicts or arguments.

Once everyone has decided which animal they relate to the most, please move to the corner of the room that represents your chosen animal type.



4.Non-formal method: Communicate with different personalities

2. Divide participants in teams of 4, maximum 5 people.

For Challenge 1, split participants into two equal groups:

- Half will prepare arguments to convince an Elephant parent.
- Half will prepare arguments to convince a Dolphin parent.

For Challenge 2, split participants again:

- Half will prepare arguments to convince a Lion classmate.
- Half will prepare arguments to convince a Monkey classmate.

3. Present the challenges (project them or read aloud)

Challenge 1: You must convince your mother/father to let you go to a camp in Bansko. They have already refused once, giving these reasons:

1. Not enough money.
2. Concern that you are falling behind in school.

Challenge 2: You must convince a friend from another class to help you with a school project. They have already refused once because they are very busy with other tasks and find the project boring.

4.Team work (10 minutes)
Each team works together to come up with persuasive arguments that would specifically appeal to their assigned personality type.

5.Plenary discussion (10–15 minutes)
Invite each team to present their strategy.
After each presentation, ask the other participants and the facilitator to give constructive feedback:

- Were the arguments suitable for that personality type?
- What could have been added or improved?

Debriefing

- Which personality type was easiest for you to persuade? Which was hardest?
- What did you notice about how your arguments changed depending on the personality?
- How can you use this awareness in real-life communication?

M2, T3: Communication

5. Self-reflection in the journal (15 mins)

Ask participants to open their journals and **draw a table with four columns**, one for each personality type: **Lion, Monkey, Elephant, Dolphin.** Under each column, they should:

1. **Write the name of 1–2 people** they know who fit that style.
2. **Note any current challenges** they face when communicating with each person.
3. **Write down practical strategies they could try,** based on the workshop, to improve communication with them.

Encourage them to be honest but keep the names private (they are writing for themselves, not to share). Remind them to think of both personal and school/work contexts.

6. Closing activity: Group circle massage

Participants **stand in a circle, facing the back of the person in front** of them. The facilitator guides everyone through a **playful "pizza-making" massage**: kneading dough (gentle pressing), spreading sauce (smooth hand movements), sprinkling toppings (light tapping), and "baking" the pizza (warm rubbing). After completing the massage for the person in front, **everyone turns around so they receive a massage from the person behind.** This activity is a light, fun way to end the session, promote relaxation, and strengthen group connection.

Additional Resources:

1. Types of communication
2. Principles of communication
3. Free communication style quiz
4. Importance of feedback
5. Communication and feedback
6. Active listening example from Everybody loves Raymond

M2, T4: Teamwork

1. Key learning points

- What is **teamwork?**
- Why is teamwork **important?**
- What **promotes/impedes** teamwork?
- What roles can we play within a team?

2. Ice-breaker: Find your team (5 mins)

As participants arrive, **hand each one a slip of paper with the name of an animal** on it (e.g. bee, horse, chicken, tiger, frog). **Without** showing others the word or **using any human speech, they must find the other people with the same animal**. They can only communicate using animal sounds and movements.
When they believe they've found all members of their "animal team," **they stand together.** Once everyone has found their group, the facilitator briefly introduces each team and transitions into the next activity.

Your goal is to divide the participants in 4 teams of 3-5 people so calculate well the number of papers and animals you will need.

3.Non-formal method: Silent builders (teamwork challenge)

Time needed: 30–40 minutes
Materials: A small Lego (or similar) construction built in advance, hidden behind a door or screen; enough Lego blocks or similar building materials for each team to recreate the model; blindfolds (one per team); stopwatch or timer
Group size: 12–24 participants (divided into teams; each team split into 3 sub-teams of 1–2 people)
Objective: To practise teamwork, non-verbal communication, listening, and clear instructions under constraints.

Step-by-Step Instructions
1.**Prepare the construction**
Build a small Lego model beforehand and place it behind a closed door or screen so it cannot be seen by everyone.

2.Form sub-teams
- Participants should be divided in teams of 4-5 (from the ice-breaker)
- Within each team, create three sub-teams:
  - **Group 1 – Observers:** 2 people who can see the Lego model but cannot speak.
  - **Group 2 – Interpreters:** 2 people who cannot see the model but can speak.
  - **Group 3 – Builders:** 1 person who are blindfolded and can speak.

3.The challenge
- Group 1 goes behind the door to study the Lego model for 1–2 minutes. They must memorise its shape, colours, and details.
- Group 1 returns and uses only mime/gestures (no sound) to explain to Group 2 how to build the model.
- Group 2, who cannot see the model, interprets these gestures and gives verbal instructions to Group 3.
- Group 3, while blindfolded, builds the Lego model based only on Group 2's spoken instructions. They may talk to clarify but cannot remove the blindfold.

4. Rules
- No touching is allowed between groups except for passing the building materials.
- Group 1 cannot make sounds or write messages — only gestures.
- Group 2 must stay in place and cannot peek at the model
- The challenge ends when the blindfolded group says they are finished, or when the time limit (5–7 minutes) is reached.

Debriefing
- What was the most difficult part of your role?
- How did it feel to give or receive instructions with these communication limitations?
- What strategies helped you understand each other better?
- If you could try again, what would you do differently?
- How does this activity relate to real-life teamwork and communication?

M2, T4: Teamwork

4. Group activity + teamwork tips

Keep participants in the same teams from the previous activity to save time. In this task, each team will study **one case study** about tensions and conflicts in youth teams HERE

Their goal is to analyse the situation, identify the main causes of the problem, and propose alternative solutions, reactions, or approaches.

After the group discussions, bring everyone together. On the board, **draw two columns: Red – Teamwork Stoppers and Green – Teamwork Promoters.**

Ask each team to share their findings, and write their points in the relevant column.

Guiding questions for analysing the case studies:
- What behaviours or actions in the story made teamwork more difficult?
- Which behaviours or actions helped the team (even if only slightly)?
- How did the way people communicated affect the situation?
- Were team members' strengths, skills, and interests used effectively?
- How were disagreements or criticism handled?
- Did all members have a chance to contribute ideas? What happened if they didn't?
- Was there evidence of trust or mistrust in the team? How did it show?
- Did motivation levels affect the team's ability to work together? How?
- How did leadership or decision-making style influence the outcome?
- If you were part of this team, what would you do differently to help solve the problem?

M2, T4: Teamwork

5. Self-reflection in the journal (15 mins)

In this activity "My teams and me", participants list all the teams or groups they are currently part of (school, sports, friends, projects, etc.), note their role in each, and **colour-code how satisfied they feel with the teamwork** using green for satisfied, yellow for mixed feelings, and red for dissatisfied. After colour-coding, they **write a short reflection** on what makes the green teams work well, what could improve the yellow ones, and what changes or personal actions might help the red ones. **This activity helps participants become more aware of their experiences in different teams** and think about ways to strengthen collaboration.

6. Closing activity: Mexican wave of appreciation

Participants stand in a circle. The facilitator starts by turning to the person on their right, making eye contact, and giving them a quick gesture of appreciation—**this could be a thumbs-up, high-five, fist bump, or a short positive phrase like "Great teamwork!"** That person immediately passes a gesture of their choice to the next person, and so on, creating a fast "Mexican wave" of energy, appreciation, and fun around the circle. **Once it's gone all the way around, the group does one big hand wave together to close the workshop on a high note.**

Additional Resources:

1. Belbin's theory on team roles
2. Alternatives to Belbin
3. How to handle conflict in the workplace
4. The Six thinking hats

M2, T5: Time-management and productivity

1. Key learning points

- Techniques for **effective time management and prioritisation of tasks**
- Identifying and **overcoming common time-wasting habits and distractions**
- **Setting boundaries and optimising workflow** for increased productivity
- **Strategies for maintaining work-life balance** and preventing burnout

2. Ice-breaker: A-minute to win it! (20 -25 mins)

Participants will be divided into two teams and **given a set of tasks, each with assigned point values, to complete within 15 minutes.** These tasks will require them to work collaboratively, manage their time and select which tasks to complete.

The team who gatheres most points in 15 minutes will be declared the winner. The group will then engage in a reflective discussion on **key aspects of time management, such as estimating task duration, assessing complexity, and understanding benefits.**

3. Input from the trainer

3.1. Experiential introduction to the topic: Pasta management (10 mins)

This is a hands-on activity that helps participants visualise **how they organise their time and how unexpected events can disrupt even the best-planned schedule.** Each participant receives an A4 sheet of paper, which represents the total time they have in a day, and a set number of paper strips, each cut to fit neatly within the paper boundaries**. These strips represent blocks of time they can spend on different activities.**

Participants begin by writing their typical daily tasks—such as work, school, meals, exercise, or hobbies—on the strips and arranging them on the A4 sheet so that all pieces fit. This simulates a balanced day where everything fits into the available time. **The trainer starts introducing extra strips with "unexpected activities"**, such as "Your grandmother calls to say hi," "You get sick," "The power goes out," or "You need to look after a sick relative." **Participants must try to rearrange their existing strips to fit in these new demands.**

Very quickly, they see that **if their schedule is already full, even one extra demand means something will not fit** on the paper. This creates a visual and physical metaphor for how our time can become overloaded, how unexpected events create pressure, and why flexibility, prioritisation, and clear communication are essential.

M2, T5: Time-management and productivity

3.2. Techniques for effective time management and prioritisation of tasks –

Follow the Presentation M2 T5: Time management & Productivity : **HERE**

Present **three practical methods:**

- **Pomodoro Technique:** Work in focused intervals of 25 minutes followed by short breaks. Emphasise how it improves concentration and reduces fatigue.
- **Eat the Frog:** Start the day with the most difficult or least appealing task to gain momentum and reduce procrastination.
- **Time Management Matrix (Eisenhower Matrix):** Categorise tasks by urgency and importance to focus on what truly matters and delegate or drop less important activities. Provide examples relevant to youth work and daily life.

3.3 Identifying and overcoming common time-wasting habits and distractions

Run a quick brainstorming or Slido poll to list common time-wasters (e.g., unnecessary meetings, social media scrolling, multitasking errors). Discuss why these behaviours occur and practical ways to eliminate them, such as batching similar tasks, using website blockers, or setting time limits. Follow up with examples of good habits, such as daily planning and prioritising high-value activities.

3.4 Setting boundaries and optimising workflow

Explain what personal and professional boundaries are (e.g., saying no to extra tasks, defining “available” hours) and why they matter for productivity. Share workflow tips such as blocking time for focused work, limiting email checks, and using project management tools. Encourage reflection on how boundaries protect focus and prevent overload.

3.5 Strategies for maintaining work-life balance and preventing burnout

Present realistic approachec: stick to appropriate working hours, fully disconnect after work, take regular vacations, and maintain hobbies. Discuss the importance of enjoying work, avoiding perfectionism, and recognising when multitasking harms productivity. Touch on minimalism as a mindset—focusing on fewer, more meaningful tasks rather than overloading the schedule.

4.Non-formal method: Masters of time

Time needed: 20 minutes
Materials: Four large sheets of paper (flipchart size) and markers
Group size: Small groups of four participants
Objective: To deepen understanding of time management, recognise effective and ineffective habits, and share practical strategies for productivity and balance.

Participants **work in small groups of four.** Each group is assigned to one large sheet of paper, with a clear title at the top representing one of four topics: **Time management, Time-wasting habits, Productivity, and Work–life balance**. The titles can be prepared in advance by the facilitator or written by the groups at the start of the activity.

Groups spend three minutes brainstorming as many ideas, tips, or examples as they can related to their assigned topic. Ideas can be written as short points or keywords — quantity and creativity are encouraged at this stage. **After three minutes, the facilitator signals the groups to rotate to the next sheet.** They read what the previous group has written and add their own ideas, building on or expanding the existing list.

This rotation continues until all groups have contributed to all four sheets. By the end, each sheet will contain a variety of perspectives and suggestions**. Each group then returns to the sheet where they finished and presents its content to the whole group**, highlighting interesting points, patterns, or surprises.

Debriefing

- What did you think of this activity?
- Were there any ideas that surprised you?
- Which of these practices do you already use?
- Which new practices would you like to try?
- How could you adapt these strategies to your own daily routine?

M2, 5: Time-management and productivity

5. Self-reflection in the journal (15 mins): The Jar

The facilitator **holds up a large empty jar and says:**
"I want to tell you a little story. Imagine I have this jar here in front of me. First, I take a few big rocks and put them inside. They almost fill the jar, so I ask you—Is it full? Most people say yes. But then I take some gravel and pour it in. It slips into the spaces between the rocks. Now is it full? You might still say yes. But I'm not done yet. I pour in sand, and it fills all the tiny gaps. Now the jar is truly full."

