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MindfulScouts
Strong minds, Strong spirits

FOSTER MENTAL HEALTH OF YOUNG
PEOPLE BY USING

THE SCOUT METHOD



Mindful Scouts

Project
coordinator:



Partners: **InnoSpark.**

AMIGOS DE
EUROPA

Foster mental health of young people by using the scout method

Mindful Scouts Toolkit, 2025

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INTRODUCTION

The Mindful Scouts Toolkit was developed within the Erasmus+ project **“Foster mental health of young people by using the scout method”**.



The project responds to the urgent need **to address mental health challenges** faced by **young people across Europe**. Issues such as stress, anxiety, depression, social isolation, and lack of coping strategies have been increasingly reported by youth in Slovakia, Spain, and Greece.

This Toolkit consolidates **innovative practices inspired by the Scout Method** and adapted to today's realities. It equips youth workers, coaches, and trainers with **practical tools** to strengthen resilience, promote well-being, and support personal growth through **nature-based activities and scout principles**.

About the Project

WHY THIS PROJECT?

The Mindful Scouts project was created to respond to the growing mental health challenges faced by young people across Europe and to support youth workers with practical, non-formal education tools.

Through the cooperation of organisations from Slovakia, Spain, and Greece, the project combines the Scout Method, nature-based learning, and youth work approaches to promote emotional well-being, resilience, social connection, and personal development.

WHO IS IT FOR?

The project places youth workers, trainers, educators, and scout leaders at the center of this process, equipping them with methods that can be used in local and international settings.

By integrating learning by doing, reflection, teamwork, and outdoor experiences, Mindful Scouts offers an accessible and meaningful way to address mental health in youth work practice.

RESULTS

Its main results include this Toolkit, a set of practical activities based on the 10 Scout Laws, training modules for facilitators, case studies from project implementation, and evaluation tools that support quality improvement and transferability.

In this way, the project contributes to stronger youth work, increased inclusion, and healthier learning environments for young people.



About the Partners

The Mindful Scouts Toolkit has been co-created by three organisations from Slovakia, Spain, and Greece, each bringing unique expertise, perspectives, and experiences to the project. Together, they ensure that the Toolkit reflects a broad European perspective and addresses youth mental health in diverse social and cultural contexts.



Slovenský skauting, 10. zbor Trstená (Slovakia)

As the project coordinator, Slovenský skauting brings decades of experience in using the scout method for youth education and personal growth.

The organisation is rooted in community engagement, outdoor education, and non-formal learning. With its strong scouting tradition, it provides expertise in adapting the scout method into practical activities that improve mental health and resilience among young people.

Amigos de Europa (Lucena, Spain)

Amigos de Europa is an umbrella organisation that works with youth at both local and international levels.

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With more than 10 years of experience in Erasmus+ projects, it has developed expertise in addressing youth challenges through art, nature, and non-formal education. The organisation leads evaluation and quality assurance, ensuring that the Toolkit is not only innovative but also reliable, accessible, and impactful for its target audience.

InnoSpark.

InnoSpark (Karditsa, Greece)

InnoSpark is an organisation focusing on digital innovation, inclusion, and sustainable development.

It brings expertise in creating accessible digital resources and manages the dissemination of the Toolkit to ensure it reaches a wide audience.

Based in Thessaly, an area deeply affected by youth migration and social challenges, InnoSpark ensures the Toolkit is inclusive, practical, and closely connected to the real needs of young people and youth workers.



HOW TO USE THIS TOOLKIT

This Toolkit is a **practical resource for youth workers, educators, trainers, scout leaders, and facilitators** who want to support young people's mental health and personal development through the Scout Method. **It combines theory and practice, offering** activities, case studies, training modules, and evaluation tools that can be used in different youth work contexts.

The Toolkit is structured in five main parts:

Part 1 introduces the Scout Method and its connection to youth development and well-being;

Part 2 includes training modules for youth workers and facilitators;

Part 3 presents activity sheets linked to the 10 Scout Laws;

Part 4 offers case studies from local and international project activities;

Part 5 focuses on evaluation and continuous improvement.

Part of this Toolkit is also My Diary, a companion reflection tool developed as a separate file to make it easier to print and use during activities. **It offers participants a personal space to record** experiences, emotions, learning moments, and ideas throughout the project. Supporting self-awareness, emotional reflection, gratitude, and personal development, **My Diary can be used alongside different activities included in this Toolkit.**

The activities are designed to be flexible and adaptable. They can be implemented indoors or outdoors, with small or large groups, and adjusted according to participants' age, needs, abilities, confidence levels, and cultural context.

Facilitators are encouraged to create a **safe and inclusive space**, adapt methods when needed, and use reflection as a key part of the learning process. **This Toolkit is not meant to be followed rigidly**, but used as a living resource that can support meaningful, responsive, and engaging youth work practice.

The Toolkit is designed to:



- Provide practical activities for addressing mental health challenges.
- Offer structured programs rooted in the Scout Method.
- Share real-life case studies from the partner countries.
- Present training modules to build youth workers' capacity.
- Propose an evaluation framework to assess impact and ensure continuous improvement.



Why did we create this Toolkit?

We created this **Toolkit** to respond to:

- the increasing **mental health challenges** faced by **young people**, such as stress, anxiety, and social isolation;
- the **need for practical, non-formal education tools** that are easy to use in **youth work settings**;
- the **growing interest in nature-based** and experiential learning approaches that support well-being;
- the **need to better connect mental health** support with everyday youth work practices.

The **Scout Method** has demonstrated, for over a century, its value in building resilience, self-confidence, teamwork, and a sense of belonging **through outdoor activities and learning by doing**.

This Toolkit brings these **elements together, combining scouting principles** with a mental health perspective to offer a **practical and adaptable resource** for **youth workers, educators, and scout leaders** working in local and international contexts.

How did we create this Toolkit?

This Toolkit was developed through a **collaborative and practice-based process**, bringing together **youth workers, scout leaders, and educators** from different European contexts.

The **partners shared experiences** from their daily work with **young people** and reflected together on **how scouting values** and **nature-based learning** can support **mental well-being**.

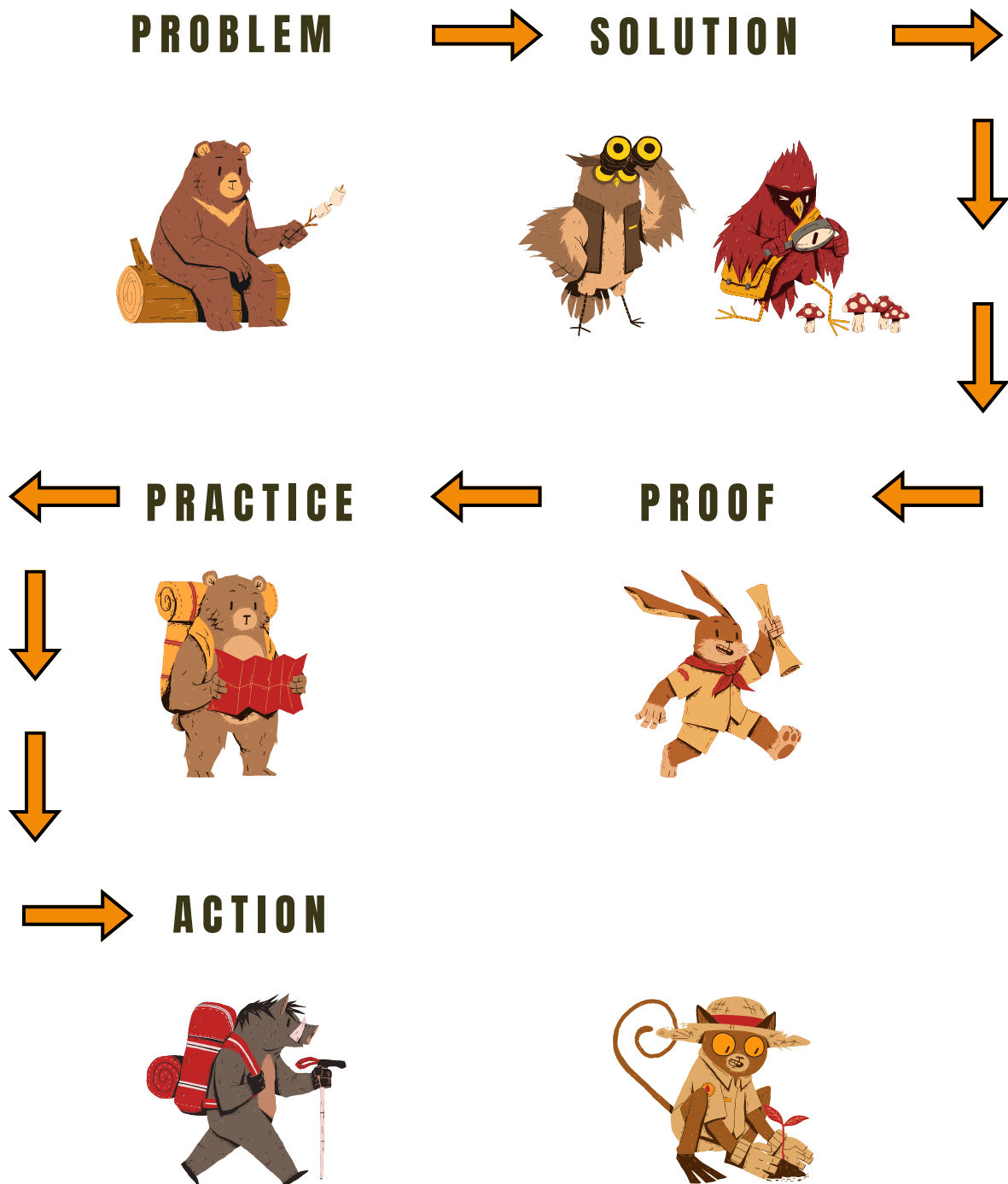
Based on this shared exchange, the **partners selected** and **adapted scout method-based activities** that promote resilience, teamwork, emotional balance, and personal development. All **tools were designed to be practical, flexible, and easy** to apply in different settings and with diverse groups of young people, in line with **non-formal education principles**.

Finally, the **Toolkit was tested and enriched** through local activities and training experiences, allowing **youth workers and young people** to interact directly with the proposed tools.