Then **the facilitator continues:**
*"This jar is your life. **The big rocks are the most important things—your health, your family, your closest relationships, your passions, maybe your work or studies**. The gravel is the things that matter, but a little less—your home, your possessions, your routines. The sand is everything else—the small, less important tasks, distractions, and things that fill our time. If you put the sand in first, there's no room for the rocks. But if you start with the big rocks, the rest will fit around them. It's a reminder that we need to decide what our 'big rocks' are and make sure they come first in our lives."*

Task: Ask participants to open their notebooks and draw a simple jar outline. Inside, they should write the names of their 3-5 biggest "rocks"—the most important priorities in their lives. These can be personal, professional, or a mix of both.

6. Closing activity: One-word take-away

In a circle, one by one, **each person shares a single word that captures their main takeaway from the workshop—something they learned, felt, or want to remember**. Encourage them to keep it short and say their word clearly so everyone can hear it.

Additional Resources:

1. Seven essential time-management skills Coursera
2. Deep work, a book by Cal Newport
3. How to gain control over your free time - Ted Talk
4. The Urgent/Important matrix explained - article

M2, T6: Forms of employment and Financial Literacy

1. Key learning points

- Different **types of employment**
- **Rights and responsibilities as an employee**, basic understanding of laws and regulations
- Personal finances, **monthly budgeting**
- **Debt, saving and investments**

2. Ice-breaker: Associations (5-10 mins)

Ask participants to **write down three words they personally associate with the word wealth**. Once done, they share their words with a partner.

Next, have them **write down the amount of money they believe is the minimum needed for a comfortable life**. This time, they share their answers with a different partner.
Alternative option: Instead of writing an amount, ask participants to rate their understanding of the financial world on a scale of 1 to 10. Repeat this self-assessment at the end of the workshop to see any changes.

*the words participants associate with wealth often shape their relationship with money. **This relationship should be healthy in order to make balanced financial decisions.**
*The amounts they write down will almost always differ from person to person, highlighting that **finances are deeply personal and there is no "one size fits all" approach.**

In this session, the **focus will be on identifying common traits of healthy financial management** that can be applied regardless of individual amounts or personal definitions of wealth.

M2, T6: Forms of employment and Financial Literacy

3. Input from the trainer

Follow the presentation M2 T6: HERE

3.1 Types of employment/Types of contracts

Labour contract – A formal employment agreement regulated by the Labour Code. It provides full employee rights and benefits, such as paid leave, sick leave, social security, and health insurance. The employer is responsible for paying the required contributions.

Civil contract – A contract for services or specific work, regulated by the Obligations and Contracts Act. It does not establish an employment relationship and usually covers short-term or project-based work. The contractor is paid for the agreed task or service, and while social security contributions may be due in some cases, benefits like paid leave are not included.

Freelancer work – Work performed independently, often for multiple clients, without being tied to a single employer. Freelancers can work under civil contracts, issue invoices as self-employed persons, or register as sole traders. They are responsible for managing their own taxes and social security contributions and have flexibility over their schedule and workload.

3.2 Gross vs Net income and Salary deductions

Gross income is the total amount your employer agrees to pay you **before any deductions.**
Net income is the **amount** you actually receive in your bank account **after all deductions.**
From your gross salary, the following are deducted in Bulgaria:

- Social security contributions – help fund your future pension, sickness benefits, and unemployment support
- Health insurance contributions (3.2%)– give you access to medical care in the public healthcare system
- Personal income tax (10%) – goes to the state budget to fund public services like education, infrastructure, and safety.

Key point for youth: Your gross salary is always higher than what you take home, so when negotiating pay or budgeting, think about your net income—the amount you can actually spend.

M2, T6: Forms of employment and Financial literacy

3.3 Risks to avoid

Nota Bene – Risks of working without a contract or with minimum declared salary

- **No legal protection** – Without an official contract, you cannot prove your employment if there's a dispute over pay, working hours, or treatment.
- **Loss of benefits** – You won't have paid sick leave, paid annual leave, or unemployment benefits.
- **Lower future pension** – Contributions based only on the minimum salary mean your pension will be much smaller when you retire.
- **Limited social security** – Low or no contributions reduce your coverage for sickness, maternity, or workplace injury.
- **No access to loans or mortgages** – Banks often require proof of steady, officially declared income.
- **Risk of fines and penalties** – Both you and the employer may face legal consequences if caught in undeclared work arrangements.

Bottom line: Short-term "extra" cash from undeclared or under-declared work often leads to long-term losses in rights, security, and income.

3.4 Employee rights and responsibilities

When starting any job, it's important for young employees to understand not only what is expected of them, but also what they are entitled to under the Labour law.

Your responsibilities:

- **Complete tasks and meet deadlines** – deliver work on time and to the agreed standard.
- **Be punctual** – arriving on time shows reliability and respect for your colleagues' schedules.
- **Meet expectations/targets** – your performance should match the goals set in your role.
- **Follow company policies and procedures** – these keep the workplace safe and fair.
- **Maintain professionalism** – communicate respectfully, work well with others, and protect confidential information.
- **Care for your work environment** – keep it safe, clean, and organised.

M2, T6: Forms of employment and Financial Literacy

Your rights

- **Fair pay** – by law, at least the national minimum wage, and payment on time
- **Safe working conditions** – employers must provide a healthy, risk-free workplace
- **Non-discrimination** – protection from unfair treatment based on gender, age, ethnicity, religion, disability, etc
- **Breaks and working hours** – the Labour Code sets maximum working hours and minimum break times
- **Rest periods and leave** – you are entitled to paid annual leave and rest days.

Termination of employment

In Bulgaria, dismissal is regulated by the Labour Code and must follow legal procedures.

- **You can be fired for disciplinary reasons** if you seriously breach your duties—examples include repeated lateness, unjustified absence, failing to meet job requirements, or violating workplace rules. **The employer must follow proper documentation and procedures before dismissal.**
- Employers may propose **ending the contract by mutual agreement**—but you are not obligated to sign if you don't agree. Only sign if you fully understand the terms.
- Keeping your job depends on fulfilling your responsibilities: being on time, meeting agreed targets, following instructions, and respecting company policies.

Key message for youth: Knowing your rights protects you from unfair treatment, and respecting your responsibilities helps you keep and grow in your job!

3.5 Financial literacy - Basic understanding

The 20-30-50 Rule (Savings, Wants, Needs)

This is a simple budgeting rule to help manage your money. Out of your net monthly income:

- **50% should go to needs** – essential expenses you can't live without, such as rent, utilities, groceries, and transportation
- **30% can go to wants** – non-essential items or activities you enjoy, such as eating out, entertainment, or fashion
- **20% should be saved** or invested for the future

Facilitator tip: Explain the **difference between needs and wants**. Needs are essentials—if you remove them, your basic living conditions are at risk. Wants are nice to have but not necessary. Suggest the 24-hour rule: if you wait a day before buying, the urge to get a "want" often fades, but the need for an essential item will remain or even increase.

M2, T6: Forms of employment and Financial Literacy

Emergency Fund

An emergency fund is money set aside to cover 3–6 months of living expenses in case of unexpected events like losing a job, illness, or urgent repairs. It should be:

- Kept in a separate account or deposit
- **Easy to access quickly,** but not so easy that you're tempted to spend it on non-emergencies
- The goal is to protect yourself from going into debt when life surprises you.

Stop unnecessary expenses

Small spending habits can drain your budget. Strategies to avoid waste include:

- Have a shopping list and stick to it
- Avoid status purchases – buying things just to impress others rarely brings lasting happiness
- Don't shop hungry – hunger leads to impulse buys, often of things you don't need

Encourage participants to track "leakage expenses" for a week to see where money is slipping away without much value in return.

Save and Invest: The power of €3.30 a day

Explain that **even small amounts can grow significantly over time** with consistency and smart investment. For example: saving just €3.30 per day (about the price of a coffee) adds up to €100 per month, €1,200 per year, and much more if invested with compound interest. Show how starting early multiplies results.

Facilitator tip: Use a quick example or online calculator to show how small daily savings can grow over 5–10 years when invested.

4.Practical activity: Create your personal budget

Time needed: 20 minutes
Materials: Print-outs with budget templates HERE
Group size: any
Objective: to put in practice the learning from the workshop; to try to predict their budget for the month ahead; to get into the habit of managing their expenses and income

Participants should:

1. Fill in expected income – pocket money, part-time salary, birthday gifts, loan repayments, or selling unused items.
2. Plan expenses – divide into needs (food, transport, bills) and wants (entertainment, clothes, hobbies).
3. Use the provided template to record all planned amounts.
4. Follow up – at the end of the month, review the budget in the same template, adding actual income and spending. Compare the planned vs. actual figures to see where they stayed on track or went over budget.

Facilitator tip: Explain that accuracy improves with practice — after a few months of tracking, it becomes easier to predict expenses in each category.

Debriefing

- What did you think of this activity?
- Were there any ideas that surprised you?
- Which of these practices do you already use?
- Which new practices would you like to try?
- How could you adapt these strategies to your own daily routine?

5.Non-formal method: work situations

Time needed: 30-40 minutes
Materials: none, or printed scenarios
Group size: 10-30
Objective: This role-play helps participants recognise situations where employee rights are being violated, and practise how to respond assertively and appropriately.

Instructions for the facilitator:

Prepare 4–5 short workplace scenarios where labour laws or fair workplace practices have been disregarded. Read one scenario aloud and ask for 2–3 volunteers to act it out. Assign roles (e.g., employee, employer, union representative, co-worker). Give them 1–2 minutes to think about their approach before performing the scene in front of the group.

Scenario examples:

1. Unpaid overtime: Your employer refuses to pay you for extra hours you have worked. (2 participants)
2. Requesting a raise: You believe your performance and responsibilities justify a salary increase, and you approach your manager. (2 participants)
3. Unfair shift allocation: You work in a job with rotating shifts. One co-worker always takes the “good” shifts, leaving you with the most difficult ones. (2 participants)
4. Unequal workload: A co-worker with the same responsibilities consistently neglects their tasks, leaving you to pick up the extra work. This has been happening for months, and you decide to raise the issue with your manager. (3 participants)
5. Sudden dismissal: You return from a study abroad programme (approved by your employer) and are told your job has been given to someone else. (2 participants + 1 acting as a union representative)

For the union representative role, prepare a short handout summarising relevant rights and steps to take, so they can use it during the role-play.

Debriefing

- Which rights or laws were disregarded?
- How well did the “employee” present their case?
- What other actions could they have taken?
- How would you handle this situation in real life?

M2, T6: Forms of employment and Financial Literacy

6. Self-reflection in the journal (15 mins):

Write down a **SMART financial goal for yourself for the next 3-6 months.** Try to align it with your other meaningful life goals.

7. Closing activity: Knowledge jump

Everyone stands in a circle, with the trainer in the middle. At the signal from the trainer, **participants jump towards the center of the circle.** They jump as far as they feel represents the knowledge or skills they gained today (**small jump = little knowledge, big jump = a lot of knowledge**)

Additional Resources:

1. Financial literacy for youth Web App
2. FLY - financial literacy for youth
3. Work wise youth - video series

M2, T7: Writing a CV and a cover letter

1. Key learning points

- How to **structure, format and design your CV** professionally
- How to present your experience in the best possible way and to **tailor your CV to the job**
- How to **write an impressive cover letter**
- How to **avoid most common mistakes and pitfalls**
- **New trends** in CV and cover letters writing

2. Ice-breaker "Rock, paper, scissors with a twist" (10 mins)

Each participant **pairs up and plays the classic game with their partner**. The loser then **becomes the winner's supporter, cheering them on by chanting their name**. The winner proceeds to find a new partner and repeats the game. **This continues until the last two participants meet, and the one with the most supporters is declared the winner.**

3. Input from the trainer

Follow Presentation M2,T7: Writing a CV and cover letter
Presentation link: HERE

3.1 Activity: Improving a CV (20-30 mins)

Option 1: Divide participants into small groups of 3–4. Provide them with the sample CV HERE Ask each group to discuss what they think should be improved (e.g., unprofessional email, poor photo choice, unclear or incomplete work experience, typing and spelling mistakes, weak descriptions, messy design). After the discussion, each group shares their feedback.

Option 2: The trainer presents the improvement points directly, guiding participants through each one and encouraging them to apply the tips to their own CVs.

M2, T7: Writing a CV and a cover letter

Whichever approach is used, the trainer should ensure the group covers these key points:

- **Two important questions before writing your CV:**
  Who are you? – Know your strengths, skills, and what makes you a good fit.
  What position is this CV for? – Tailor it to the specific job or field.