Their **observations and reflections** contributed to fine-tuning the content, ensuring that the final **Toolkit responds** to **real-life practice** and supports meaningful **learning experiences**.

As a result, this Toolkit is not only a collection of activities, but the **outcome of a shared European learning journey**, combining **scouting values, nature-based learning**, and mental health awareness into a **practical resource for youth work**.

The Toolkit was developed through a **step-by-step learning process** that moves from **understanding challenges** to **applying solutions in practice**.



WHAT IS YOUTH WORK?

Youth work supports young people in developing personal, social, and professional skills, enabling them to actively participate in their communities and in decision-making processes. It includes a **wide range of social, cultural, environmental, and civic activities**, designed by, with, and for young people.

Youth work is **based on voluntary participation** and is mainly delivered through non-formal and informal learning, using experiential and participatory methods.

Youth workers - both volunteers and professionals - act as facilitators and mentors, creating safe and inclusive spaces where young people can learn, reflect, and grow.

At European level, youth work is recognised as a **key contributor to young people's well-being, inclusion, and active citizenship**.

According to the **European Youth Work Agenda and the EU Youth Strategy 2019-2027**, quality youth work empowers young people, strengthens social cohesion, and supports their ability to navigate personal and societal challenges through learning, participation, and community engagement.

HOW DOES THE EU SUPPORT YOUTH WORK?

Policy Frameworks

- **EU Youth Strategy 2019–2027:** sets common goals for youth participation, inclusion, and empowerment.
- **European Youth Work Agenda:** improves the quality, recognition, and development of youth work across Europe.

Funding & Opportunities

- **Erasmus+:** supports youth exchanges, mobility for youth workers, and cooperation projects that create tools and methods.
- **European Solidarity Corps:** offers volunteering and solidarity activities that strengthen communities and youth engagement.

Training & Knowledge Sharing

- **SALTO-YOUTH Resource Centres:** provide training, tools, and thematic expertise for youth workers.
- **EU-Council of Europe Youth Partnership:** promotes research, policy development, and good practices in youth work.

WHAT IS MENTAL HEALTH?

According to the **World Health Organization (WHO)**, **mental health** is a *state of well-being* in which every individual realizes their own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to their community.

It is **more than the absence** of mental disorders. Mental health **is a positive concept** that includes *emotional, psychological, and social well-being*. It influences how we think, feel, and behave in daily life, how we handle stress, relate to others, and make decisions.

Key aspects:

Emotional balance

- understanding and managing feelings such as stress, anxiety, or joy.

Resilience

- the ability to adapt and recover from challenges or setbacks.

Healthy relationships

- building supportive connections and a sense of belonging.

Purpose and fulfillment

- engaging in activities that provide meaning and personal growth.



For **young** people, **mental health is shaped** by life experiences, family and peer relationships, education, social media exposure, and the wider environment. Promoting *positive mental health* means strengthening protective factors - like self-esteem, social support, and healthy lifestyles - and reducing risk factors such as discrimination, poverty, or violence.





PART 1: UNDERSTANDING THE SCOUT METHOD

The Scout Method is a **holistic system of non-formal education** that builds character, resilience, responsibility, and social bonds. It has been successfully applied for more than a century in **supporting the personal development** of young people worldwide.

The method is built around **ten key principles, commonly referred to as the Scout Laws**. Each principle provides a foundation for shaping behaviors, attitudes, and life skills that are directly linked to mental health and personal well-being.

*What is the Scout
Method?*



This **Toolkit consolidates innovative practices** inspired by the Scout Method and adapted to today's realities. It **equips youth workers, coaches, and trainers** with practical tools to strengthen resilience, promote well-being, and support personal growth through nature-based activities and scout principles.

HISTORY OF SCOUTING

1907 - Brownsea Island, UK

Scouting is a global youth movement founded in 1907 by Robert Baden-Powell in the UK. It aims to prepare young people for life through resilience, discipline, and moral responsibility, utilizing experiential learning, outdoor activities, and teamwork.

First Scout camp, 1907

The first Scout camp took place on Brownsea Island in 1907, uniting 20 boys from various social backgrounds. It tested activities that fostered character-building, cooperation, and survival skills, establishing the Scouting method.

1908 - Scouting for Boys

Encouraged by its success, Baden-Powell published "Scouting for Boys" in 1908, resulting in a global phenomenon. Its mix of practical skills, moral guidance, and outdoor games inspired the formation of Scout troops in the UK, Europe, North America, and beyond.

1920 - 1st World Scout Jamboree (London)

The movement gained international momentum with the first World Scout Jamboree in London (1920), gathering Scouts from around the globe to promote peace and cultural exchange.

1922 - WOSM Established

To support its expansion, the World Organization of the Scout Movement (WOSM) was established in 1922,

1928 - WAGGGS Established

Launch of the World Association of Girl Guides and Girl Scouts, empowering girls and young women worldwide.

Today - A Global Movement

Scouting is present in 170+ countries with over 50 mil. members, promoting peace, sustainability, leadership, and inclusion. It fosters skill development, values, and lifelong friendships through outdoor experiences and non-formal education.



GENERAL PRINCIPLES AND VALUES OF SCOUTING

Scouting is built on 3 fundamental principles:

1 Duty to God (or a spiritual dimension)

Encouraging young people to **develop a spiritual life and respect** different beliefs.



2 Duty to Others

Promoting responsibility toward community, society, and nature.

3 Duty to Self

Supporting personal development and self-improvement.

These principles are reflected in the **Scout Promise and the Scout Law**. The movement's mission is "to contribute to the education of young people through a value system based on the Scout Promise and Law to help build a better world where people are self-fulfilled as individuals and play a constructive role in society."

Scouting values include:

Leadership

Responsibility

Respect for diversity

Active citizenship

Service to others

Environmental stewardship

Through its **non-formal educational approach**, scouting fosters character development, physical fitness, creativity, and civic awareness.

THE 10 SCOUT LAWS AND THEIR ROLE IN YOUTH DEVELOPMENT



- 01 A Scout is **trustworthy**.
- 02 A Scout is **loyal**.
- 03 A Scout is **helpful**.
- 04 A Scout is **a friend to all**.
- 05 A Scout is **courteous**.
- 06 A Scout **protects nature and all living things**.
- 07 A Scout is **obedient**.
- 08 A Scout is **cheerful and brave**.
- 09 A Scout is **thrifty and respects property**.
- 10 A Scout is **clean in thought, word, and deed**.

These laws play a crucial role in shaping the character and behavior of young people.
They foster:



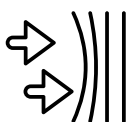
Discipline

By following the Scout Law, young people learn to manage their behavior and fulfill responsibilities.



Teamwork

Scouts operate in small units (patrols), which encourages collaboration, communication, and shared responsibility.



Resilience

Scouts are taught to face challenges with courage, optimism, and persistence, both in nature and everyday life.

SCOUTING METHODOLOGIES AND THEIR IMPACT ON YOUTH DEVELOPMENT

Scouting is not just a set of activities, but a **comprehensive educational method**. The **main elements** of the Scouting Method are:

1. Learning by Doing

Scouts engage in hands-on experiences and real-life challenges.

2. Small Group System (Patrol Method)

Promotes leadership and cooperation through peer learning.

3. Personal Progression

Tailored advancement systems that motivate youth to grow through skill-building and personal challenges.

4. Symbolic Framework

Use of symbols, rituals, uniforms, and ceremonies that strengthen identity and motivation.

5. Nature and Outdoor Activities

Outdoor experiences help young people connect with nature, develop resilience, and learn through exploration and real-life challenges.

6. Adult Support and Role Models

Trained volunteers and adult leaders support young people in their journey while encouraging autonomy, responsibility, and personal growth.

7. Community Involvement and Service

Instills civic responsibility and social empathy.

These elements create a safe, structured, and inspiring space where **youth can develop holistically** and in alignment with their values and goals.



PART 2: TRAINING MODULES

The training modules in this Toolkit are **designed to strengthen the capacity of youth workers, educators, trainers, and scout leaders** to use the Scout Method in a conscious, inclusive, and well-being-oriented way.

Each module combines **theoretical understanding, practical activities, reflection, and facilitation guidance**, helping participants not only learn new methods, but also understand how to apply them in real youth work settings.

The modules focus on **key topics** such as the Scout Method, mental health and well-being, inclusion, nature-based learning, reflection, and activity design.

They are intended to be **practical, flexible, and easy to adapt** to different groups and contexts. Together, they **support facilitators** in creating safe learning environments, guiding meaningful experiences, and strengthening the **quality of youth work practice**.



Module 1: Introduction to the Scout Method in Youth Work

Objectives

- To understand the key principles of the Scout Method
- To explore its relevance in youth work
- To connect scouting with non-formal education

Duration	<ul style="list-style-type: none"> • 60-90 minutes
Content	<ul style="list-style-type: none"> • Overview of the Scout Method • Core elements: learning by doing, team system, nature, personal progression • Role of youth workers as facilitators
Activities	<ul style="list-style-type: none"> • Group discussion: "What is youth work?" • Small group task: identify Scout Method elements in real situations
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Printed handouts (optional)
Session Flow	<ul style="list-style-type: none"> • Introduction to youth work and expectations (10 min) • Presentation of Scout Method (20 min) • Group activity and discussion (30 min) • Reflection and conclusion (10-20 min)
Learning Outcomes	<p>Participants will:</p> <ul style="list-style-type: none"> • understand the Scout Method • recognize its application in youth work • gain confidence in using it
Trainer Tips	<ul style="list-style-type: none"> • Use real-life examples • Encourage discussion, not lecture • Keep it interactive

Module 2: Mental Health and Well-being in Youth Work

Objectives

- To increase awareness of youth mental health challenges
- To understand the role of youth work in well-being
- To introduce basic support strategies

Duration	<ul style="list-style-type: none"> • 60-90 minutes
Content	<ul style="list-style-type: none"> • Mental health basics (stress, anxiety, isolation) • Role of non-formal education • Creating safe spaces
Activities	<ul style="list-style-type: none"> • Reflection exercise: "What affects young people's well-being?" • Group discussion • Short mindfulness activity
Materials	<ul style="list-style-type: none"> • Flipchart • Markers • Reflection sheets (optional)
Session Flow	<ul style="list-style-type: none"> • Introduction to mental health concepts (15 min) • Group reflection and discussion (25 min) • Practical well-being activity (20 min) • Debrief and conclusions (10-20 min)
Learning Outcomes	<p>Participants will:</p> <ul style="list-style-type: none"> • understand mental health basics • identify signs of stress • support well-being through activities
Trainer Tips	<ul style="list-style-type: none"> • Avoid clinical language • Create a safe, non-judgmental space • Be sensitive to participants' experiences

Module 3: Facilitating Safe and Inclusive Spaces

Objectives

- To create safe learning environments
- To promote inclusion and diversity
- To manage group dynamics

Duration	<ul style="list-style-type: none"> • 60 minutes
Content	<ul style="list-style-type: none"> • Safe space principles • Inclusion strategies • Managing group behavior
Activities	<ul style="list-style-type: none"> • Scenario discussions • Role-play: managing difficult situations • Group reflection
Materials	<ul style="list-style-type: none"> • Scenario cards • Flipchart • Markers
Session Flow	<ul style="list-style-type: none"> • Introduction to safe space principles (10 min) • Scenario-based group work (25 min) • Role-play exercises (15 min) • Reflection and discussion (10 min)
Learning Outcomes	<p>Participants will:</p> <ul style="list-style-type: none"> • create inclusive environments • manage group dynamics • support diverse participants
Trainer Tips	<ul style="list-style-type: none"> • Encourage respect and openness • Use real-life examples • Address sensitive topics carefully

Module 4: Using Nature-Based Learning

Objectives

- To understand benefits of nature-based learning
- To connect nature with mental well-being
- To apply outdoor methods

Duration	<ul style="list-style-type: none"> • 60 minutes
Content	<ul style="list-style-type: none"> • Nature and mental health • Outdoor education principles • Adapting activities to environment
Activities	<ul style="list-style-type: none"> • Nature observation exercise • Outdoor reflection • Group discussion
Materials	<ul style="list-style-type: none"> • Outdoor space • Notebooks / "My Diary" • Pens
Session Flow	<ul style="list-style-type: none"> • Introduction to nature-based learning (15 min) • Outdoor activity (30-40 min) • Reflection and sharing (15-20 min) • Conclusion (10 min)
Learning Outcomes	<p>Participants will:</p> <ul style="list-style-type: none"> • use nature in youth work • connect environment with well-being • facilitate outdoor activities
Trainer Tips	<ul style="list-style-type: none"> • Ensure safety outdoors • Encourage silence and observation • Adapt activities to weather and space

Module 5: Facilitating Reflection and Learning

Objectives

- To develop reflection skills
- To support experiential learning
- To guide meaningful discussions

Duration	<ul style="list-style-type: none"> • 60 minutes
Content	<ul style="list-style-type: none"> • Reflection methods (journaling, sharing) • Debriefing techniques • Learning cycle
Activities	<ul style="list-style-type: none"> • Journaling exercise • Reflection circle • Practice using reflection questions
Materials	<ul style="list-style-type: none"> • "My Diary" or notebooks • Pens • Reflection prompts
Session Flow	<ul style="list-style-type: none"> • Introduction to reflection (10 min) • Individual reflection exercise (15 min) • Group sharing (20 min) • Debrief and conclusions (15 min)
Learning Outcomes	<p>Participants will:</p> <ul style="list-style-type: none"> • facilitate reflection • guide learning processes • improve communication
Trainer Tips	<ul style="list-style-type: none"> • Allow silence and thinking time • Do not force sharing • Ask open-ended questions

Module 6: Designing and Adapting Activities

Objectives

- To design effective youth work activities
- To adapt activities to different groups
- To ensure inclusion and flexibility

Duration	<ul style="list-style-type: none"> • 60 minutes
Content	<ul style="list-style-type: none"> • Activity structure • Adaptation strategies • Inclusion principles
Activities	<ul style="list-style-type: none"> • Group work: create an activity • Presentation and feedback • Adapt an existing activity
Materials	<ul style="list-style-type: none"> • Templates • Flipchart • Markers
Session Flow	<ul style="list-style-type: none"> • Introduction to activity design (15 min) • Group creation task (30 min) • Presentations (20 min) • Feedback and reflection (15–20 min)
Learning Outcomes	<p>Participants will:</p> <ul style="list-style-type: none"> • design structured activities • adapt methods to different contexts • improve facilitation skills
Trainer Tips	<ul style="list-style-type: none"> • Encourage creativity • Keep structure simple • Focus on practical use

PART 3: TOOLKIT ACTIVITIES ALIGNED WITH THE 10 SCOUT LAWS

Part 3 presents the **practical core** of this Toolkit: **a collection of activities** inspired by the 10 Scout Laws and adapted to support the mental health, well-being, and personal development of young people. Each **activity translates a scouting value into an experiential learning opportunity**, helping participants reflect, connect, cooperate, and grow through non-formal education.

The activities are **designed for youth workers, educators, trainers, and scout leaders** who want to **use the Scout Method** in a practical and meaningful way. They combine learning by doing, reflection, teamwork, symbolic elements, and, where possible, nature-based learning, in order to strengthen resilience, emotional awareness, social connection, and a sense of responsibility.

This section is intended to be **flexible and easy to use in different youth work settings**. The activities can be adapted to different group sizes, ages, needs, and contexts, making them suitable for both local and international work with young people.

These activities can be easily adapted to different cultural contexts and group sizes, making them suitable for a wide range of youth work settings.

Several activities in this section can be enriched through the use of *My Diary*, which offers participants a **personal space for journaling, reflection, gratitude, self-awareness**, and follow-up action planning.



Law 1: A Scout is Trustworthy

ACTIVITY 1: "Circle of Trust"

Method:

Reflection Circle + Journaling

Duration

45–60 minutes

I. Objectives

Group-based reflective activity where scouts anonymously share stories of trust. Promotes emotional safety and builds deeper connections.

II. Target Group

Young people (16–29)
Group size: 8–20 participants

III. Materials Needed

- Paper,
- pens,
- a container/box to collect responses.

IV. How to

Each participant anonymously writes a short story or sentence about a moment when they trusted someone or were trusted. The responses are collected, mixed, and read aloud randomly in a circle.

Afterward, participants reflect individually through journaling, followed by optional group sharing.

Tip: Emphasize confidentiality, respect, and a safe space.

V. Reflection Questions

- How did it feel to share or hear these stories?
- What does trust mean to you?
- What helps you trust others?

VI. Learning Outcomes

Participants will:

- Develop trust and empathy
- Improve emotional awareness
- Strengthen group connection
- Practice reflection skills

Adaptation Tips

- Smaller groups → read all responses
- Larger groups → split into circles
- Low-trust groups → skip sharing, keep only journaling

ACTIVITY 1: "Circle of Trust"

Scout Method Elements Used:

- Learning by doing – participants explore trust through direct experience and reflection
- Personal progression – encourages self-awareness and individual reflection on trust
- Team system – strengthens group connection through shared listening and respect
- Symbolic framework – the circle creates a meaningful space of equality, safety, and belonging

Well-being Focus:

- building trust and emotional safety
- strengthening social connection
- increasing self-confidence

ACTIVITY 2: "Trust Tag"

Method:

Team-based game + experiential learning

Duration

20-30 minutes

I. Objectives

An active and engaging game where participants rely on trust and communication to navigate challenges. It strengthens teamwork, builds confidence, and highlights the importance of trusting others.

II. Target Group

Young people (16–29)
Group size: adaptable for mixed groups

III. Materials Needed

- Blindfolds (optional)
- optional: ribbons or tags to mark "trusted"

IV. How to

1. Divide participants into pairs or small teams.
2. One participant is "it" and tries to tag others.
3. Some players are blindfolded and must rely on teammates' guidance.
4. Teammates give verbal instructions to help them move safely and avoid being tagged.
5. Rotate roles so everyone experiences both guiding and trusting.

Tip: Ensure a safe space and remind participants to communicate clearly and respectfully.

V. Reflection Questions

- How did you feel when you had to trust others?
- Was it easier to guide or to be guided? Why?
- What helped you feel safe during the activity?

VI. Learning Outcomes

Participants will:

- develop trust in others
- improve communication skills
- strengthen teamwork and cooperation
- increase confidence in group settings

Adaptation Tips

- Remove blindfolds for participants who feel uncomfortable
- Use smaller spaces for indoor settings
- Adjust speed and intensity depending on group abilities
- Allow participants to choose roles based on comfort

ACTIVITY 2: "Trust Tag"

Scout Method Elements Used:

- Personal progression
- Symbolic framework
- Learning by doing

Well-being Focus:

- Emotional awareness
- Self-reflection
- Confidence building

ACTIVITY 3: "Personal Trust Contract"

Method:
Reflection + journaling

Duration
20-25 minutes

I. Objectives

A reflective activity where participants explore what trust means to them and define personal commitments that support trustworthy behavior in their daily lives.

II. Target Group

Young people (16–29)
Group size: suitable for individual or group work

III. Materials Needed

- Paper or printed templates (My Diary)
- Pens

IV. How to

1. Invite participants to reflect on the question: "What does being trustworthy mean to me?"
2. Ask them to write 3–5 personal commitments (e.g., honesty, keeping promises).
3. Participants create their own "Trust Contract" by writing and signing it.
4. Optional: invite volunteers to share their commitments with the group.
5. Encourage participants to keep their contract as a personal reminder.

Tip: Emphasize confidentiality and respect during sharing.

V. Reflection Questions

- What does trust mean to you personally?
- Which commitment is the most important for you and why?
- How can you apply these commitments in your daily life?
- What challenges might you face in being trustworthy?

VI. Learning Outcomes

Participants will:

- reflect on the meaning of trust in their personal lives;
- develop self-awareness and honesty;
- identify personal values and commitments;
- strengthen responsibility for their own behavior.

ACTIVITY 3: "Personal Trust Contract"

Adaptation Tips

- Allow participants to keep their contract private
- Offer sentence starters or a simple template
- Allow drawing or keywords instead of full sentences
- Use My Diary for a more personal reflection format

Scout Method Elements Used:

- Personal progression
- Learning by doing
- Symbolic framework

Well-being Focus:

- Emotional awareness
- Self-reflection
- Personal responsibility

Law 2: A Scout is Loyal

ACTIVITY 1: "Banner of Belonging"

Method:

Symbolic framework + teamwork + creativity

Duration

45–60 minutes

I. Objectives

A creative group activity where participants express loyalty and belonging through visual symbols. By working together to design a shared banner, they reflect on values, relationships, and group identity.