- **Structure & design:** Consider photo, layout, spelling, and grammar. Creative designs (e.g., Canva) may work for creative or IT roles, but formal roles (e.g., government positions) may require the standard EU/Europass CV format.

- **Personal details:** Use a professional email address. Clean up or lock social media profiles—employers often check them.

- **Education:** List relevant degrees, training, certificates, and skills gained.

- **Work experience**: Include volunteering, internships, or unrelated jobs if you lack direct experience—focus on transferable skills. Mention certificates and achievements from projects or courses.

- **Skills:** Include both technical and soft skills, plus practical ones like a driver's license if relevant.

- **Research the employer**: Understand the company and position, and highlight matching skills and qualities.

The trainer should lead a discussion to explore these points in depth, encourage participants to reflect on their own CVs, and finish with a Q&A session.

4.Non-formal method: Build your CV

Time needed: 20-30 minutes
Materials needed: draft CVs, pens (alternatively computers/tablets to edit digitally)
Group size: 10-30 participants
Objectives of the activity: to improve their draft CVs, to put the learning in practice

Step-by-step instructions:

1.Individual work:

Ask participants to take out their CVs from Topic 2. They should review and refine them based on the tips and guidelines discussed earlier (e.g., improving structure and design, tailoring content to a specific role, highlighting relevant skills and experiences, correcting errors). Encourage them to focus on making their CV more professional, clear, and targeted.

2.Small group discussion:

Divide participants into small groups (3–4 people). **Each person briefly presents the changes they made and explains why.** Group members **provide constructive feedback** — highlighting strengths, suggesting further improvements, and sharing ideas that could be useful for others. This step helps participants see their CV from another perspective and pick up additional ideas.

3.Large group discussion:

Bring everyone back together. Select a few volunteers to share their updated CVs (or key improvements) with the full group. Facilitate a discussion on what works well and what could be improved. As the trainer, offer your own expert input and reinforce good practices.

Trainer's note:
Encourage a **supportive and respectful atmosphere** — feedback should be specific, constructive, and focused on helping peers improve. Remind participants that CVs are personal and there is no single "perfect" format, but there are clear principles of professionalism and relevance that always apply.

5.Non-formal method: Write your Cover Letter

Time needed: 20-30 minutes
Materials: draft cover letter, pens (alternatively computers/tablets to edit digitally)
Group size: 10-30 participants
Objectives of the activity: to improve their draft cover letters, to put the learning in practice

Description:

Begin with an open discussion to engage participants. Ask: “How did you write your cover letter? What did you want to communicate with it?” This encourages them to reflect on their current approach. Emphasise that if they have already taken the time to adapt their CV for a specific position, they can use the same tailored information — such as their **relevant skills, experiences, and attitudes — as the foundation for their cover letter.**

The cover letter should answer **three key questions:**
1.What attracted me to this company and position? -Show that you have researched the organisation and understand why you are applying.

2.What skills make me a good fit for this role in this company? Link directly to skills and achievements listed in your CV that match the job requirements.

3.What will I contribute to the company, and how will this role contribute to my development? Demonstrate both value to the employer and your motivation to grow in the role.

Trainer’s notes:
- A poorly written, generic, or obviously copied cover letter can harm an application — better to submit none than a bad one
- Always mention the company name and the specific position in the letter
- Provide participants with real examples of strong cover letters tailored to different roles, so they can see how theory translates into practice
- Encourage them to keep the letter concise, relevant, and personalised

Debriefing
- What changes did you make to your CV or cover letter today that you think will make the biggest difference when applying for a job?
- How did tailoring your CV and cover letter to a specific position change the way you present yourself?
- Which part of your CV or cover letter was most challenging to improve, and why?
- What feedback from your peers or the trainer was most useful to you, and how will you apply it in future applications?

M2, T7: Writing a CV and a cover letter

6. Self-reflection in the journal (15 mins):

- What are the **AHA moments** for you from this training?
- **How do you feel now** when you have improved your CV and you know how to write your Cover letter ("benefits for me")?
- Which **areas of preparing the CV and Cover letter are still not so clear for you**?
- **Who can help you** improve this skill/or build this part of your CV?

7. Closing activity: Metaphor moment

Participants complete the sentence: **"Today's workshop was like... because..." in one short sentence.**

M2, T8: Preparing for an interview

1. Key learning points

- **Understanding interviews (+ different types**)
- **Tips and tricks**, preparation
- **How to behave** during the interview
- **Practice:** How to answer some of the more complicated questions to present yourself in a good light

2. Ice-breaker: Interview “Warm up (10 mins)

Each participant **introduces themselves in 30 seconds**, sharing a fun fact about themselves or something unique. This helps reduce initial anxiety and mimics the introductory part of an interview.

Purpose: Build confidence and rapport, and establish a comfortable setting for learning.

3. Input from the trainer

Follow Presentation M2,T8: Preparing for an interview
Presentation link: HERE

3.1 Session opening (10 mins)

Begin the session by **inviting several participants to share from personal experience** the difficulties or challenges they have faced during job interviews. If someone has never attended an interview, **ask about their biggest fear, uncertainty, or question regarding the process.**

If the group is hesitant to share, you can instead ask: **“What do you hope to learn by the end of this training? What are your expectations?”** This helps set the tone and connect the session to their needs.

M2, T8: Preparing for an interview

3.2 What is an interview + Types of interviews

Explain that an interview is a two-way process: the candidate is learning about the company and position to decide if it's the right fit for them, while the employer is assessing the candidate's suitability. **Both sides are, in effect, "selling" themselves to one another.**

Types of Interviews

- **Traditional interview** – A one-on-one conversation between the applicant and the interviewer, focusing on experience, skills, and motivation.

- **Behavioural interview (STAR method)** – Based on the idea that past behaviour predicts future performance. Candidates answer questions starting with phrases like "Tell me about a time when...".

STAR stands for Situation, Task, Action, Result:
  - Situation – Set the scene and describe the context
  - Task – Outline your responsibility or challenge
  - Action – Explain the steps you took
  - Result – Highlight the positive outcome or lesson learned

Example:
  - Situation: "In my previous job as a project coordinator, we had to deliver a complex project in one week after a last-minute client request."
  - Task: "I had to organise the team's workflow and ensure quality despite the tight deadline."
  - Action: "I divided the work into phases, assigned roles according to strengths, and held daily check-ins."
  - Result: "We delivered on time, impressed the client, and secured additional business."

- **Practical/technical interview** – Involves solving specific problems or completing tasks to test problem-solving and technical skills, often used in specialised fields.

- **Group interview** – Multiple candidates are assessed together, with a focus on teamwork, leadership, and communication skills.

M2, T8: Preparing for an interview

3.3 Interview Dos and Don’ts

A **short role-play** can make these points **engaging**. For example: an interviewee arrives late, wears a backwards baseball cap, checks their phone constantly, answers a call mid-interview, has a closed body position, and knows nothing about the role. **After the skit, discuss with the group what went wrong and why.**

Key points to cover:

- **Body language** – Maintain an open posture, give a confident handshake, make eye contact.
- **Dress code** – Maintain personal hygiene and dress slightly more formally than the daily dress code of the company. Avoid inappropriate clothing (revealing tops, vulgar slogans, flip flops). Adapt your outfit to the role and company culture—more formal for law firms, more casual but still polished for creative roles.
- **Research** – Know the company and the skills important for the role, and highlight these in your CV and interview answers.
- **Honesty** – Never exaggerate or lie about skills, experience, or qualifications.
- **Timing** – Arrive on time and allow enough space after the interview so you’re not rushed.
- **Professionalism** – Avoid speaking negatively about past employers or colleagues. Don’t disclose confidential salary details; discretion shows loyalty and integrity.

4.Non-formal method: Mock interviews

Time needed: 80- 90 mins
Materials: none
Group size: 10-20
Objectives of the activity: To learn positive ways to handle interview questions and present themselves in the best light, to reduce stress before "real" interviews

Step by step instructions:

Divide the participants into groups of 3-4 people max. Each group will prepare for mock interviews with the trainer. Each person on the team will prepare to present during a different part of the interview. The other team members can help them if they cannot come up with an appropriate solution/answer.

1. **Assign specific roles to each participant:**
   - **Opening & Introductions**: The first team member starts with introductions, greeting the interviewer and giving a brief summary of the candidate's background and interests.
   - **Professional/Educational experience**: The second team member discusses relevant experience and educational qualifications, highlighting key skills and achievements.
   - **Situational/Behavioural Responses**: The third team member answers situational or behavioural questions, using the STAR (Situation, Task, Action, Result) method to show problem-solving and interpersonal skills.
   - **Closing & follow-Up**: The fourth team member handles closing questions, expressing enthusiasm for the role, asking follow-up questions, and discussing potential next steps.

Transition between sections smoothly:
Assign one participant as a "transition guide" who signals when it's time for the next participant to speak. This guide can lightly narrate transitions like, "Let me share my experience," or "Now, let me address how I've handled challenges in past roles."

Brief planning time for teams:
Give each team a few minutes to agree on their responses and ensure they understand the overall "character" they're portraying. This helps keep the interview responses consistent and prevents confusion.
At the end of each role-play the trainer will give some guidelines and feedback to each team. Youth will share insights and impressions during the debriefing.

Debriefing

- Which part of the interview was easiest and which was most challenging for you?
- In what ways did your teammates support you during the role-play?
- How effectively did you use body language, tone, and clear communication?
- Did you use the STAR method effectively for behavioural questions? What could you do differently next time?
- What's one thing you'll focus on improving before your next real interview?

M2, T8: Preparing for an interview

6. Self-reflection in the journal (15 mins):

- Reflecting on the mock interviews and role-plays, **what specific skill or aspect of your interview technique do you feel most confident about now,** and why?
- After today's session, **what is one area you still feel you could improve** for your next interview, and what steps can you take to work on it?
- What are the **3 key skills you think will be needed for your dream job?**
- What situations/examples from your past experience show you possess these 3 skills?

7. Closing activity: Human Bar graph

Mark a "scale" on the floor from 1 (learned little) to 10 (learned a lot). Participants stand on the number that reflects their learning today.

Additional Resources:

1. Do's and Dont's for interview body language

Module 3

(Social) Entrepreneurship

M3, T1: Introduction to (Social) Entrepreneurship

1. Key learning points

- **Definition** of entrepreneurship and social entrepreneurship
- **Key traits** of successful entrepreneurs + Entrepreneurship **mindset**
- **National and EU Statistics**
- How to **validate ideas**

*Before starting Topic 1, explain to participants that **throughout this module they will be developing an idea for either a social enterprise or a traditional business**. This idea will be used as a common thread, guiding them through all the upcoming activities. **Each new topic will help them refine, strengthen, and expand their concept.**

2. Ice-breaker: Word cloud (10 mins)

Ask participants to **brainstorm words or phrases that come to mind when they think about entrepreneurship and social entrepreneurship**. Collect their responses and use an online tool like **WordArt or Mentimeter to create a word cloud**. The more frequent words will appear larger, allowing everyone to see the group's collective understanding of both concepts.

3. Input from the trainer

Follow Presentation M3,T1: Introduction to (social) entrepreneurship
Presentation link: HERE

3.1 Entrepreneurship vs Social entrepreneurship (10 mins)

Social entrepreneurship:

The main goal of a social entrepreneur is not to earn a profit. Rather, **a social entrepreneur seeks to implement widespread improvements in society.** However, a social entrepreneur **must still be financially savvy** to succeed in his or her cause.

M3, T1: Introduction to (Social) Entrepreneurship

There are some **2.8 million social economy entities and enterprises in Europe**, employing together around 13.6 million people. The share of the social economy in paid employment varies between 0.6% and 9.9% amongst Member States.

Charities and traditional businesses are not two separate concepts that do not blend, but instead are **simply at the opposite ends of a spectrum**. The closer to the middle, the closer the charity is to the operation mode and efficiency of a business, which might include social responsibility in its corporate strategy. **Social enterprises are basically in the middle of traditional businesses and charities.**

Examples of social enterprises in Greece:

VIOME
VIOME is a worker-managed cooperative in Thessaloniki that emerged from an abandoned factory. After the company collapsed, the workers took over and began producing environmentally friendly cleaning products—like shea soap and natural detergents—under collective decisions. Their work embodies self-management, resilience, and the power of labour solidarity.

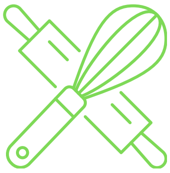
Iliaktida AMKE
Based on the Greek island of Lesvos, Iliaktida AMKE is a nonprofit, founded to support people with disabilities and other vulnerable groups. They provide personalised employment support and operate workshops—such as handmade paper production—helping to socially include and empower community members.