II. Target Group

Young people (16–30),
group size: 6–20 participants

III. Materials Needed

- Fabric or large paper sheets
- Markers / paint
- Glue
- Scissors

IV. How to

1. Divide participants into small groups (patrols).
2. Ask each group to reflect on what loyalty means to them (to people, values, or causes).
3. Each group creates a banner representing their ideas using symbols, words, or drawings.
4. Groups present their banners and explain their meaning.
5. Facilitate a short group discussion on loyalty and belonging.

Tip: Display the banners in the space as a lasting reminder of shared values.

V. Reflection Questions

- What does loyalty mean to you?
- How did your group decide what to include on the banner?
- When do you feel most connected to others?
- How can loyalty strengthen relationships?

ACTIVITY 1: "Banner of Belonging"

VI. Learning Outcomes

Participants will:

- strengthen teamwork and collaboration
- express personal and group values
- develop a sense of belonging
- improve communication and creativity

Adaptation Tips

- Use digital tools instead of physical materials (for online sessions)
- Provide templates for groups that need more guidance
- Allow individual banners for participants who prefer solo work
- Adapt materials for low-resource environments (e.g., recycled paper)

Scout Method Elements Used:

- Team system
- Symbolic framework
- Learning by doing

Well-being Focus:

- Social connection
- Sense of belonging
- Self-expression

ACTIVITY 2: "Loyalty Timeline"

Method:

Reflection + storytelling + visual mapping

Duration

30–45 minutes

I. Objectives

- To help participants reflect on experiences of loyalty in their lives
- To strengthen awareness of values such as commitment, support, and trust
- To encourage sharing and connection within the group

II. Target Group

Young people 16–30 years old
Group size: 8–20 participants

III. Materials Needed

- Paper (A4 or flipchart)
- Pens / markers
- Optional: stickers or colored pencils

IV. How to

1. Ask participants to draw a simple timeline of their life (or recent years).
2. Invite them to mark 2–3 important moments where they experienced loyalty (giving or receiving).
3. Participants can add short descriptions, symbols, or drawings.
4. In small groups, participants share one moment from their timeline (optional).
5. Facilitate a group discussion about loyalty and its role in relationships.

Tip: Encourage participants to share only what they feel comfortable with.

V. Reflection Questions

- What does loyalty mean to you based on your experiences?
- Which moment on your timeline was the most meaningful?
- How did loyalty impact your relationships?
- How can you show loyalty in your daily life?

VI. Learning Outcomes

Participants will:

- reflect on personal experiences and values
- develop emotional awareness
- strengthen empathy and understanding of others
- recognize the importance of loyalty in relationships

ACTIVITY 2: "Loyalty Timeline"

Adaptation Tips

- Allow drawing instead of writing for creative expression
- Make sharing optional to ensure emotional safety
- Adapt timeline length (e.g. last year instead of whole life)
- Use group timelines instead of individual ones for younger participants

Scout Method Elements Used:

- Personal progression
- Learning by doing
- Symbolic framework

Well-being Focus:

- Emotional awareness
- Social connection
- Self-reflection

ACTIVITY 3: "Switch & Defend"

Method:

Debate + role play

Duration

30–45 minutes

I. Objectives

- To explore the concept of loyalty in complex situations
- To develop critical thinking and perspective-taking
- To encourage respectful dialogue and decision-making

II. Target Group

Young people 16–30 years old
Group size: 10–24 participants

III. Materials Needed

- Scenario cards (e.g. friend vs rules, loyalty vs fairness)
- Paper and pens (optional)

IV. How to

1. Divide participants into small groups or pairs.
2. Give each group a scenario where loyalty is challenged (e.g. helping a friend who broke a rule).
3. Each group takes a position and prepares arguments.
4. After presenting, groups must switch sides and defend the opposite position.
5. Facilitate a group discussion on how perspectives changed.

Tip: Emphasize respectful communication and openness to different opinions.

V. Reflection Questions

- How did it feel to defend both sides of the situation?
- Did your perspective on loyalty change? How?
- Is loyalty always the right choice? Why or why not?
- How can we balance loyalty with fairness and responsibility?

VI. Learning Outcomes

- develop critical thinking skills
- understand different perspectives
- improve communication and argumentation
- reflect on ethical decision-making

ACTIVITY 3: "Switch & Defend"

Adaptation Tips

- Use simpler scenarios for younger participants
- Allow written arguments instead of speaking
- Reduce group size for more participation
- Provide examples to support understanding

Scout Method Elements Used:

- Learning by doing
- Team system
- Personal progression

Well-being Focus:

- Social connection
- Confidence building
- Emotional awareness

Law 3: A Scout is Helpful

ACTIVITY 1: *Random Kindness Challenge*

Method:

Learning by doing + personal action

Duration

1 day (or 1 session + follow-up reflection)

I. Objectives

- To encourage acts of kindness and helpful behavior
- To raise awareness of the impact of small positive actions
- To promote empathy and social responsibility

II. Target Group

Young people 16–29 years old,
group size: 8–25 participants

III. Materials Needed

- Small cards with kindness tasks
- Pens

IV. How to

1. Prepare small cards with different acts of kindness (e.g. help someone, give a compliment, clean a shared space).
2. Each participant randomly selects one card.
3. Participants complete the task during the day or session (preferably anonymously).
4. At the end, gather the group for reflection.
5. Participants share their experience (without revealing details if anonymous).

Tip:

Encourage creativity and allow participants to suggest their own kindness actions.

V. Reflection Questions

- How did it feel to help someone?
- What reaction did you notice?
- Was it easy or difficult to act kindly?
- How can you include kindness in your daily life?

ACTIVITY 1: Random Kindness Challenge

VI. Learning Outcomes

Participants will:

- develop empathy and kindness
- increase awareness of others' needs
- strengthen social responsibility
- reflect on their actions and impact

Adaptation Tips

- Allow participants to choose their own task
- Adapt tasks for different environments (school, home, outdoor)
- Use group challenges instead of individual ones
- Simplify tasks for younger participants

Scout Method Elements Used:

- Learning by doing
- Personal progression
- Community involvement

Well-being Focus:

- Social connection
- Emotional awareness
- Positive behavior

ACTIVITY 2: *Help Map*

Method:

Visual reflection + brainstorming

Duration

30–40 minutes

I. Objectives

- To identify ways participants can support others
- To increase awareness of their role in the community
- To encourage proactive helpful behavior

II. Target Group

Young people 16–29 years old
Group size: 8–20 participants

III. Materials Needed

- Paper
- Pens / markers

IV. How to

1. Ask participants to draw a “map” or diagram of people in their life (family, friends, school, community).
2. Around each person/group, they write ways they can offer help.
3. Invite participants to reflect individually.
4. Share in pairs or small groups.
5. Each participant chooses one action they will implement.

Tip: Encourage realistic and simple actions.

V. Reflection Questions

- Who can you support in your daily life?
- What kind of help is most needed?
- How does helping others make you feel?
- What action will you take this week?

VI. Learning Outcomes

Participants will:

- identify opportunities to help others
- develop empathy and awareness
- strengthen sense of responsibility
- improve reflection skills

Adaptation Tips

- Use group maps instead of individual ones
- Allow drawing instead of writing
- Provide examples for guidance
- Adapt for younger participants with simpler categories

ACTIVITY 2: *Help Map*

Scout Method Elements Used:

- Personal progression
- Learning by doing
- Team system

Well-being Focus:

- Social connection
- Emotional awareness
- Sense of purpose

ACTIVITY 3: Team Rescue

Method:

Group game + problem solving + cooperation

Duration

40–60 minutes

I. Objectives

- To develop teamwork and cooperation
- To encourage helping behavior in challenging situations
- To strengthen communication and trust

II. Target Group

Young people 16–30 years old
Group size: 10–25 participants

III. Materials Needed

- Ropes, cones, or obstacle materials
- Blindfolds (optional)

IV. How to

1. Set up a simple obstacle or “challenge zone”.
2. Divide participants into teams.
3. The goal is for all team members to cross the area safely.
4. Some participants may have limitations (e.g. blindfolded, silent).
5. Teams must cooperate and help each other complete the task.
6. After completion, gather for reflection.

Tip: Focus on cooperation, not competition.

V. Reflection Questions

- How did your team work together?
- What challenges did you face?
- Who helped you the most and how?
- What did you learn about helping others?

VI. Learning Outcomes

Participants will:

- improve teamwork and cooperation
- develop problem-solving skills
- strengthen communication
- understand the value of helping others

ACTIVITY 3: *Team Rescue*

Adaptation Tips

- Simplify obstacles for different ability levels
- Use indoor alternatives
- Reduce physical complexity if needed
- Focus on communication rather than physical challenge

Scout Method Elements Used:

- Team system
- Learning by doing
- Nature-based learning (if outdoor)

Well-being Focus:

- Social connection
- Confidence building
- Trust and cooperation

Law 4: A Scout is a Friend to All

ACTIVITY 1: *Friendship Mosaic*

Method:

Creativity + community interaction

Duration

45–60 minutes

I. Objectives

- To promote inclusion and openness toward others
- To encourage meaningful interactions between participants
- To build understanding and appreciation of diversity

II. Target Group

Young people 16–29 years old
group size: 10–25 participants

III. Materials Needed

- Drawing paper
- Markers / colored pencils
- Magazines (optional)
- Glue and scissors
- Display board or wall space

IV. How to

1. Ask participants to talk to someone they don't usually interact with.
2. They ask simple questions (interests, hobbies, experiences).
3. Each participant creates a drawing or collage representing what they learned.
4. All pieces are combined into a large "Friendship Mosaic".
5. Facilitate a group reflection on diversity and connection.

Tip: Encourage respectful listening and curiosity.

V. Reflection Questions

- What did you learn about someone new?
- Was it easy or difficult to connect with others?
- What surprised you during the activity?
- How can we be more open to others in daily life?

ACTIVITY 1: *friendship Mosaic*

VI. Learning Outcomes

Participants will:

- improve communication and social skills
- develop empathy and openness
- strengthen inclusion and group cohesion
- appreciate diversity

Adaptation Tips

- Allow written interviews for shy participants
- Use smaller groups for deeper conversations
- Replace drawing with storytelling if needed
- Adapt for online by using digital boards

Scout Method Elements Used:

- Team system
- Learning by doing
- Community involvement

Well-being Focus:

- Social connection
- Inclusion and belonging
- Emotional awareness

ACTIVITY 2: *Silent Support*

Method:

Reflection + peer support

Duration

20-30 minutes

I. Objectives

- To promote kindness and positive communication
- To strengthen group cohesion and emotional support
- To encourage appreciation among participants

II. Target Group

Young people 16–29 years old
Group size: 8–25 participants

III. Materials Needed

- Paper
- Pens
- Envelopes (optional)

IV. How to

1. Each participant writes anonymous positive messages for others in the group.
2. Messages can include compliments, encouragement, or appreciation.
3. Collect and redistribute messages randomly or by name.
4. Allow time for participants to read their messages.
5. Facilitate a short reflection.

Tip: Encourage sincerity and meaningful messages.

V. Reflection Questions

- How did it feel to receive positive messages?
- How did it feel to write them?
- What makes a message meaningful?
- How can we support each other more often?

VI. Learning Outcomes

Participants will:

- develop empathy and kindness
- improve communication skills
- strengthen group trust
- increase emotional awareness

Adaptation Tips

- Allow drawing instead of writing
- Make messages non-anonymous if appropriate
- Provide examples for guidance
- Adapt for younger participants

ACTIVITY 2: *Silent Support*

Scout Method Elements Used:

- Personal progression
- Learning by doing
- Symbolic framework

Well-being Focus:

- Emotional awareness
- Social connection
- Confidence building

ACTIVITY 3: Mix & Move

Method:

Interactive game + social interaction

Duration

25–35 minutes

I. Objectives

- To encourage interaction between participants
- To break social barriers and build connections
- To improve communication and confidence

II. Target Group

Young people 16–30 years old
Group size: 10–30 participants

III. Materials Needed

- List of questions/prompts
- Music (optional)

IV. How to

1. Participants move freely around the space.
2. When music stops (or signal is given), they pair up with someone new.
3. Each pair answers a prompt/question (fun or meaningful).
4. After a few minutes, participants rotate again.
5. Continue for several rounds, then reflect as a group.

Tip: Include both light and deeper questions to balance energy.

V. Reflection Questions

- Did you talk to someone new?
- What was easy or difficult in connecting with others?
- Which conversation stood out to you?
- How can we build stronger connections in a group?

VI. Learning Outcomes

Participants will:

- improve communication skills
- build confidence in social interaction
- strengthen group cohesion
- develop openness toward others

ACTIVITY 3: *Mix & Move*

Adaptation Tips

- Allow participants to write answers before speaking
- Use smaller groups for quieter participants
- Adapt questions to age and context
- Replace movement with seated rotation if needed

Scout Method Elements Used:

- Team system
- Learning by doing
- Personal progression

Well-being Focus:

- Social connection
- Confidence building
- Emotional comfort

Law 5: A Scout is Courteous

ACTIVITY 1: *Politeness Theater*

Method:

Role play + small group work

Duration

40–50 minutes

I. Objectives

- To explore respectful and disrespectful behaviors
- To develop awareness of communication styles
- To promote courteous behavior in everyday situations

II. Target Group

Young people 16–29 years old
group size: 10–25 participants

III. Materials Needed

- Scenario cards (everyday situations)
- Optional props

IV. How to

1. Divide participants into small groups.
2. Give each group a scenario (e.g. classroom, public space, group work).
3. Groups prepare short skits showing both courteous and discourteous behavior.
4. Each group performs their skit.
5. Facilitate a group discussion after each performance.

Tip: Encourage creativity and humor to increase engagement.

V. Reflection Questions

- What differences did you observe between respectful and disrespectful behavior?
- How did each behavior affect others?
- Why is courtesy important in daily life?
- How can you practice courtesy more often?

ACTIVITY 1: *Politeness Theater*

VI. Learning Outcomes

Participants will:

- understand the importance of respectful behavior
- improve communication and social skills
- develop empathy toward others
- reflect on their own behavior

Adaptation Tips

- Provide simple scenarios for younger participants
- Allow written skits instead of acting
- Use real-life examples from participants
- Adapt for small groups or pairs

Scout Method Elements Used:

- Team system
- Learning by doing
- Symbolic framework

Well-being Focus:

- Emotional awareness
- Social connection
- Respectful communication

ACTIVITY 2: Letter of Gratitude

Method:

Writing + reflection

Duration

25–35 minutes

I. Objectives

- To encourage appreciation and gratitude
- To strengthen positive relationships
- To promote emotional expression

II. Target Group

Young people 16–29 years old
Group size: 8–25 participants

III. Materials Needed

- Paper or stationery
- Pens
- Envelopes (optional)

IV. How to

1. Ask participants to think of someone they appreciate but have not thanked properly.
2. Participants write a letter expressing gratitude.
3. Encourage them to be specific and sincere.
4. Optional: participants share how it felt to write the letter.
5. Optional: send or deliver the letter.

Tip: Emphasize that sharing is optional to ensure emotional comfort.

V. Reflection Questions

- How did it feel to express gratitude?
- Why is it sometimes difficult to say “thank you”?
- How can gratitude improve relationships?
- What did you learn from this experience?

VI. Learning Outcomes**Participants will:**

- develop emotional awareness
- strengthen empathy and appreciation
- improve communication skills
- build positive relationships

ACTIVITY 2: *Letter of Gratitude*

Adaptation Tips

- Allow drawing instead of writing
- Use short messages for younger participants
- Keep letters private if preferred
- Adapt language based on group

Scout Method Elements Used:

- Personal progression
- Learning by doing
- Symbolic framework

Well-being Focus:

- Emotional awareness
- Social connection
- Positive expression

ACTIVITY 3: Compliment Catch

Method:

group game + positive communication

Duration

15–25 minutes

I. Objectives

- To encourage interaction between participants
- To break social barriers and build connections
- To improve communication and confidence

II. Target Group

Young people 16–30 years old
Group size: 8–25 participants

III. Materials Needed

- Soft ball or beanbag

IV. How to

1. Participants stand in a circle.
2. One participant throws the ball to another.
3. Before or after throwing, they must give a genuine compliment to that person.
4. Continue until everyone has participated multiple times.
5. End with a short group reflection.

Tip: Encourage specific and sincere compliments.

V. Reflection Questions

- How did it feel to receive a compliment?
- How did it feel to give one?
- What makes a compliment meaningful?
- How can we use positive communication daily?

VI. Learning Outcomes

Participants will:

- increase self-confidence
- improve communication skills
- develop empathy and kindness
- strengthen group relationships

ACTIVITY 3: Compliment Catch

Adaptation Tips

- Allow written compliments for shy participants
- Use smaller groups for comfort
- Provide examples of compliments
- Adapt for younger participants with simpler language

Scout Method Elements Used:

- Team system
- Learning by doing
- Personal progression

Well-being Focus:

- Emotional awareness
- Confidence building
- Positive communication

Law 6: A Scout Protects Nature and All Living Things

ACTIVITY 1: *Eco-Guardians Mission*

Method:

Outdoor action + experiential learning

Duration

60–90 minutes

I. Objectives

- To develop environmental responsibility
- To encourage active contribution to nature protection
- To connect environmental action with well-being

II. Target Group

Young people 16–29 years old
group size: 10–25 participants

III. Materials Needed

- Trash bags
- Gloves
- Optional: camera or phone for documentation

IV. How to

1. Choose a natural area (park, forest, beach).
2. Introduce the mission: protect and improve the environment.
3. Participants work in teams to clean or care for the space.
4. Encourage observation of the environment during the activity.
5. After completion, gather for reflection and discussion.

Tip: Add a symbolic element (e.g. “Eco-Guardian role” or group commitment).

V. Reflection Questions

- How did it feel to contribute to nature?
- What did you notice about the environment?
- Why is it important to protect nature?
- How can you continue this behavior in daily life?

ACTIVITY 1: *Eco-Guardians Mission*

VI. Learning Outcomes

Participants will:

- develop environmental awareness
- strengthen responsibility and initiative
- improve teamwork
- connect actions with positive impact

Adaptation Tips

- Use small areas for limited time sessions
- Adapt tasks for different physical abilities
- Do symbolic actions if outdoor work is not possible
- Combine with awareness campaigns

Scout Method Elements Used:

- Learning by doing
- Nature-based learning
- Community involvement

Well-being Focus:

- Sense of purpose
- Connection with nature
- Social connection

ACTIVITY 2: *Nature Journal*

Method:

Observation + reflection

Duration

30–45 minutes (or repeated over time)

I. Objectives

- To develop mindfulness and observation skills
- To strengthen connection with nature
- To encourage reflection and emotional awareness

II. Target Group

Young people 16–29 years old
Group size: 4–25 participants

III. Materials Needed

- Notebook / “My Diary”
- Pens / pencils
- Optional: colored pencils

IV. How to

1. Ask participants to find a quiet spot in nature.
2. Invite them to observe their surroundings carefully.
3. Participants write or draw what they see, feel, and think.
4. Encourage reflection on changes in nature and emotions.
5. Optional: share reflections in pairs or group.

Tip: Encourage silence and presence during observation.

V. Reflection Questions

- What did you notice in nature?
- How did being in nature make you feel?
- What changes did you observe?
- How can nature support your well-being?

VI. Learning Outcomes

Participants will:

- develop mindfulness and awareness
- strengthen connection with nature
- improve reflection skills
- increase emotional awareness

ACTIVITY 2: *Nature Journal*

Adaptation Tips

- Use images/videos if outdoor space is not available
- Allow drawing instead of writing
- Shorten time for younger groups
- Repeat activity over several days

Scout Method Elements Used:

- Nature-based learning
- Personal progression
- Learning by doing

Well-being Focus:

- Stress reduction
- Emotional awareness
- Mindfulness

ACTIVITY 3: *Wildlife Ambassador*

Method:

Mini-project + peer learning

Duration

45–60 minutes

I. Objectives

- To increase knowledge about local wildlife
- To promote environmental responsibility
- To develop communication and presentation skills

II. Target Group

Young people 16–30 years old
Group size: 8–25 participants

III. Materials Needed

- Internet access or books
- Paper
- Markers / art supplies

IV. How to

1. Each participant chooses a local plant or animal.
2. They research basic information (habitat, threats, importance).
3. Participants create a simple presentation (poster, drawing, or short talk).
4. Present findings to the group.
5. Discuss how to protect the chosen species.