Wise Greece
Founded in 2013, Wise Greece connects small family-run Greek food producers to markets in Greece and abroad, promoting Mediterranean products. Any profits from sales are reinvested to buy nutritious food for people in need—such as children, the elderly, and individuals experiencing homelessness.

Examples of social enterprises in Bulgaria:

Things with soul LTD
A social enterprise from Varna, founded in 2018 by Orenda Foundation. It produces educational toys for children and children with special educational needs. Their products encourage learning through play and engagement. They employ people with disabilities and parents of children with special needs. Find out more about them in the video: **HERE**

M3, T1: Introduction to (Social) Entrepreneurship



“Joy” Bakery

A social enterprise from Varna which offers steady employment opportunities to young people with disabilities who are often excluded from the wider job market. Around five youth work there—making up nearly 70% of the workforce—and develop practical skills in baking bread, sweets, and muffins.

Beyond producing food, the bakery opens doors to independent living and social inclusion. Employees build confidence, learn to commute on their own, and feel valued through meaningful work.

3.2 Traits of successful entrepreneurs

- **Conscientiousness** – This means being responsible, organised, and reliable. Entrepreneurs with this trait follow through on their plans, pay attention to details, and take their commitments seriously.

- **Locus of control** – This is about how much you believe you can influence your own success. People with a strong internal locus of control believe that their actions, not luck, shape the results they get — so they take initiative instead of waiting for things to happen.

- **Self-efficacy** – This is your belief in your own ability to handle challenges and get things done. Entrepreneurs with high self-efficacy feel confident that they can figure things out, even if the problem is new or hard.

- **Need for achievement** – This means having a strong drive to set and reach challenging goals. People with a high need for achievement push themselves to do better, learn more, and grow their skills.

- **Innovativeness** – This is the ability to come up with new ideas, see opportunities where others don’t, and think creatively about solving problems. Innovative entrepreneurs are not afraid to try new approaches or create something original.

3.3 Growth vs fixed mindset

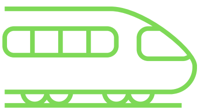
Growth Mindset = Boat on the sea

Life and business are like the open sea. When you’re in a boat, you set your sails — the **bigger the sails (your skills, knowledge, and effort), the faster you move.**

The boat follows a course, but **it can adapt to the waves, winds, and storms along the way**. If the weather changes, you can choose a new route or destination.

A boat represents a growth mindset because you can adjust, learn from challenges, and change direction when needed.

M3, T1: Introduction to (Social) Entrepreneurship



Fixed Mindset = Train on the tracks
A train moves forward quickly, but **only along one fixed path.** It can't turn, avoid obstacles, or change its route unless someone builds entirely new tracks.
If there's a problem ahead, the train must stop and wait for someone else to fix it.
A train represents a fixed mindset — you believe your abilities and options are limited, so you stick to the same track, even when life changes around you.

Takeaway: In life, aim to be more like a boat — flexible, adaptive, and ready to set bigger sails — rather than a train stuck on one track.

3.4 What if you fail?

Many of the world's most **successful entrepreneurs** and creators **started their journeys with failure. Walt Disney** once ran a production company that went bankrupt and was told he "lacked creativity." **Steve Jobs,** after co-founding Apple, was actually fired from his own company before returning years later to lead it to historic success. **Thomas Edison** was considered "too slow to learn" by his teachers, yet went on to invent the lightbulb and hold over 1,000 patents. **J.K. Rowling** wrote the first Harry Potter book while unemployed and living on welfare, facing multiple rejections from publishers before becoming one of the best-selling authors in history.

Their stories prove that failure is not the end — it can be the beginning of something extraordinary if you keep going.

Research shows that the top reasons new businesses fail include **not having a real market need for their product or service (42%)**, **running out of money** due to poor financial planning (29%), **having the wrong team** with gaps in skills or mindset (23%), **being outperformed by faster or better competitors** (19%), and **flawed pricing models** that don't generate profit (18%).

3.5 Activity: Am I made from entrepreneurial material?

Ask participants to write down in their notebook:
1.What are the **most important skills** you think you need to have as an entrepreneur?
2.Who do you know or admire **who demonstrates these skills**, and how do they do it?
3**. Mini exercise:** Rate yourself from 1 to 5 for each skill.
Discuss in pairs: Which skill do you need to develop the most? How can you improve it?

M3, T1: Introduction to (Social) Entrepreneurship

List of skills:
Sales and persuasion
Financial literacy
Problem solving
Networking and relationship building
Self-management and time management

3.6 Validating your idea

Many young entrepreneurs fall in love with their ideas without checking if anyone truly needs them. Idea validation is the process of testing whether your idea solves a real problem for a real audience — before you invest time, money, and energy into developing it. **A quick validation framework** asks four simple but powerful questions:

1. **Problem** – Is there a real, concrete problem?
2. **Solution** – Is your solution at least 10 times better than existing alternatives?
3. **Audience** – Exactly who experiences this problem?
4. **Willingness to pay** – Would they actually spend money to solve it?

The main reason most ideas fail is brutally simple: nobody wants them. That's why **it's dangerous to just ask people, "Do you like my idea?**" People tend to be polite and give positive answers that make you feel good but give you no useful information. Instead, **focus on uncovering real past behaviour, not hypothetical future promises.** Ask about the last time they faced the problem you want to solve, what they did about it, and how much time, effort, or money they spent.

For example, if you want to start a healthy snack delivery service, a bad question would be: "Would you be interested in healthy snacks delivered to your door?" Most people will say yes to be nice. A better question is: "Tell me about the last time you wanted a healthy snack at work — what did you do?" Their answer will reveal if the problem is real and how they currently solve it.

The same applies to a time-management app for students — don't ask if they would download it. Ask: "How did you plan your last study session? What tools did you use?" This way you learn what solutions they already trust and what gaps you can fill.
A key mindset in validation is "Fail fast, learn faster." Every test that shows your idea doesn't work yet is valuable — it saves you from bigger, more expensive failures.

Even today's global successes like Airbnb, Dyson, and Canva went through failed attempts before finding what worked. **As a facilitator, encourage participants to see failed validations not as the end, but as feedback that guides them toward a better, more needed solution.**

4.Non-formal method: Entrepreneurial SWOT

Time needed: 30 minutes
Materials: Pen and paper
Group size: 2-3 per group or individually
Objectives of the activity: To help participants reflect on their personal potential, limitations, and external conditions as future entrepreneurs

Method description:

A SWOT analysis is a tool traditionally used by companies to assess their Strengths, Weaknesses, Opportunities, and Threats. However, it can also be a powerful personal development tool. In this activity, **participants will apply the SWOT method to themselves** — specifically from the **perspective of becoming an entrepreneur.**

- **Strengths:** Personal qualities, skills, experiences, and resources that would help you succeed in starting and running a business. Examples: good communication skills, creativity, ability to work under pressure, industry knowledge, strong network.
- **Weaknesses:** Internal limitations or areas that may hold you back as an entrepreneur. Examples: lack of financial knowledge, difficulty delegating, limited public speaking skills, impatience.
- **Opportunities**: External factors or trends that could support your entrepreneurial journey. Examples: emerging markets, community needs, new technologies, government funding programs for youth.
- **Threats:** External challenges that might make entrepreneurship harder. Examples: strong competition, economic instability, changing regulations, limited access to capital.

Step-by-step instructions:

1. Split participants into pairs, small groups, or let them work individually.
2. Briefly review the SWOT concept (reference Module 1 material if needed).
3. Ask participants to **complete their Entrepreneurial SWOT** by writing down items in each of the four categories, focusing on their future role as a business founder.
4. Encourage them to be honest and specific — this is a self-reflection tool, not a competition.
5. If in pairs or groups, allow time for sharing and giving constructive feedback.

Debriefing

- What did you find easy or difficult about this reflection?
- Did you discover strengths or opportunities you hadn't thought about before?
- How can you work on your weaknesses or reduce threats?

M3, T1: Introduction to (social) entrepreneurship

5. Self-reflection in the journal

Using the Traffic light reflection method, the participants write in their notebooks:

Green: something that you found very useful and you feel you understood completely
Yellow: something that you found interesting but need to research/learn more
Red: something that you found uninteresting or confusing or are not sure how to use

6. Closing activity: The traffic light

One by one, **participants alternate to share what they wrote in the different parts of their traffic lights**. If you don't have enough time, alternate between Red, Yellow and Green or ask them to share just from the Green elements.

Additional Resources:

1. The Mom Test - a book by Rob FitzPatrick
2. SWOT - the 4 keys to starting a business Article

M3, T2: From needs to opportunities

1. Key learning points

- Learn how to **identify, connect, and understand the root causes and consequences of a problem** to develop well-informed solutions
- Discover how to **use the problem tree technique** to structure, organize, and visually correlate your ideas for better decision-making
- **Explore various research methods, including online analysis, surveys, focus groups, and testing,** to gain deep insights into the needs and expectations of your target clients

2. Ice-breaker: Blind retriever (10-15 mins)

Divide participants **into four teams,** each assigned a specific color (e.g., blue, green, pink, yellow). Within each team, **one member is selected to be blindfolded**. The goal of the blindfolded participant is to **navigate the room and collect as many sticky notes of their team's color as possible**, guided only by verbal instructions from their teammates.

Team members must direct their blindfolded colleague without physically touching them or the sticky notes. Once all blindfolds are in place, the trainer scatters 20-30 sticky notes of various colors across the room and signals the start of the activity. While each team focuses on collecting their own color, all groups share the same space, **requiring both clear communication and strategic coordination to succeed**.

3. Input from the trainer

Follow Presentation M3,T2: From needs to opportunities
Presentation link: HERE

3.1 Understanding the Problem tree (20 mins)

Definition: Organisations exist to solve one or multiple problems in the community or society. The problem tree helps you to systematically analyse the causes and effects of the problem(s) that you want to solve as a part of your organisation's mission.

M3, T2: From needs to opportunities

<u>**3.2 Analyse an example together**</u>

For this part, it's best to **have a pre-prepared Problem Tree example from a real social enterprise in your community.** In our case, we used the one for Things with Soul Ltd.

Go through the example together with participants, paying attention to:
- How the central problem is worded
- Which elements were identified as causes and which as consequences

Highlight that in real-life problem analysis, you often need to dig deeper. **Sometimes an item you initially think is a cause may turn out to be a consequence**—and vice versa.
For example, in the Things with Soul tree, one of the causes listed was "People with disabilities lack motivation to seek job opportunities." However, the more we explored it, the clearer it became that this lack of motivation was actually a result of another cause—the absence of meaningful and accessible work opportunities.

3.3 How to formulate the central Problem

Help them define the main problem by discussing how we usually word problems (by using expressions such us "aren't prepared, don't know, don't understand, don't have enough, struggle with, cannot"

"[Group] don't/doesn't have..." → *Young people don't have access to quality education.*
"[Group] aren't able to..." → *Students aren't able to practice digital skills in school.*
"[Group] can't..." → *Families can't afford healthy food options.*
"There aren't enough..." → *There aren't enough teachers trained in inclusive education.*
"There is too much..." → *There is too much plastic waste polluting the environment.*
"People struggle to..." → *People struggle to find affordable housing.*
"Many [group] fail to..." → *Many small businesses fail to survive their first year.*
"[Process] isn't working properly..." → *Public transportation isn't working properly due to outdated infrastructure.*

M3, T2: From needs to opportunities

3.4 Explain the process and have the group work together on 1 example

Draw example tree on the board and explain the process of creating a problem tree:

1. Start by writing down the core problem that you want to solve.

2. Write down the causes of the problem by asking a series of “why” questions. The deeper you go, the better.
The core problem is P.
Why does P exist?
Answer = A.
And why does A exist?
Answer = B.
And why does B exist?
Answer = C

3. Write down the consequences. What does the problem lead to?
The core problem is P.
What does P lead to?
Answer = R.
And what does R lead to?
Answer = S.
Etc.

Ask the group to create 1 Problem tree together with this problem: ***Children in school are subjected to bullying***. Hold a group brainstorming session and complete the chart on the board.

Be prepared to point towards common mistakes - e.g Different race and age are not causes of bullying, “understaffing of teachers” is.