Tip: Encourage creative presentations.

V. Reflection Questions

- What did you learn about your chosen species?
- Why is it important to protect it?
- What threats does it face?
- What actions can you take to help?

VI. Learning Outcomes**Participants will:**

- increase environmental knowledge
- develop research and communication skills
- strengthen sense of responsibility
- promote active citizenship

ACTIVITY 3: *Wildlife Ambassador*

Adaptation Tips

- Work in pairs or groups
- Use pre-prepared materials for younger participants
- Replace research with storytelling
- Adapt for low-resource environments

Scout Method Elements Used:

- Learning by doing
- Community involvement
- Personal progression

Well-being Focus:

- Sense of purpose
- Connection with nature
- Confidence building

Law 7: A Scout is Obedient

ACTIVITY 1: Code Builder

Method:

Group discussion + co-creation

Duration

30–40 minutes

I. Objectives

- To understand the importance of rules and shared values
- To promote responsibility and respectful behavior
- To encourage ownership of group agreements

II. Target Group

Young people 16–29 years old
group size: 10–20 participants

III. Materials Needed

- Flipchart paper
- Markers

IV. How to

1. Divide participants into small groups (patrols).
2. Ask each group to discuss what rules or values are important for a respectful group environment.
3. Each group writes their ideas on paper.
4. Combine all ideas into one shared “Code of Conduct”.
5. Display the code and agree on it as a group.

Tip: Let participants lead the process to increase ownership.

V. Reflection Questions

- Why are rules important in a group?
- How do rules help us work together?
- What happens when rules are not followed?
- How can we respect rules while expressing our opinions?

ACTIVITY 1: Code Builder

VI. Learning Outcomes

Participants will:

- understand the role of rules and structure
- develop responsibility and accountability
- improve teamwork and cooperation
- reflect on group behavior

Adaptation Tips

- Use examples for younger participants
- Simplify rules into key words or symbols
- Revisit the code regularly
- Adapt for smaller groups

Scout Method Elements Used:

- Team system
- Learning by doing
- Symbolic framework

Well-being Focus:

- Social connection
- Emotional safety
- Sense of belonging

ACTIVITY 2: Scenario Sorting

Method:

Group discussion + critical thinking

Duration

30–40 minutes

I. Objectives

- To explore different perspectives on obedience and respect
- To develop ethical thinking
- To encourage discussion on values and behavior

II. Target Group

Young people 16–29 years old
Group size: 4–20 participants

III. Materials Needed

- Scenario cards (different behaviors or dilemmas)

IV. How to

1. Divide participants into small groups.
2. Give each group a set of scenario cards (e.g. following rules vs challenging them).
3. Ask groups to sort scenarios from “most respectful/obedient” to “least”.
4. Groups present their reasoning.
5. Facilitate a discussion comparing perspectives.

Tip: Use real-life examples to make it relatable.

V. Reflection Questions

- What makes a behavior respectful or not?
- Is it always right to follow rules?
- When is it important to question rules?
- How can we balance respect and independence?

VI. Learning Outcomes

Participants will:

- develop critical thinking
- understand different perspectives
- improve communication and discussion skills
- reflect on values and behavior

ACTIVITY 2: *Scenario Sorting*

Adaptation Tips

- Simplify scenarios for younger participants
- Use fewer cards for smaller groups
- Allow written responses instead of discussion
- Adapt complexity based on group

Scout Method Elements Used:

- Team system
- Personal progression
- Learning by doing

Well-being Focus:

- Emotional awareness
- Social connection
- Confidence in expressing opinions

ACTIVITY 3: Leadership Switch

Method:

Mini-project + peer learning

Duration

30–45 minutes

I. Objectives

- To explore leadership and responsibility
- To understand the balance between leading and following
- To build respect and cooperation within the group

II. Target Group

Young people 16–30 years old
Group size: 8–25 participants

III. Materials Needed

- Simple task ideas (games, small challenges)

IV. How to

1. Assign a short task or activity to the group.
2. One participant becomes the leader and gives instructions.
3. After a few minutes, switch the leader.
4. Repeat so several participants experience the role.
5. Facilitate a group reflection on the experience.

Tip: Encourage supportive feedback, especially for quieter participants.

V. Reflection Questions

- How did it feel to lead others?
- How did it feel to follow instructions?
- What makes a good leader?
- How can we respect both roles?

VI. Learning Outcomes

Participants will:

- develop leadership and cooperation skills
- understand responsibility in group dynamics
- improve communication
- reflect on their role in a group

ACTIVITY 3: *Leadership Switch*

Adaptation Tips

- Use simple tasks for younger participants
- Allow co-leaders for support
- Reduce group size for more participation
- Adapt for indoor or outdoor settings

Scout Method Elements Used:

- Team system
- Learning by doing
- Personal progression

Well-being Focus:

- Confidence building
- Social connection
- Emotional awareness

Law 8: A Scout is Cheerful and Brave

ACTIVITY 1: *Courage Cards*

Method:

Storytelling + reflection

Duration

30–40 minutes

I. Objectives

- To encourage sharing experiences of courage
- To promote positive thinking and resilience
- To create a supportive group environment

II. Target Group

Young people 16–29 years old
group size: 8–25 participants

III. Materials Needed

- Blank cards or paper
- Pens
- Optional: board or wall for display

IV. How to

1. Ask participants to think of a moment when they were brave or stayed positive in a difficult situation.
 2. They write or draw their story anonymously on a card.
 3. Collect and mix the cards.
 4. Read some aloud (voluntarily or by facilitator).
- Facilitate a group reflection on courage and positivity.

Tip: Model openness by sharing an example first.

V. Reflection Questions

- What does courage mean to you?
- Was it easy or difficult to share your story?
- What helped you stay positive in that situation?
- How can you apply this in future challenges?

ACTIVITY 1: *Courage Cards*

VI. Learning Outcomes

Participants will:

- develop emotional awareness
- build resilience and positive thinking
- strengthen empathy and connection
- reflect on personal experiences

Adaptation Tips

- Allow drawing instead of writing
- Make sharing optional
- Use small groups for safer sharing
- Adapt prompts for younger participants

Scout Method Elements Used:

- Personal progression
- Learning by doing
- Symbolic framework

Well-being Focus:

- Emotional awareness
- Confidence building
- Resilience

ACTIVITY 2: *Laugh Lab*

Method:

Improv + play + emotional release

Duration

20–30 minutes

I. Objectives

- To promote joy and positive emotions
- To reduce stress and tension
- To encourage creativity and spontaneity

II. Target Group

Young people 16–29 years old
Group size: 10–25 participants

III. Materials Needed

- Optional props (hats, objects)
- List of improv prompts

IV. How to

1. Divide participants into small groups.
2. Give each group a fun or silly prompt (e.g. act out a funny situation).
3. Groups perform short improv scenes.
4. Encourage laughter and creativity.
5. End with a short reflection on emotions.

Tip: Keep the atmosphere light and non-judgmental.

V. Reflection Questions

- How did it feel to laugh and be playful?
- Did the activity change your mood?
- Why is humor important for well-being?
- When can humor help in difficult situations?

VI. Learning Outcomes**Participants will:**

- reduce stress and tension
- develop creativity and expression
- improve group connection
- increase emotional awareness

ACTIVITY 2: *Laugh Lab*

Adaptation Tips

- Use simpler prompts for younger groups
- Allow participation without performing
- Use pairs instead of groups
- Adapt energy level depending on group

Scout Method Elements Used:

- Learning by doing
- Team system
- Personal progression

Well-being Focus:

- Stress reduction
- Emotional release
- Social connection

ACTIVITY 3: *fear Ladder*

Method:

Personal reflection + goal setting

Duration

30–40 minutes

I. Objectives

- To help participants face personal fears
- To build confidence and courage
- To support gradual personal development

II. Target Group

Young people 16–29 years old
Group size: 8–20 participants

III. Materials Needed

- Worksheet or paper
- Pens

IV. How to

1. Ask participants to identify a personal fear (e.g. speaking in public).
2. They break it into smaller steps (ladder format).
3. Each participant chooses one small step to try.
4. Optional: share plans with a partner.
5. Encourage follow-up after some time.

Tip: Emphasize that small steps are important.

V. Reflection Questions

- What fear did you identify?
- How did breaking it into steps help?
- What step feels achievable?
- How will you feel after completing it?

VI. Learning Outcomes

Participants will:

- build confidence and courage
- develop self-awareness
- improve goal-setting skills
- strengthen resilience

ACTIVITY 3: *fear Ladder*

Adaptation Tips

- Allow private reflection without sharing
- Provide examples for support
- Use group discussion instead of writing
- Adapt for different comfort levels

Scout Method Elements Used:

- Personal progression
- Learning by doing
- Symbolic framework

Well-being Focus:

- Confidence building
- Emotional awareness
- Resilience

Law 9: A Scout is Thrifty and Respects Property

ACTIVITY 1: *Upcycle Challenge*

Method:

Hands-on creation + creativity

Duration

60–90 minutes

I. Objectives

- To promote responsible use of resources
- To encourage creativity and sustainability
- To develop awareness of consumption habits

II. Target Group

Young people 16–29 years old
group size: 8–20 participants

III. Materials Needed

- Old clothes or objects
- Craft materials (glue, scissors, tape, etc.)
- Tools (if needed)

IV. How to

1. Ask participants to bring old or unused items.
2. Introduce the challenge: transform these into something useful or creative.
3. Participants work individually or in small groups.
4. Present the final creations to the group.
5. Facilitate a reflection on sustainability and resource use.

Tip: Encourage storytelling about the “before and after” of the object.

V. Reflection Questions

- How did you transform your item?
- What did you learn about reuse and waste?
- Why is it important to respect resources?
- How can you apply this in daily life?