4.Non-formal method: Creating a Problem Tree

Time needed: 1 hour
Materials: Printed problem tree diagrams, pencils, erasers, sticky notes
Group size: 10–30 participants
Objective: To identify and map out the root causes and consequences of the problem behind each team's chosen business or social enterprise idea**.**

Divide participants into teams of 3–4 people. Each team will work on a business or social business idea they care about—whether profit-driven or cause-driven. The key is that **the problem behind the idea must matter to them** (e.g., dental hygiene for a toothpaste product, or reducing waste for edible coffee cups). **They will work in these teams for the rest of Module 3.**

In this first step, **teams will create a Problem Tree for their idea**. Distribute printed Problem Tree diagrams along with pencils and erasers. Ask teams to brainstorm and record:

- The <u>core problem in the central box</u> (remind them to avoid listing a cause or consequence here).
- The <u>causes of the problem below the core problem.</u>
- The <u>consequences of the problem above the core problem.</u>

Move around the room to support them, prompting deeper thinking with "why?" and "what does this lead to?" questions. **Explain that sometimes, a root cause can become the focus of a separate Problem Tree and a more targeted business idea**. For example, if a social business aims to reduce plastic waste by producing reusable packaging, one identified cause might be "consumers lack affordable and attractive reusable options." This root cause could become the central focus of a separate Problem Tree, leading to a business idea centred on designing low-cost, appealing reusable products. **This helps participants understand they don't need to solve the entire environmental crisis—just one or two key contributing factors where they can make a real impact.**
Once the trees are complete, organise presentations:

- Divide the room into 2 sub-groups, each with maximum 3 teams you would need 2 facilitators for this)
- Each team presents their Problem Tree for 5 minutes, followed by 5 minutes of peer feedback.
- Allow 30 minutes for all 3 teams in a sub-group.

The facilitator observes, gives targeted feedback, and prompts further discussion.

Debriefing

- What did you find most insightful in developing the problem trees?
- Did any of your causes or consequences change during the process? What made you adjust them?
- What was the most difficult part of building your Problem Tree? Why?
- Did any of the feedback from your peers change the way you see your problem? How?
- Did any group's Problem Tree make you think differently about your own problem? How?
- How is this activity going to help you find a solution to the problem?
- If you had to turn this Problem Tree into a real project or social enterprise, which part of the tree would you focus on addressing first? Why?

M3, T2: From needs to opportunities

5. Self-reflection in the journal

Ask participants to **find a quiet spot and take a few minutes to reflect individually in their journals.** Their task is to **think about one problem or issue in their community that truly matters to them—something that makes them feel concerned, frustrated, or inspired to change.**

Prompts for reflection:

1. What is the problem or issue? Describe it in your own words.
2. Why does this matter to me personally?
3. Who is most affected by it?
4. How would I like things to be different?
5. What role could I imagine myself playing in making that change happen?

6. Closing activity: Emoji close-up

Participants draw an emoji on a piece of paper that reflects how they feel leaving the workshop and share it briefly.

7. Tasks to complete at home

Homework task 1: To refine their problem tree according to the feedback they received during the group activity

Homework task 2: Organise research on the problem - are there any studies/articles/surveys related to your topic; can you create a questionnaire or interview people from the target group to verify your assumptions;can you talk to experts or professionals (e.g. in the case of teachers you have to interview teachers to find out if they believe understaffing or lack of training is part of the problem)

Additional Resources:

1. Stories for impact

M3, T3: Developing your business idea

1. Key learning points

- Understand **effective solutions** by using the tool Chain of impact
- **Explore creative thinking techniques** to **generate and evaluate potential solutions**
- **Define what makes your idea valuable** and research if it's viable (competition, market size, target customers)

2. Ice-breaker: The paper clip challenge (10-15 mins)

Get the **creative energy flowing** by challenging participants to come up with creative ideas of **how a paperclip can be used in various beneficial ways.** Put them in pairs and **challenge them in 3 minutes to come up with a creative usage of the paper clip** (e.g. you can use it to unlock doors, tie your hair, hang things around your house, to replace your lost keychain etc). **For added challenge**, you can tell them **they're not allowed to repeat anything the previous pair have said** (thus, they need to have a few options available or think on their feet).

Alternative: If you don't think your group is ready for this challenge, try this alternative ice-breaker. **Place a stack of Dixit cards scattered around the floor and ask participants to choose one which depicts why people/clients choose a particular brand or company.** Ask them to choose the card and then share in 1 minute their interpretation in a circle.

3. Input from the trainer

Follow Presentation M3,T3: Developing your business idea
Presentation link: HERE

M3, T3: Developing your business idea

3.1 The chain of impact

The **Chain of Impact is a tool** used by social entrepreneurs **to connect what they do every day with the bigger changes they want to see** in society. It shows the logical flow from understanding the problem to proving real change.

1. **Context** – Understanding the unmet needs in your community. This step is about research, listening, and clearly defining the problem your organisation aims to solve.
2. **Practices** – The specific activities, services, and actions your organisation undertakes to address those needs.
3. **Outputs** – The direct products or services your organisation delivers. These are measurable, tangible results of your activities.
4. **Outcomes** – The changes or benefits experienced by the people or community as a result of your outputs.
5. **Impacts** – The long-term proof that your work has created meaningful, lasting change.

The Chain of Impact helps teams:

- Clarify how their daily actions lead to long-term change
- Identify what to measure at each stage
- Communicate their value to funders, partners, and the community

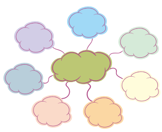
The Chain of Impact – Example: Joy Bakery

CONTEXT	PRACTICES	OUTPUTS	OUTCOMES	IMPACTS
In Varna, young people with disabilities face high unemployment and social exclusion	Provide hands-on training and employment to young people with disabilities	• Number of employees with disabilities hired (~70 % of staff) • Number of bakery and catering products sold • Training hours completed by each employee	Employees gain skills and confidence, raising awareness of inclusive employment	Reduced unemploymend among people with disabilities in the community

M3, T3: Developing your business idea

3.2 Generating creative ideas

When developing a business or social enterprise idea, **creativity is essential**. Below are several structured tools that teams can use to generate new ideas, explore alternative solutions, or expand their current proposals with additional products and services.



1. Mind-mapping

A visual tool for **exploring ideas around a central theme**. Start with your main problem or idea in the center, then branch out into related ideas, sub-topics, and possible solutions.

<u>Rules for effective mind-mapping:</u>

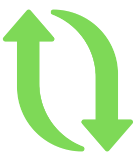
- Use different colours to separate themes or categories
- Create a memorable central image and visuals that branch out
- Mix UPPER and lower case letters to emphasise importance
- Vary branch thickness to highlight key points
- Use pictures and symbols—your brain remembers images better than plain words

2. Brainstorming

A fast-paced, **free-flowing group session where every idea counts**—no matter how wild it sounds.

<u>Rules:</u>

1. Quantity over quality – The more ideas, the better
2. No criticism – All ideas are welcome during the idea stage
3. Wild ideas encouraged – Sometimes the craziest ideas spark the best solutions
4. Build on others' ideas – Combine and improve ideas together ("piggybacking")



3. Reverse Brainstorming

Instead of asking how to solve a problem, ask how to cause or worsen it—then reverse those answers into solutions.

<u>Steps:</u>

- Ask: "How could we make this problem worse?"
- List all possible (even absurd) answers
- Reverse each answer into a potential solution
- Evaluate the solutions and select promising ones to develop further

M3, T3: Developing your business idea

4. Visualisation / Wishing

A **creative method to unlock bold ideas.** Participants “wish” for the perfect or dream solution—no limits.

How to use:

- Ask participants to imagine a perfect scenario where the problem is fully solved
- Encourage unrealistic wishes—these often contain hidden, doable elements
- Identify which parts of each wish could be made real
- Adapt them into practical solutions

5. Six Thinking Hats (Edward de Bono)

This method allows the group to look at a problem from six different angles:

- White hat – Facts and data
- Red hat – Emotions and intuition
- Black hat – Risks and potential problems
- Yellow hat – Benefits and positive aspects
- Green hat – Creativity and new ideas
- Blue hat – Process control and keeping on track

By “wearing” each hat in turn, teams ensure they cover all perspectives, reduce bias, and **generate balanced, well-considered solutions.**

💡 Facilitator Tip:

If participants already have an idea, encourage them to use two or more of these tools in combination to explore it further and discover new angles. **If they don’t yet have a solution**, these methods can spark fresh ideas from scratch.

4.Non-formal method: Building a solution

Time needed: 60 minutes
Materials needed: Flipcharts, markers, sticky notes, tape
Group size: 10–30 participants
Objective: To collaboratively generate and evaluate potential solutions that could serve as the foundation for a business or social enterprise.

Step-by-step instructions
1. **Method selection (5 min)**

Ask each group to choose one creative thinking method that they believe will work best for their style of collaboration:

- Mind-mapping
- Brainstorming
- Reverse brainstorming
- Six thinking hats
- Visualisation/Wishing

2. Idea generation (30 min)

- Allow 30 minutes for each group to generate ideas using their chosen method
- Remind participants that no criticism is allowed during the idea generation stage—quantity and creativity are key at this point
- Encourage active participation from all members; if necessary, facilitate smaller group discussions to ensure everyone contributes
- Move around the room to offer guidance, clarify rules of the chosen method, and keep energy levels high.

3. Idea evaluation and selection (10 min)

- After generating ideas, groups shift to evaluation mode
- Now they can apply critical thinking to assess feasibility, potential impact, and relevance to their chosen problem
- Each group selects one idea to develop further, marking it clearly on their flipchart

4. Presentations (15 min total)

- Each group has 2 minutes to present their chosen solution to the rest of the participants
- The aim is to briefly explain the problem they are addressing, their proposed solution, and why they chose it.

Facilitator tips:

- Watch for groups drifting into evaluation too early—**gently remind them to keep criticism for later**.
- **Keep track of time**, especially during presentations.
- **Encourage the use of visuals (drawings, diagrams, or keywords**) to make presentations more engaging.

M3, T3: Developing your business idea

5. Self-reflection in the journal

Draw a **page divided into four sections.** In each section, respond to the prompts below. **Use words, sketches, or symbols**—whatever helps you express your thoughts best.

1. The Spark – What inspired your idea? Was it a personal experience, something you observed in your community, or a bigger problem in society?
2. The Impact – If your idea succeeds, what will change for the people or environment it serves? Describe the "future you'd like to see."
3. The Challenge – What is one thing that could make it difficult to develop or launch your idea? How might you overcome it?
4. The Commitment – On a scale from 1 to 10, how committed do you feel to working on this idea? Why?

6. Closing activity: One word take-away

Summarise your main learning/feeling related to the session in one word and share it with the group in the circle

7. Tasks to complete at home

Homework: Research existing businesses/social businesses in the field - who are they targeting, what are they offering, how will your business be better/different to them, is there a niche market that is still not overpopulated

M3, T4: Business Models

1. Key learning points

- Understanding **different business models (B2C, B2B, non-profit, hybrid**)
- How to **integrate social impact into a sustainable business model**. Case studies of successful social enterprises
- **Developing the business model** for participants' business ideas

2. Ice-breaker: Spell it out (10 mins)

The facilitator invites participants to **"write" the title of the topic—Business Models—using only their bodies.** First, the facilitator demonstrates how to form each letter with arms, legs, or full-body movements in an exaggerated and playful way.

The whole group then practices together, followed by splitting into small teams, with 1-2 person taking responsibility for one letter so the team collectively "spells" the words. Once they've mastered it, the challenge can be repeated at a faster pace or even backwards for extra fun. **You can make the relation to the topic:** how different elements can work together to create a complete picture, just as the components of a business model combine to form a functional whole.

3. Input from the trainer

Follow Presentation M3,T4: Business models
Presentation link: HERE

3.1 What is a business and a business model?

A business is an activity that creates value for its customers by meeting their needs or wants. **Value could mean solving a problem, making life easier, or giving people something they enjoy** — as long as they are willing to pay for it.

To be successful, your offer must match customers' needs and expectations.

A business model is how a business creates, delivers, and captures that value — in other words:

Who you sell to + How you deliver + How you make money

M3, T4: Business Models

3.2 Main types of business models

B2B – Business-to-Business

- Definition: Selling products or services to other companies, helping them solve problems or improve their operations
- Example: Salesforce (software for businesses), HubSpot (marketing tools)
- Revenue: Contracts, licenses, subscriptions
- Pros: Larger deals, long-term relationships
- Cons: Longer sales cycles, dependency on fewer clients

B2C – Business-to-Consumer

- Definition: Selling directly to individual customers for personal use
- Example: Zara (clothing), Netflix (entertainment)
- Revenue: Direct sales, subscriptions
- Pros: Large potential audience, quick decision-making by buyers
- Cons: Price-sensitive customers, high marketing costs

3.3 Popular Business Model Variations

Subscription model

- Customers pay regularly (monthly, yearly) for ongoing access
- Example: Spotify, Adobe
- Pros: Predictable income, long-term customers
- Cons: Must constantly add value to keep subscribers

Franchise Model

- A business licenses its brand and system to others
- Example: McDonald's, Fantastic Services
- Pros: Rapid expansion with less capital
- Cons: Quality control challenges

Platform / Software as a Service (SaaS)

- Providing a platform for others to use
- Example: Shopify, AWS
- Pros: Scalable, benefits from network effects
- Cons: High initial costs, reliance on partners

Affiliate Model

- Earning commission for promoting other companies' products
- Example: Amazon Associates, influencer marketing
- Pros: No need to create products
- Cons: High competition, reliance on other brands

M3, T4: Business Models

Trading / Retail Model

- Selling goods directly to customers
- Example: Zara, Amazon's physical stores
- Pros: Direct control over customer experience
- Cons: Stock risks, high operational costs

Manufacturing Model

- Producing and selling goods
- Example: Toyota, Samsung
- Pros: Full control over production
- Cons: High investment, supply chain risks

Hybrid Models

- Combining multiple models for flexibility
- Example: Apple (manufacturing + retail + subscription services)
- Discussion point: Can be both smart and risky — depends on execution

3.4 Nonprofit and Hybrid for Social Impact

Nonprofit

- Purpose: Social or charitable, not profit-making
- Revenue: Donations, grants, fundraising events
- Example: Red Cross, WWF

Hybrid / Social enterprise

- Mixes business and social mission. Makes money from sales but reinvests part of profits into a cause
- Example: TOMS Shoes (donates a pair for every pair sold)

3.5 Steps to Develop Your Business Model

1. **Define vision and goals** – Short- and long-term, problem you're solving, how you'll make money, and from whom
2. **Identify target customers** – Who has the unmet need you're solving?
3. **Craft your value proposition** – What makes your offer unique (price, quality, convenience, innovation)?
4. **Choose the right model –** Match it to your product/service and customers
5. **Identify revenue streams** – Sales, subscriptions, ads, licensing, commissions
6. **Map key resources and activities** – Partners, suppliers, vendors
7. **Plan cost structure** – Fixed vs variable costs
8. **Stay adaptable** – Use tools, feedback, and market research to evolve

3.6 Game: "Guess the business model" - Give participants examples like Netflix, McDonald's, Shopify, Zara, Tesla, Spotify, Uber, Amazon, Airbnb, Glovo. In teams, they: Identify the business model(s) used; List 3 advantages and 3 disadvantages for each

4.Non-formal method: Choose your business model

Time needed: 45 mins - 1 hour
Materials: flipcharts, markers, sticky notes, Business Model Canvas templates (optional but recommended)
Group size: Small groups (3–5 people)
Objectives: To help participants think practically about how their business idea can operate in real life; To introduce the link between personal skills and the choice of business model;To encourage concise and confident pitching of an idea

Step-by-step Instructions

Step 1 – Set the scene (5 min)

The facilitator reminds participants that throughout the module they have been exploring entrepreneurship and social entrepreneurship. Now they will design a basic business model for their own business idea — the one they've been developing since the start of the training (or a new idea if they prefer). Explain in simple terms:
"A business model is how you make money and deliver value to your customers. We're going to figure out what you'll sell, why it makes sense for you, and how to explain it clearly."

Step 2 – Define "What you'll sell" (10 min)

In small groups or individually, participants answer:

- What is your main product or service?
- Who will buy it? (target audience)
- Is it B2B, B2C, nonprofit, hybrid, or another model?

Tip for facilitator: Encourage them to be specific — "Healthy smoothies for office workers" is stronger than "food and drinks."

Step 3 – Connect to your skills (10 min)

Participants reflect on why this business fits them personally:

- Which of their skills, experiences, or passions make them suited for this?
- How will these strengths help them succeed?

Encourage them to consider both technical skills (e.g., baking, coding, design) and soft skills (e.g., communication, problem-solving).

Step 4 – Structure the model (10–15 min)

Participants outline the key elements of their business model:

1. Value proposition – What unique benefit are you offering?
2. Revenue stream – How will you earn money (sales, subscriptions, etc.)?
3. Delivery method – How will customers get your product/service?
4. Costs – What main expenses will you have?
5. Partners/resources – Who or what will help you deliver?

They can do this on:

- A Business Model Canvas
- A simple flipchart drawing with boxes for each element
- Sticky notes arranged into categories

Step 5 – Short pitch Presentation (10 min) - Each group/individual gives a 2–3 minute presentation

M3, T4: Business models

5. Self-reflection in the journal

- How did linking your idea to your skills help you shape the business model?
- Did you discover any gaps or things you need to research further?
- What would be your next step if you wanted to make this real?

6. Closing activity: Question or answer?

Participants gather in a circle. The facilitator explains that this is the final opportunity to clarify anything or share insights from the session. The **ball is tossed randomly from one participant to another.**

When catching the ball, **the person can choose one of two actions:**

a. Ask a question about something that is still unclear or they want to know more about.
b. Answer a question that was asked earlier in the workshop or share a personal takeaway from the session.

This continues **until everyone has had a turn or until the allotted time is up.** The facilitator closes the activity by briefly addressing any unanswered questions.

Additional Resources:

1. How to build successful business models
2. Distinction between B2B and B2cC models
3. Additional information on the non-profit model

M3, T5: Marketing in the 21st Century

1. Key learning points

- Who are your **target audience/marketing personas**
- Creating a **brand identity and message**
- Effective **use of social media and digital marketing tools**
- Sharing **Stories** - Social Enterprises vs. Traditional Businesses

2. Ice-breaker: Follow the leader (10 mins)

Participants stand in a circle. **One volunteer leaves the room** (or turns away). While they are out, **the group quietly chooses a "Leader" who will guide the movements (e.g., clapping, stomping, swaying, waving arms**). Everyone else follows the Leader's moves.
The Leader changes the movements every few seconds, trying to do it smoothly so it's not obvious who they are. **The person who was outside re-enters and observes the group, trying to guess who the Leader is**. They have three guesses. After the Leader is revealed, a new round starts with a different guesser and leader.

Facilitator Tip: Play lively music, proposed by the participants to lift their mood and reinforce positive group energy.

3. Input from the trainer

Follow Presentation M3,T5: Marketing in the 21st century
Presentation link: HERE

1. Target Audience
Definition:
A target audience is the **specific group of people a business wants to reach with its product, service, and marketing.** All communication should be designed to appeal to this group.

M3, T5: Marketing in the 21st Century

How to identify your target audience

Step 1 – Think about who you want to reach:
- Age group (e.g., teens, young adults, parents, seniors)
- Location (country, city, local community)
- Language they speak
- Spending power and buying habits
- Interests (hobbies, values, lifestyle)
- Challenges they face that your product can solve
- Life stage (student, new parent, retiree, etc.)

Step 2 – Use available data:
- Check existing social media followers or people who already support the idea
- Use surveys or quick interviews to understand their problems

Step 3 – Look at competitors:
- Who are they targeting?
- Are they reaching groups you haven't considered?

Step 4 – Match your offer to their needs:
- What does your product/service do?
- What emotional or practical value does it give them?

2. Marketing Persona

Definition:

A marketing persona is a **fictional but realistic profile of your ideal customer.** It's based on research and helps design the right products, services, and marketing messages.

Key elements to include:
- Demographics: Age, location, education, job
- Income level and spending style
- Online behaviour: Which platforms they use and how
- Spending habits: Essentials vs. luxury, budget limits
- Daily life: Hobbies, activities, lifestyle
- Goals & challenges: What they want to achieve and what stops them
- Possible objections: Reasons they might not buy
- Buying stage: Are they just learning about it, considering it, or ready to buy?

M3, T5: Marketing in the 21st Century

3. Brand identity

Definition: Brand identity is **how your business presents itself so people recognise it.** Basic elements:

- Logo
- Colour palette
- Typography (font style)

Other elements:

- Brand story: Why and how the business started
- Brand name: Memorable, clear, unique
- Personality: The "vibe" of the business (fun, serious, eco-conscious, etc.)
- Communication style: Tone of voice, vocabulary, and how messages are shared
- Products/services: Unique features and quality
- Visual & sensory identity: Colours, style, packaging, sounds, scents
- Social media presence: Consistent look and message across platforms

4. Social media branding tips

- Use the same logo, colours, and bio everywhere
- Keep posting regularly with content that matches your brand
- Engage with followers – answer comments, ask questions, share stories

For social enterprises: **Share stories of impact – the real change you create.**
For traditional businesses**: Share success stories – achievements, growth, customer satisfaction.**

5. Examples

- Social Enterprise – "Me to We": Combines products (ethical clothing), events, and services with a mission to help communities. 50% of profits go to their nonprofit.
- Traditional Business – Microsoft: Focused on innovation and customer needs, growing from software to hardware, gaming, and cloud services.

Facilitator Tip: Encourage participants to discuss:

- Who their target audience is
- How they can describe that audience as a real person (persona)
- What stories they would tell on social media to connect with them

4.Non-formal method: Value proposition + Marketing persona

Time: 30–40 minutes
Group size: Teams of 3–5 participants
Materials: Value proposition sentence templates (printed); Marketing persona template (HERE); Pens, markers, flipchart paper
Objectives: Create a clear and engaging value proposition for their business idea;Define their ideal customer using a marketing persona template.

Step-by-step instructions

1. Brief introduction – 5 min

- Value proposition = a short statement explaining why customers should choose your product or service over others. It focuses on solving their problem or meeting a need.
- Marketing persona = a detailed profile of your ideal customer based on demographics, behaviours, needs, and motivations.

2. Crafting the value proposition – 10–15 min

Distribute the value proposition sentence starters. Examples participants can complete:

- “We help [target audience] who struggle with [problem] by providing [solution], which results in [benefit].”
- “Unlike [main competitor or alternative], we [key differentiator].”
- “Our product/service is the best choice for [target group] because [reason].”

Examples for inspiration:

- “We help busy professionals who struggle with healthy eating by delivering fresh, portion-controlled meals, which results in more energy and better health.”
- “Unlike traditional gyms, we offer flexible, on-demand fitness classes that fit into any schedule.”

Team task: Each team uses the template to write 1–2 strong value proposition statements for their business idea.

3.Describing the ideal marketing persona – 10–15 min. Give each team the marketing persona template.
Tip for participants: Encourage them to imagine this persona as a real person they could meet and talk to.

4. Sharing & feedback – 5–8 min. Each team presents:

- Their value proposition (read aloud)
- A quick introduction of their marketing persona

Facilitator Notes:

- Remind participants to keep the customer at the centre of their statements, not the product features
- Encourage them to use simple, clear language – no jargon
- Push for specificity in the persona: “woman aged 25–35 who works remotely” is better than “young women.”

M3, T5: Marketing in the 21st century

5. Self-reflection in the journal

Think about the 3 brands to which you feel most attracted?
Try to identify which part of their brand identity is at the basis of your loyalty as a customer.

6. Closing activity: Circle clap

Ask everyone to stand in a circle and **join hands loosely (or keep hands by sides if they prefer no contact).**
Explain: "**When the clap reaches you, clap once and immediately turn your body slightly toward the next person so they know it's their turn**."

Start the wave by clapping once and passing it to the person on your right (or left).
Let **the clap travel around the circle at a comfortable pace once.**
Do a second round a bit faster; then a third round faster again—**keep speeding up until it gets silly and people giggle.**

When the clap returns to you on the final round, raise your hand to signal "finish," count "3–2–1," and **everyone does one big group clap together.**

M3, T6: Financial planning (for entrepreneurs)

1. Key learning points

- **Difference between budgeting and financial planning** and how they work together in business
- **Importance of cash flow** and identify the **main types of costs (fixed, variable, semi-variable)**
- **Profit, margin, and break-even point** in simple business terms
- Suitable **funding sources** for different entrepreneurial ideas

2. Ice-breaker: “Business in 30 seconds”

Participants stand in a circle, and **the facilitator holds a coin**. The person holding it has **30 seconds to invent a simple business idea using any object in the room** (e.g., “I’d rent out the chairs for events”, “I’d start a subscription coffee service with this mug”). **Once they share their idea, they pass the object to the person on their right, who must quickly come up with a different idea**. Anyone who repeats an idea or can’t respond within 30 seconds steps out for one round but can rejoin later. **The game continues until everyone has shared several quick-fire ideas**, encouraging creativity, fast thinking, and an entrepreneurial mindset in a fun, low-pressure way.

3. Input from the trainer

Follow Presentation M3,T6: Finnancial Planning
Presentation link: HERE

3.1 Why money matters in business

Financial literacy is essential for any entrepreneur. **Understanding how money moves through a business allows you to make informed decisions, avoid unnecessary risks, and achieve your goals.** In entrepreneurship, financial planning is not just about numbers – it’s about building a sustainable future for your idea or venture.

M3, T6: Financial planning (for entrepreneurs)

3.2 Budgeting vs. financial planning – What's the difference?

Budgeting focuses on the short term – tracking income and expenses, and deciding how to allocate resources day-to-day.