ACTIVITY 1: *Upcycle Challenge*

VI. Learning Outcomes

Participants will:

- develop creativity and problem-solving skills
- increase awareness of sustainability
- understand responsible resource use
- strengthen environmental responsibility

Adaptation Tips

- Use simple materials for low-resource environments
- Work in teams for more support
- Provide examples for inspiration
- Adapt difficulty depending on age

Scout Method Elements Used:

- Learning by doing
- Personal progression
- Nature-based learning

Well-being Focus:

- Sense of purpose
- Creativity and expression
- Confidence building

ACTIVITY 2: Budget Quest

Method:

Simulation game + decision-making

Duration

40–60 minutes

I. Objectives

- To develop financial awareness and responsibility
- To promote teamwork and decision-making
- To understand the value of resources

II. Target Group

Young people 16–29 years old
Group size: 10–25 participants

III. Materials Needed

- Printed budgets
- Item cards (food, equipment, transport)
- Tokens or play money

IV. How to

1. Divide participants into teams.
2. Each team receives a limited budget.
3. They must plan a trip or activity (camp, day trip, etc.).
4. Teams decide how to spend their resources.
5. Present plans and reflect on decisions made.

Tip: Add unexpected challenges (e.g. lost equipment, weather changes).

V. Reflection Questions

- How did your team make decisions?
- What was easy or difficult?
- Did you prioritize needs or wants?
- What would you do differently next time?

VI. Learning Outcomes

Participants will:

- develop decision-making skills
- improve teamwork
- understand budgeting and resource management
- reflect on responsible choices

ACTIVITY 2: *Budget Quest*

Adaptation Tips

- Simplify budget options for younger groups
- Reduce complexity for shorter sessions
- Use real-life examples
- Adapt for smaller groups

Scout Method Elements Used:

- Team system
- Learning by doing
- Personal progression

Well-being Focus:

- Confidence building
- Problem-solving
- Social connection

ACTIVITY 3: Minimalism Moment

Method:

Reflection + personal challenge

Duration

24 hours (or shorter adapted version)

I. Objectives

- To raise awareness of consumption habits
- To promote simplicity and gratitude
- To encourage reflection on personal needs

II. Target Group

Young people 16–29 years old
Group size: 8-20 participants

III. Materials Needed

- Optional: journal or “My Diary”
- Pens

IV. How to

1. Ask participants to give up one non-essential item (e.g. phone, snack, comfort item) for a set period.
2. Participants observe their feelings and experiences.
3. They reflect individually through journaling.
4. After the period, gather for group discussion.

Tip: Make participation voluntary and flexible.

V. Reflection Questions

- What did you choose to give up?
- How did it affect your daily routine?
- Was it difficult? Why?
- What did you learn about your needs and habits?

VI. Learning Outcomes

Participants will:

- Increase self-awareness
- reflect on personal habits and consumption
- develop discipline and resilience
- appreciate resources and simplicity

ACTIVITY 3: *Minimalism Moment*

Adaptation Tips

- Shorten duration (e.g. a few hours instead of a day)
- Allow flexible choices
- Encourage optional sharing
- Adapt for different cultural contexts

Scout Method Elements Used:

- Personal progression
- Learning by doing
- Symbolic framework

Well-being Focus:

- Self-awareness
- Emotional awareness
- Resilience

Law 10: A Scout is Clean in Thought, Word, and Deed

ACTIVITY 1: *Mind Cleanse Walk*

Method:

Guided nature walk + mindfulness

Duration

30–45 minutes

I. Objectives

- To promote mindfulness and inner awareness
- To encourage positive thinking and emotional clarity
- To connect inner well-being with nature

II. Target Group

Young people 16–29 years old
group size: 8–20 participants

III. Materials Needed

- Reflection prompts (optional)
- Outdoor space (park, forest, etc.)

IV. How to

1. Invite participants on a silent walk in nature.
2. At different points, give short reflection prompts (e.g. notice your thoughts, let go of stress).
3. Encourage participants to focus on breathing and surroundings.
4. End the walk with a group circle.
5. Invite participants to share thoughts or feelings (optional).

Tip: Keep silence during the walk to enhance mindfulness.

V. Reflection Questions

- What thoughts did you notice during the walk?
- How did silence affect your experience?
- Did you feel more relaxed or focused?
- How can you practice this in daily life?

ACTIVITY 1: Mind Cleanse Walk

VI. Learning Outcomes

Participants will:

- develop mindfulness and focus
- increase emotional awareness
- reduce stress
- strengthen connection with nature

Adaptation Tips

- Use indoor quiet reflection if outdoor space is not available
- Shorten the activity for younger groups
- Allow writing instead of sharing
- Adapt pace based on group needs

Scout Method Elements Used:

- Nature-based learning
- Personal progression
- Learning by doing

Well-being Focus:

- Stress reduction
- Emotional awareness
- Mindfulness

ACTIVITY 2: "Digital Detox Challenge"

Method:

Lifestyle practice + reflection

Duration

24 hours (or adapted shorter version)

I. Objectives

- To raise awareness of digital habits
- To promote mindful use of technology
- To encourage balance and well-being

II. Target Group

Young people 16–29 years old
Group size: 8-20 participants

III. Materials Needed

- Optional: reflection sheets or journal

IV. How to

1. Ask participants to spend a period of time without using digital devices.
2. Encourage them to engage in offline activities (nature, hobbies, social interaction).
3. Participants reflect on their experience.
4. Gather the group after the challenge for discussion.

Tip: Offer alternatives so participants feel supported, not restricted.

V. Reflection Questions

- How did it feel to disconnect from devices?
- What was easy or difficult?
- What did you do instead?
- How can you create a healthy digital balance?

VI. Learning Outcomes

Participants will:

- increase awareness of digital habits
- improve self-regulation
- reflect on lifestyle choices
- enhance well-being

ACTIVITY 2: "Digital Detox Challenge"

Adaptation Tips

- Shorten duration (e.g. 2–3 hours)
- Allow partial participation
- Adapt based on participants' needs
- Provide structured alternatives

Scout Method Elements Used:

- Personal progression
- Learning by doing
- Symbolic framework

Well-being Focus:

- Emotional awareness
- Stress reduction
- Self-regulation

ACTIVITY 3: Inner filter Practice

Method:

Reflection + creativity

Duration

30–40 minutes

I. Objectives

- To develop awareness of thoughts and reactions
- To promote positive communication
- To encourage mindful decision-making

II. Target Group

Young people 16–29 years old
Group size: 8–20 participants

III. Materials Needed

- Paper
- Markers
- Optional: worksheet template

IV. How to

1. Introduce the idea of an “inner filter” (thinking before speaking/acting).
2. Ask participants to draw or describe their inner filter.
3. They reflect on how they respond in different situations.
4. Invite sharing in pairs or group.
5. Facilitate discussion on positive choices.

Tip: Give examples to help participants understand the concept.

V. Reflection Questions

- What does your “inner filter” look like?
- How do you usually react in difficult situations?
- What helps you make positive choices?
- How can you improve your reactions?

VI. Learning Outcomes**Participants will:**

- develop self-awareness
- improve emotional regulation
- strengthen communication skills
- reflect on behavior and choices

ACTIVITY 3: *Inner filter Practice*

Adaptation Tips

- Allow verbal explanation instead of drawing
- Use simple examples for younger participants
- Make sharing optional
- Adapt complexity to group

Scout Method Elements Used:

- Personal progression
- Learning by doing
- Symbolic framework

Well-being Focus:

- Emotional awareness
- Self-regulation
- Positive thinking

PART 4: EVALUATION & IMPROVEMENT

Evaluation and improvement are essential parts of meaningful youth work practice. This section supports facilitators in reflecting on how activities are implemented, how participants respond, and what can be strengthened in future sessions.

By combining feedback, observation, and reflection, youth workers can better understand the impact of the activities on young people's well-being, participation, and learning.

The purpose of this section is not only to assess results, but also to encourage continuous learning and adaptation. In this way, the Toolkit becomes a practical and evolving resource that helps improve the quality, relevance, and sustainability of youth work activities in different contexts.



EVALUATION & IMPROVEMENT

This Toolkit encourages facilitators to continuously reflect on and improve their practice in order to ensure meaningful learning experiences and positive impact on young people's well-being.

1 Evaluation Methods

To assess the effectiveness of the activities, facilitators can use a combination of simple and practical evaluation tools:

Participant feedback (oral or written) after each activity

Reflection discussions using guiding questions

Observation of engagement, participation, and group dynamics

Self-reflection by facilitators after each session

These methods help identify what worked well and what can be improved in future implementations.

2 Key Evaluation Questions

Facilitators can use the following **questions to guide evaluation:**

- Were participants actively engaged in the activity?
- Did the activity support emotional well-being and social connection?
- Were the objectives of the activity achieved?
- How did participants respond to the methods used?
- What could be improved in terms of facilitation or structure?tools:

EVALUATION & IMPROVEMENT

3 Continuous Improvement

Based on the **evaluation results**, facilitators are encouraged to:

- adapt activities to better fit the needs of participants;
- adjust duration, methods, or materials when necessary;
- create more inclusive and accessible learning environments;
- integrate feedback from participants into future sessions;
- share experiences and good practices with other youth workers.

4 Impact on Youth Work Practice

Through continuous evaluation and adaptation, this Toolkit supports youth workers in:

- improving the quality of non-formal education activities;
- responding effectively to young people's needs;
- promoting mental well-being, inclusion, and active participation;
- ensuring long-term impact and sustainability of the methods.

PART 5: CASE STUDIES

This section presents **case studies from the implementation of the Mindful Scouts project in local and international contexts**. The examples show how the Toolkit activities **were tested in practice with youth workers and young people**, and how the Scout Method can support mental well-being, inclusion, reflection, teamwork, and personal development.

The case studies **provide concrete examples** from **activities carried out in Slovakia, Greece, and Spain**, as well as during the international LTTA in Slovakia. They highlight the objectives, methods used, results achieved, and lessons learned, offering **inspiration for future implementation** in other youth work settings.

By sharing **real practice**, this section helps facilitators better understand how the Toolkit can be applied, adapted, and transferred to **different groups and environments**.



CASE STUDY 1

Slovakia – Teamwork and Digital Learning Integration

OVERVIEW

This case study took place in Trstená, Slovakia, involving 15 participants, including youth workers and young people. The activity was implemented in a training room equipped with computers, combining teamwork activities with digital exploration of the Toolkit.

BENEFITS

- Combined experiential learning with digital tools;
- Improved understanding of Toolkit application;
- Strengthened teamwork and cooperation.

OBJECTIVES

- to develop teamwork and responsibility;
- to connect activities with digital tools;
- to strengthen facilitation skills.

ACTIVITIES IMPLEMENTED

“Team Rescue” was combined with exploration of the Toolkit platform.