Financial planning takes a long-term perspective – setting business goals and outlining the steps to achieve them.

Both work together: the budget supports the financial plan, and the plan guides how the budget is adjusted over time.

"A speedy hare ridicules a slow-moving tortoise until the tortoise proposes a race. The hare agrees, bolts past the tortoise and then, certain he'll win, takes a nap break halfway through. The tortoise keeps on, slow and steady, and the hare awakes to find he's lost the race.
In the world of finances, this is the story of the financial planner and the budgeter. The budgeter moves quickly to meet short-term goals, without considering the long view. The financial planner knows as long as every step moves in the same direction, they will remain on track to achieve their objectives."

3.3 Revenue generation

A business **has two types of activities: non-revenue-generating tasks and revenue-generating tasks**
"Revenue generation" refers to all the activities a business undertakes to generate revenue — these activities include (but aren't limited to) sales and marketing, that help create income and profitability. Indeed, it also includes operating plans, strategies, and practices that are designed for increasing revenue.

EXAMPLES OF REVENUE GENERATION

- Applying **sales automation** to improve sales' productivity
- **Improving marketing campaigns'** performance to reduce customer acquisition costs, identify new customer segments
- Conducting **market research**
- Providing **exceptional customer service** experience to increase customer satisfaction, brand loyalty, and retention rates.

M3, T6: Financial planning (for entrepreneurs)

3.4 Revenue, costs and profit

Revenue: The total income a business earns from selling goods or services.

Costs – the money a business spends to operate, which can be:

- **Fixed costs** – stay the same regardless of how much you produce or sell (e.g., rent, permanent staff salaries)
- **Variable costs** – change depending on how much you produce or sell (e.g., raw materials, packaging, sales commissions)
- **Semi-variable costs** – have a fixed base amount plus a variable part that changes with activity (e.g., utility bills with a set monthly fee plus extra for usage).

Profit – the amount left after all costs are paid, showing whether the business is financially healthy. There are three main types:

- **Gross profit** – revenue minus the direct costs of producing goods or services (also called cost of goods sold)
- **Operating profit** – gross profit minus all operating expenses (e.g., rent, salaries, utilities), showing the profit from core business activities before interest and taxes.
- **Net profit** – the final profit after deducting all expenses, including interest and taxes; the “bottom line” figure.

Revenue, gross and net profit

M3, T6: Financial planning (for entrepreneurs)

3.5 Sources of funding

Entrepreneurs can access funding from **different sources, each with its own benefits, requirements, and risks.**

1. Grants

Grants are **funds provided by governments, foundations, NGOs, or other organisations** to support specific projects or initiatives. **They do not need to be repaid, but they often come with specific eligibility criteria and reporting requirements.** Grants are common for social enterprises, community projects, innovation, education, or environmental work. While they are a great way to access funding without debt, they can be competitive, require detailed applications, and have strict rules about how the money is spent.

2. Crowdfunding

Crowdfunding is **raising small amounts of money from a large number of people**, typically through **online platforms (e.g., Kickstarter, Indiegogo, GoFundMe**). Campaigns often include a story, a video, and rewards for contributors. This method not only raises funds but can also validate a business idea, build an audience, and generate marketing buzz. However, successful crowdfunding requires a clear value proposition, strong online promotion, and often a lot of pre-launch preparation.

3. Investors

Investors **provide money in exchange for equity (ownership) in the business or a return on their investment.** There are two common types:

- Angel investors – usually individuals investing their own money into early-stage businesses, often bringing mentorship and networks.
- Venture capitalists (VCs) – professional investment firms that typically invest larger amounts into businesses with high growth potential.

Investor funding can accelerate growth, but it also means sharing ownership and sometimes giving up partial control over decisions.

4. Personal savings

Using your own money (also called "bootstrapping") to start a business means you retain full control and ownership. It can show potential partners or investors that you are personally committed to your idea. However, it carries personal financial risk and may limit how fast you can grow if your savings are small. **Many entrepreneurs combine personal savings with other funding sources to get started.**

5. Credit and loans

Credit involves **borrowing money from a bank, microfinance institution, or other lender with the agreement to pay it back over time, usually with interest.** This can take the form of:

M3, T6: Financial planning (for entrepreneurs)

- **Bank loans** – larger amounts with structured repayment terms, often requiring a business plan and collateral
- **Microloans** – smaller amounts designed for start-ups or small businesses, sometimes with more flexible terms
- **Credit lines** – an agreed limit that the business can draw on when needed, paying interest only on the amount used

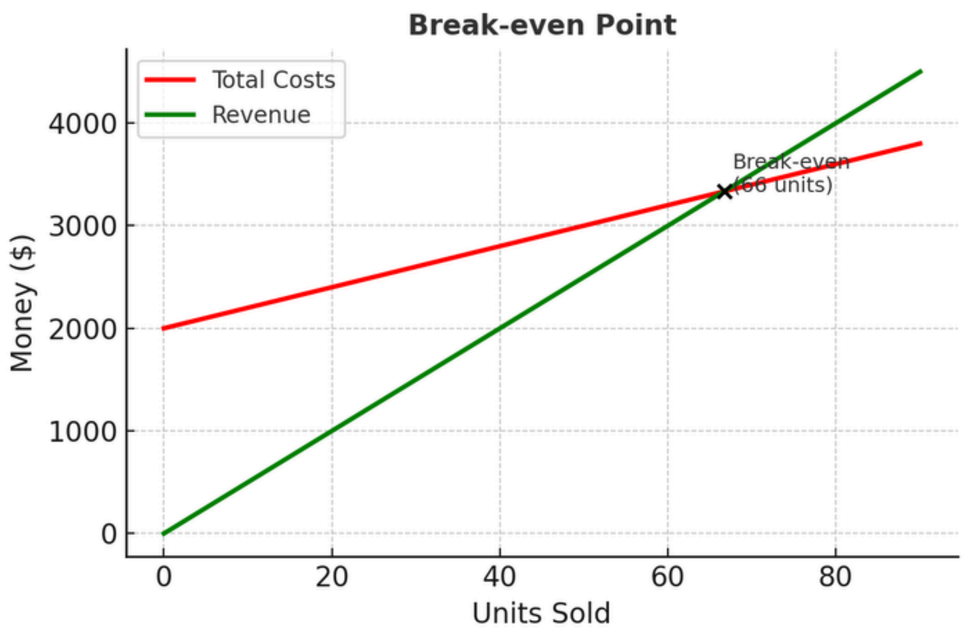
Credit can help fund equipment, stock, or expansion when you don't have enough savings or immediate revenue. However, it creates a repayment obligation, which can put pressure on cash flow, so it's important to borrow responsibly and ensure the business can handle the repayment schedule

3.6 Break-even point

The break-even point is when **total revenue equals total costs** — the business is not losing money, but not yet making a profit.

Example:
If your fixed costs are \$2000, the price per product is \$50, and the variable cost per product is \$20, you break even after selling:
\$2000 ÷ (\$50 – \$20) = 67 units.

Use this to explain why knowing the break-even point helps set realistic sales targets and monitor business health.



4.Non-formal method: Building my first financial plan

Time: 60–90 minutes
Materials: Flipchart paper, markers, calculators (optional), budget templates
Group size: pre-formed teams of 3–4 participants
Objectives: Help participants connect budgeting, financial planning, and funding choices by applying them to a business idea.

Step-by-step instructions

1) Update goals (5 min)
Teams write 1 short-term goal (≤12 months) and 1 long-term goal (3–5 years) for their business idea.
Trainer note: Remind for SMART wording (specific, measurable, time-bound).

2) Map the revenue model (10 min)
Teams answer: Who pays? For what value? How often? At what price per unit? What approximate units/month?
Prompts: “If you doubled the price, who would still buy?” “What’s your cheapest paid option?”

3) List costs (10 min)
Trainer note: Keep numbers rounded (e.g., €500 rent, €2 materials/unit). Add a 10% buffer for “unexpected”.

4) Price, mark-up & margin (10–15 min) - On the Pricing sheet, teams compute:

- Cost per unit (only variable & per-unit portions)
- Choose a mark-up (how much they add to cost) → set selling price

Quick check: For entry-level products, aim for ≥30% margin (context-dependent).

5) Quick break-even estimate (10–15 min)
Teams also note months to break even using their units/month estimate.

6) Funding fit (10 min)
Teams choose one main and one backup source, stating amount, purpose, timeline, and 1–2 risks. Options to consider: grants, crowdfunding, investors (angel/VC), personal savings, credit/loans/credit line.
Social enterprise note: Tie funding to impact goals; mention grant reporting and mission alignment.

7) Prepare & deliver the 60-second pitch (10 min)
Each team presents: price & margin, monthly units, break-even units/months, and chosen funding with justification. Peers give feedback using “2 Stars & a Wish” (two strengths + one suggestion).

Debriefing

- What did you change after calculating margin or break-even, and why?
- How would seasonality or a cash pause affect your plan?
- Which funding source best fits your idea right now, and which could work later?
- For social enterprises: how do your impact goals influence pricing and funding choices?
- What is your next concrete step before launch (test, pre-orders, small pilot, etc.)?

M3, T6: Financial planning (for entrepreneurs)

5. Self-reflection in the journal

Thinking about your business idea, what are the **3 main challenges related to financial planning or reaching its financial sustainability?**
Which **definitions and terms** from today's workshops **remained a little unclear/confusing** to you and you want to research them further?

6. Closing activity: Group collage

Ask everyone to think about the importance of financial planning in business and to **think of a graph or visual element they can draw, representing their learning from today's session.** Place several large flipchart papers on the floor and invite participants to draw their element in a selected area. Exhibit the **finalised flipchart with everyone's contributions in a visibile place** in the conference room.

M3, T7: Team Leadership

1. Key learning points

- **Types of leadership**
- Internal vs external **motivation**
- How to **give and receive feedback**

2. Ice-breaker: The ball challenge (10 mins)

Participants must **work together to pass a ball around** under three rules: no more than two people can touch it at the same time, everyone must touch it at least once, and no one can hold it for more than one second. **The aim is to complete the task as quickly as possible.** This often sparks discussion, debate, and natural emergence of leaders.
In the second round, the group is split into two teams to complete the same task in competition. **During debriefing**, the trainer encourages reflection on what happened, **focusing on themes such as leadership, teamwork, time pressure, and task division.** Participants compare their experiences in the large group versus smaller teams and discuss what changed between the two rounds.

3. Input from the trainer

Follow Presentation M3,T7: Team Leadership
Presentation link: HERE

1. Leadership styles
Here are **six essential leadership styles** with short explanations and practical examples that youth can easily relate to:

A/**Autocratic Leadership (Directive Leadership)**
This style involves a **leader making decisions without consulting the team.** It emphasizes clear rules, strict control, and top-down management.

Example: A football coach decides the training schedule, strategy, and team positions without player input.
When it's useful: In crisis situations, when quick decisions are needed, or when the team lacks experience.
Downside: Can feel controlling, leaving little room for creativity and personal growth.

M3, T7: Team Leadership

B/Democratic Leadership (Participative Leadership)
The leader involves the group in decision-making, values input, and encourages collaboration.

<u>Example:</u> A student council president asks team members to brainstorm ideas for improving school activities before making final decisions.
<u>When it's useful:</u> When creativity and teamwork are needed, and the group is motivated to contribute.
<u>Downside:</u> Can slow down decision-making if too many opinions need to be considered.

C/**Transformational Leadership (Inspiring Leadership)**
This leader motivates and inspires others to grow, set high goals, and work toward a vision.

<u>Example:</u> A youth activist starts a climate change awareness campaign, inspiring others to take action and create community projects.
<u>When it's useful</u>: When trying to create big changes, shift mindsets, and inspire long-term motivation.
<u>Downside:</u> Requires high energy and strong communication skills.

D/**Servant Leadership (Supportive Leadership)**
The leader focuses on the needs of the team, helps them grow, and leads by serving others first.

<u>Example:</u> A peer mentor helps new students adjust to school life, ensuring they feel welcomed and supported.
<u>When it's useful:</u> When leading volunteers, mentoring others, or managing community-based projects.
<u>Downside:</u> Can be exhausting if the leader focuses too much on others' needs and neglects their own

E/**Laissez-Faire Leadership (Hands-Off Leadership)**
The leader gives full freedom to the group, trusting them to manage tasks with little supervision.

<u>Example:</u> A team captain allows players to decide on their own training drills while they observe and provide occasional advice.
<u>When it's useful:</u> When the team is highly skilled, independent, and motivated.
<u>Downside:</u> Can lead to a lack of direction and poor performance if team members are unorganized.

M3, T7: Team Leadership

F/Situational Leadership (Flexible Leadership)
The leader adapts their style based on the situation and the needs of the group.

Example: A camp leader enforces strict safety rules but uses a democratic approach when planning activities.
When it's useful: In diverse situations where flexibility is needed to lead effectively.
Downside: Requires high awareness and the ability to shift leadership styles quickly.

3.2 Internal and External motivation:

Definition
- **Internal motivation** comes from within, driven by personal values, passion, and a sense of fulfillment.
- **External motivation** is influenced by external factors such as rewards, recognition, or social pressure.

Activity: The 5 Questions

Participants work in pairs—one as an interviewer, the other as the interviewee.

The interviewer asks, "How do you know you've done a good job?"
The interviewee gives a response (e.g., "Because my boss congratulates me.")
The interviewer asks, "What else?" four more times, gathering five responses
Roles switch, and the process repeats.
Afterward, participants analyze their statements:

If the majority of answers are based on personal satisfaction ("I feel accomplished," "I met my own expectations") →this person is mostly internally motivated
If the majority of answers of responses rely on external validation ("My boss praised me," "I received a reward") → this person is mostly externally motivated

Note for Leaders
- Be mindful not to "kill" internal motivation by relying too much on external rewards for the same task
- Over-reliance on external motivation can make individuals dependent on validation rather than driven by personal growth

M3, T7: Team Leadership

3.3 The Golden Circle WHY-HOW-WHAT (by Simon Sinek)

Concept explanation:
The Golden Circle is a simple model with three layers:
- WHY – the core purpose, cause, or belief that inspires you.
- HOW – the process or actions you take to realise the WHY.
- WHAT – the results, products, or services you deliver.

Great leaders and organisations start with WHY – they communicate their purpose first, then explain how they act on it, and finally what they deliver. People are more motivated and loyal when they connect to a clear purpose, not just a process or a product.

Practical exploration: Transforming perspectives (discussion-based activity)

Ask participants to **think about a time they were highly motivated.** Was it because of internal or external factors?

Take common youth-related scenarios and reframe them through the WHY lens:
1. Studying for an exam → Internal: Learning for personal growth vs. External: Studying for a good grade
2. Volunteering → Internal: Passion for the cause vs. External: A certificate for university applications
3. Working on a group project → Internal: Enjoying collaboration vs. External: Fear of getting a bad evaluation

Encourage participants to consider how they can cultivate more internal motivation in their daily lives.

3.4 Giving and receiving Feedback (as a gift)

Providing and accepting feedback is **one of the most challenging yet essential skills for anyone in a leadership role**. This activity helps participants learn how to give and receive constructive feedback effectively, fostering a culture of continuous improvement and mutual respect.

Start by introducing **the concept of the Emotional Bank Account:**
- Every positive interaction adds a +, every negative one subtracts a -
- The **key to strong relationships is maintaining a positive balance**
- Mention the 5:1 ratio: Successful teams and relationships thrive when there are **five positive interactions for every one negative**

M3, T7: Team Leadership

Encourage participants to follow these guidelines when giving feedback:

- *Be specific*
  - Instead of: "*This was really cool.*"
  - Say: "*The level of detail in your presentation was impressive, and you delivered it right on time—I was really impressed.*"

- *Give feedback in a timely manner*
  - Feedback is most effective when given soon after the event while details are fresh and relevant

- *Avoid personal attacks*
  - Instead of: "*You're always late.*"
  - Say: "*If you arrive on time, the team will feel more valued and your input will have a greater impact.*"

- *Compare to personal growth, not others*
  - Instead of: "*Steve is doing much better in sales.*"
  - Say: "*I've seen you perform better before. Are you feeling okay? Maybe a sales training course could help sharpen your skills.*"

- *Ensure clarity*
  - Always confirm that the person understands the feedback by encouraging reflection or asking if they need clarification

- *Take feedback as a gift*
  - Even if feedback isn't delivered perfectly, approach it with an open mind and use it as an opportunity for growth.

4.Non-formal method: Feedback is a gift

Time: 30 minutes
Materials: none
Group size: 10-25 participants
Objectives: : Learn to give and receive feedback in a constructive and respectful way.

Step-by-step instructions

1.**Pair up participants**

2.Each person **recalls a time when they had to give difficult feedback** or held back from giving feedback

3.They have **5 minutes** to prepare their feedback, using the principles discussed

4.Each participant takes turns delivering their feedback within **2-3 minutes** while the other listen

5.Partners then **switch roles**

Facilitator notes

- Observe discussions to ensure participants stay constructive, avoiding blaming or negative language
- Encourage them to focus on specific behaviors, not personal traits
- After the exercise, facilitate a group reflection:
  - How did it feel to give and receive feedback?
  - What challenges did they face?
  - What will they apply in real-life situations?

By practicing these techniques in a safe environment, participants will build confidence in using feedback as a tool for personal and professional growth.

Debriefing

- Q & A from the whole group
- What do they find most useful?
- What do they find the hardest?
- Is there something they don’t understand?

M3, T7: Team Leadership

5. Self-reflection in the journal

- What qualities do you admire in a great leader? Why?
- What leadership qualities do you already have, and which ones do you want to develop?
- How do you respond to criticism or feedback as a leader?
- What are your biggest fears or concerns about being in a leadership role?
- Can you think of a leader (famous or personal) who has influenced you? What made them inspiring?
- What actions can you take to become a better leader in your community, school, or workplace?

6. Closing activity: Mentimeter brainstorm

At the end of the leadership workshop, **each participant is invited to share one word they believe represents the most important quality of a good leader.** These words are collected (either on sticky notes, a flipchart, or digitally using a word cloud tool). **When using a digital tool, the most frequently mentioned words appear larger** in the final word cloud, visually showing which qualities the group values most.

M3, T8: Presentation skills

1. Key learning points

- How to **speak confidently in front of groups of people**
- **Tips and tricks,** common mistakes
- Consider your target audience and their interests/needs, the 30-second sales pitch

2. Ice-breaker: One word, many ways (10 mins)

Each participant is **given a simple word (like “hello” or “fantastic”)** and, one by one, **says it** to the group **in a style given by the facilitator—such as excited, angry, shy, surprised, or like a superhero.** The activity moves quickly and stays light, helping everyone relax and have a laugh while also showing how tone, volume, and body language can completely change a message. **It’s a fun way to get everyone speaking** early and to start thinking about delivery in public speaking.

3. Input from the trainer

Follow Presentation M3,T8: Presentation skills
Presentation link: HERE

3.1 Why presentation and public speaking skills matter

In this workshop we’ll focus on **how to become an engaging and confident public speaker, avoid the most common mistakes, and overcome anxiety.**

Do you know what most people fear nowadays? It’s not death, heights, or even spiders — **it’s speaking in front of others.** In fact, 75% of people admit they fear public speaking, making it the most common fear. Sweaty hands, shaky voice, sleepless nights, or even avoiding opportunities altogether — these are all consequences of not overcoming this fear. Yet, **these skills are essential regardless of your occupation.** In this workshop, you will need them to present your business ideas to potential stakeholders, but in life you will also use them when presenting projects at school or university, explaining your work results in a job, or introducing yourself during an interview. Poor preparation and unmanaged anxiety can hurt your delivery and, ultimately, your outcomes.
This will be a very hands-on experience where you will be the ones most often taking the stage.

M3, T8: Presentation skills

3.2 Group activity DOs and DONTs

Step 1 – Forming teams:
Participants are divided into four teams of up to 5 people.

Step 2 – Assigning tasks:
Two teams will focus on identifying what to do — tips and tricks for effective public speaking.
Two teams will focus on identifying what not to do — common mistakes to avoid.

Step 3 – Input sources:
Each team watches two contrasting examples (you can use the videos linked to the presentation):

- A skilled presenter delivering an engaging speech (e.g., a motivational speaker)
- A poor presenter making frequent mistakes

Step 4 – Adding experience:
Teams can also add ideas from their own personal experiences of giving or watching presentations

Step 5 – Group discussion:
On a whiteboard, draw two columns: Dos and Don'ts. Facilitate a group brainstorming session to list and discuss the ideas collected by the teams. This is also a good moment to share professional insights and advice.

3.3 Professional tips for Public speaking

A/Power poses

Encourage participants to watch Amy Cuddy's **TED Talk on Power Poses** if they are unfamiliar with the concept. She explains how our body language affects our confidence, much like in the animal kingdom.

When we **expand our posture** and take a **power pose** (e.g., standing tall with arms open, like a lion), our body signals confidence to our brain. In just **two minutes**, this increases **testosterone levels by 20%** (boosting confidence) and decreases **cortisol by 25%** (reducing stress).
Conversely, when we **shrink our posture** (e.g., slouching, crossing arms, looking down), the opposite happens—testosterone drops by **10%**, and cortisol rises by **15%**, making us feel weaker and more anxious.
Activity: Challenge participants to hold a **power pose for two minutes** and notice how they feel. Encourage them to use this technique before important presentations, along with **deep breathing** and even **faking a smile** (which tricks the brain into producing feel-good hormones).

M3, T8: Presentation skills

B/Pause and Breathe

Teach participants to embrace pauses in their speech.
Pauses help the speaker: They provide a moment to breathe, stay composed, and collect thoughts.
Pauses help the audience: They add emphasis, allow key points to sink in, and create anticipation.

For example:
"Last year alone, over 8 million tons of plastic ended up in our oceans." (Pause) "Let that sink in for a moment."
Pauses can also make personal storytelling more engaging:
"Think back to when you were a child. (Pause) Did you dream of becoming rich and powerful? Or... was it something else?"
Encourage participants to practice intentional pauses to enhance their delivery and connect better with their audience.

C/You are giving a gift
Think of it , **nobody has come today to see you fail and nobody will gain from this.** They are not focused on you but on what you have to say. And it should be the same for you. Don't think of how others perceive you or what could go wrong. **You are there because you have a great idea worth sharing** and it's your gift for the audience. Think of it as a gift and everything will change!

D.Be confident (body language)

Maintain an **open stance,** keep hands comfortably in front or hold a small object like a marker, and **move purposefully** without pacing aimlessly. **Aim for natural**, not forced, **gestures**.

E/Practice vs Impro

Practice to build confidence, but avoid memorising word-for-word — this can sound unnatural. Improvisation works well when you know your topic thoroughly and have gained experience.
Quote by Mark Twain: *"It takes me 2 weeks of preparation to improvise a good speech"*

F.Connect with the audience
Make sure people are engaging and not "falling asleep" during your presentation.

Ask a question
Ask people to raise their hand
Ask for input
Ask them to shout a word or do an activity
Ask for an example

4.Non-formal method: Go Pitch!

Time: 45 mins - 1 hour
Materials: Paper, pens/markers, optional visual aids or notes
Group size: 10-25 participants
Objectives: This exercise will help participants practice delivering a concise and impactful business pitch while receiving constructive feedback.

Step-by-step instructions

1. Preparation (7-15 mins)

Participants remain in their pre-formed teams of 3-4 people. Each team has 7 -15 minutes (decide according to your workshop length) to prepare a 2-minute business pitch for their existing business idea.

- They decide if one person will deliver the pitch or if all members will contribute.
- They can use any supporting materials they find useful (notes, visuals, flipchart, etc.)

2. Pitch delivery & feedback (6 mins per person)

- 2 minutes – Pitch delivery
- 4 minutes – Feedback from the audience

3. Feedback guidelines:

- Give at least two positive comments
- Offer a maximum of one suggestion for improvement
- Keep feedback constructive and specific
  - Instead of: “That was a boring start.”
  - Say: “I think you could make the introduction more engaging with a personal story or a strong hook.”

4. Rotation:

Repeat until all team members have pitched and received feedback.

Group reflection and closing

- In a circle each participant shares one sentence about something they learned — this can be from their own presentation, from feedback received, or from observing others
- Invite volunteers to share additional insights with the whole group
- End with a round of applause to acknowledge and celebrate everyone’s effort and courage in presenting their ideas

M3, T8: Presentation skills

5. Self-reflection in the journal

From the **list of Dos, Don’ts, and Tips** discussed in the workshop, **choose the three points in each column that you feel are most important for you personally**. Write them in the table below.
You can use points from today’s group activity, trainer advice, or your own experiences.

DO – I will focus on doing this...	**DON’T** – I will avoid doing this...	**TIPS** – Extra advice I want to
1	1	1
2	2	2
3	3	3

6. Closing activity: “Sugar” notes

This activity serves as a **meaningful and uplifting conclusion to the module.** Each participant receives or creates an envelope with their name on it. Over the next 15 minutes, **they write short, encouraging messages and positive notes for their peers,** placing them in the respective envelopes. **The envelopes remain sealed until participants return home**, offering them a final dose of inspiration and support beyond the training.