Participants first engaged in a group challenge, then analyzed how the activity is structured and applied in youth work.

RESULTS AND IMPACT

- Improved teamwork and communication;
- Increased confidence in using the Toolkit;
- Stronger connection between theory and practice.

LESSONS LEARNED

- Digital tools enhance understanding;
- Reflection connects experience with learning;
- Structured activities improve engagement.

CONCLUSION

This case study demonstrates how combining practical and digital approaches strengthens youth work practice.



CASE STUDY 2

Greece – Building Trust Through Reflection and Safe Space Creation

OVERVIEW

This case study was implemented during a local activity organized by InnoSpark in Karditsa, Greece, involving 15 participants, including youth workers and young people. The mixed composition created a dynamic learning environment where participants could both experience and reflect on youth work methods in practice.

BENEFITS

- The activity aimed to explore how the Scout Method can support mental well-being, trust-building, and emotional safety in youth work settings.

OBJECTIVES

- to create a safe and supportive learning environment;
- to strengthen youth workers' capacity to facilitate trust-building activities;
- to encourage emotional expression and reflection;
- to promote group cohesion.

ACTIVITIES IMPLEMENTED

The main activity implemented was “**Circle of Trust**”, complemented by individual reflection using the “**My Diary**” tool.

Participants anonymously shared personal experiences related to trust, followed by individual reflection and optional group discussion.

RESULTS AND IMPACT

- Increased trust and openness among participants;
- Youth workers gained practical facilitation skills;
- Strengthened group cohesion and emotional safety;
- Participants reported feeling more connected and supported.

LESSONS LEARNED

- Safe space is essential for emotional activities;
- Anonymity increases engagement;
- Reflection enhances both personal and professional learning.

CONCLUSION

This case study demonstrates how reflective methods can support both participant well-being and youth worker capacity building, making it highly transferable to youth work practice.



CASE STUDY 3

Spain – Strengthening Inclusion and Communication

OVERVIEW

This case study was implemented during a local activity in Lucena, Spain, involving 16 participants, including youth workers and young people. The activity created an interactive environment where participants could experience and reflect on inclusive youth work methods.

BENEFITS

- Promoted inclusion and active participation;
- Strengthened communication and social interaction;
- Supported youth workers in applying interactive methods

OBJECTIVES

- to strengthen communication and group cohesion;
- to promote inclusion and openness;
- to develop facilitation skills of youth workers.

ACTIVITIES IMPLEMENTED

The activities implemented were “**Mix & Move**” and “**Silent Support**”.

Participants interacted through structured conversations and exchanged positive messages, creating a safe and supportive environment.

RESULTS AND IMPACT

- Increased openness and participation;
- Improved group cohesion;
- Participants felt more included and confident;
- Youth workers gained practical facilitation experience.

LESSONS LEARNED

- Structured interaction reduces social barriers;
- Non-verbal communication supports inclusion;
- Positive feedback strengthens group dynamics.

CONCLUSION

This case study shows how interactive methods can effectively support inclusion and communication in youth work.



CASE STUDY 4

Slovakia LTTA – Building Trust in an International Group

OVERVIEW

This case study was implemented during the **LTTA in Slovakia with 12 participants from different countries**, including youth workers and young people.

BENEFITS

- Strengthened intercultural understanding;
- Built trust within the group;
- Improved facilitation skills.

OBJECTIVES

- to build trust in a multicultural group;
- to support intercultural communication;
- to promote group cohesion.

ACTIVITIES IMPLEMENTED

The activities implemented were **“Trust Tag”** and **“Circle of Trust”**.

“Trust Tag” helped participants interact and build initial trust through teamwork and communication. This was followed by “Circle of Trust”, where participants shared experiences anonymously, creating a safe space for reflection.

RESULTS AND IMPACT

- Rapid trust development;
- Increased openness and empathy;
- Strong group cohesion.

LESSONS LEARNED

- Combining active and reflective methods is effective;
- Safe space is essential;
- Non-verbal communication is important.

CONCLUSION

This case study shows how combining active and reflective activities supports trust-building in international groups.

Participants improved communication and developed a sense of connection, while youth workers gained practical facilitation insights.



CASE STUDY 5

Slovakia LTTA – Exploring Loyalty and Values

OVERVIEW

This case study was implemented during the LTTA in Slovakia with international participants, including youth workers and young people. The **activity focused on exploring personal values and strengthening group identity** through reflection and collaboration.

BENEFITS

- Promoted self-awareness and reflection;
- Strengthened group identity and belonging;
- Supported youth workers in facilitating value-based activities.

OBJECTIVES

- to explore personal and shared values;
- to strengthen group cohesion;
- to develop reflection and communication skills.

ACTIVITIES IMPLEMENTED

The activities implemented were “**Loyalty Timeline**” and “**Banner of Belonging**”. Participants first reflected on personal experiences related to loyalty, then worked in groups to create visual representations of shared values, supporting both individual reflection and group connection.

RESULTS AND IMPACT

- Increased self-awareness among participants;
- Stronger sense of belonging within the group;
- Improved communication and collaboration;
- Youth workers gained practical facilitation experience.

LESSONS LEARNED

- Reflection activities need guidance and examples;
- Creative methods support engagement;
- Shared tasks strengthen group identity.

CONCLUSION

This case study shows how reflective and creative activities support value exploration and group identity. Participants increased self-awareness and connection, while youth workers gained practical tools for facilitating value-based learning.



CASE STUDY 6

Slovakia LTTA – Encouraging Helping Behavior

OVERVIEW

This case study was implemented during an LTTA session focused on promoting helping behavior and social responsibility among participants.

BENEFITS

- Encouraged active participation and initiative;
- Increased awareness of helping behaviors;
- Supported youth workers in applying action-based learning methods.

OBJECTIVES

- to promote helping behavior;
- to increase social responsibility;
- to connect actions with reflection and learning.



ACTIVITIES IMPLEMENTED

The activities implemented were “**Random Kindness Challenge**” and “**Help Map**”. Participants identified ways to support others and engaged in small actions, followed by reflection on their experiences and impact.

RESULTS AND IMPACT

- Participants became more aware of their role in supporting others;
- Increased empathy and engagement;
- Improved group interaction;
- Youth workers developed practical tools for facilitation.

LESSONS LEARNED

- Small actions can have strong impact;
- Structured reflection enhances learning;
- Guidance helps participants identify realistic actions.

CONCLUSION

This case study shows how action-based activities support helping behavior and social responsibility. Participants became more aware of their role in supporting others, while youth workers explored practical methods for encouraging engagement.

CASE STUDY 7

Slovakia LTTA – Inclusion and Diversity

OVERVIEW

This case study took place during a multicultural LTTA session in Slovakia, involving youth workers and young people from different countries. The activity focused on promoting inclusion and connection within a diverse group.

BENEFITS

- Strengthened intercultural understanding;
- Promoted inclusion and empathy;
- Supported youth workers in working with diverse groups.

OBJECTIVES

- to promote inclusion and diversity;
- to strengthen intercultural dialogue;
- to encourage communication beyond language barriers.

ACTIVITIES IMPLEMENTED

The activity implemented was “**Friendship Mosaic**”. Participants interacted with new people and created visual representations of their connections, supporting communication beyond language barriers.

RESULTS AND IMPACT

- Increased openness and empathy among participants;
- Stronger connections between participants;
- Improved group cohesion;
- Youth workers gained inclusive facilitation techniques.

LESSONS LEARNED

- Creative methods support inclusion;
- Visual tools reduce language barriers;
- Interaction encourages openness.

CONCLUSION

This case study shows how creative activities support inclusion and intercultural understanding. Participants developed empathy and stronger connections, while youth workers gained tools for working in diverse groups.



CASE STUDY 8

Slovakia LTTA – Supporting Mental Well-being in Nature

OVERVIEW

This case study was implemented during outdoor LTTA sessions in Slovakia, involving youth workers and young people. The activity focused on supporting mental well-being through nature-based learning and reflective practices.

BENEFITS

- Reduced stress and supported relaxation;
- Increased mindfulness and emotional awareness;
- Supported youth workers in using nature-based methods.

OBJECTIVES

- to promote mental well-being;
- to strengthen connection with nature;
- to encourage reflection and mindfulness.



ACTIVITIES IMPLEMENTED

The activities implemented were “Nature Journal” and “Mind Cleanse Walk”. Participants engaged in quiet observation, reflective writing, and a guided walk in nature, focusing on their thoughts, emotions, and surroundings. These activities created space for mindfulness, inner calm, and personal reflection.

RESULTS AND IMPACT

- Participants reported feeling calmer and more present;
- Increased emotional awareness and mindfulness;
- Youth workers gained practical experience in facilitating outdoor reflective activities.

LESSONS LEARNED

- Participants reported feeling calmer and more present;
- Increased emotional awareness and mindfulness;
- Youth workers gained practical experience in facilitating outdoor reflective activities.

CONCLUSION

This case study shows how nature-based activities can support mental well-being, mindfulness, and emotional reflection. Participants experienced greater calm and awareness, while youth workers gained practical tools for integrating nature into youth work practice.

CASE STUDY 9

Slovakia LTTA – Building Confidence and Courage

OVERVIEW

This case study was implemented during the final LTTA session, involving youth workers and young people. The activity focused on strengthening confidence, resilience, and personal development through guided reflection.

BENEFITS

- Increased confidence and motivation;
- Supported personal growth and self-awareness;
- Provided youth workers with tools for personal development activities.

OBJECTIVES

- to build confidence and resilience;
- to support personal development;
- to promote reflection and goal-setting.

ACTIVITIES IMPLEMENTED

The activities implemented were “**Fear Ladder**” and “**Courage Cards**”.

Participants reflected on personal fears and identified small steps to overcome them, supported by group sharing and discussion.

RESULTS AND IMPACT

- Participants identified personal goals;
- Increased motivation and self-confidence;
- Improved emotional awareness;
- Youth workers gained facilitation experience.

LESSONS LEARNED

- Small steps are essential for progress;
- Reflection supports personal growth;
- Facilitators should guide realistic goal-setting.

CONCLUSION

This case study shows how reflective activities support confidence and personal development. Participants increased motivation and self-awareness, while youth workers gained tools for supporting personal growth.



Mindful Scouts

Mindful Scouts Toolkit

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