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POWER

Promoting Overall Wellbeing & Empowerment through Resilience

A Practical PERMA Toolkit for Youth Workers

Facilitator handbook • Activity cards • Reproducible worksheets

P Positive Emotions

E Engagement

R Relationships

M Meaning

A Accomplishment



Coordinating organisation:
Horizon Resource Network e.V. (Germany)

Project partners:
Asociación Alpujarreña Humeya (Spain)
APS Educazione Benessere (Italy)

Prepared as a practical dissemination resource arising from the POWER project. Activity descriptions draw on the POWER training resources; supplementary activities and tools are labelled as toolkit extensions.

Publication information

POWER – Promoting Overall Wellbeing & Empowerment through Resilience was an Erasmus+ KA153-YOU youth worker mobility project coordinated by Horizon Resource Network e.V., with Asociación Alpujarreña Humeya and APS Educazione Benessere as partner organisations. The training took place 12–20 July 2026, with activity days 13–19 July, at DJH Jugendherberge Geesthacht, Germany.

This toolkit is intended for youth workers, trainers, facilitators, mentors and youth organisations. It translates the project's positive psychology and PERMA learning materials into reusable non-formal education sessions. The examples are educational and should be adapted to participants' ages, needs, cultures and local safeguarding requirements.

Acknowledgements The coordinating organisation thanks the partner organisations, trainers and participating youth workers for their contribution to international learning and exchange. We also appreciate the funding from JUGEND für Europa and the European Commission.

Evidence note The six core activities are adapted from POWER presentation materials. Three optional activities and the implementation/evaluation templates were developed for this publication; their inclusion does not imply that they were delivered during the mobility.

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1. Purpose and approach

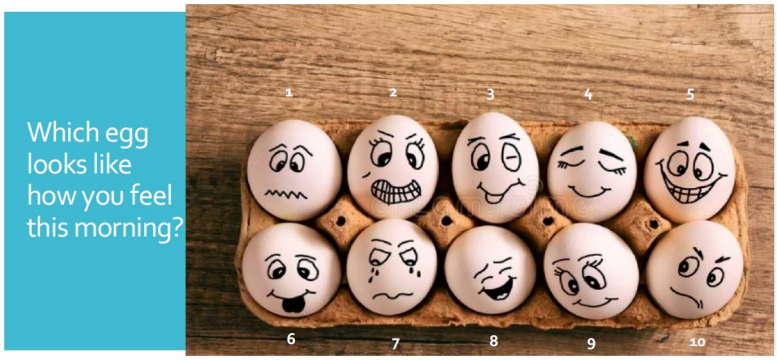
The POWER toolkit helps youth workers turn wellbeing concepts into engaging, participatory practice. It focuses on strengths, agency, meaningful engagement, supportive relationships, purpose and achievable goals. It is not a clinical intervention or a substitute for mental health services.

Intended learning outcomes

- Explain the five PERMA elements and connect them to youth participation and wellbeing.
- Facilitate participatory exercises using interviewing, reflection, peer learning, brainstorming and project design.
- Identify barriers to participation and adjust activities to support inclusion and accessibility.
- Support young people to identify resources, build relationships, generate alternative pathways and set achievable goals.
- Design and evaluate a small PERMA-informed youth work initiative.

How to use this handbook

1. Select the wellbeing need and learning outcome before choosing an activity.
2. Read the facilitator preparation and safety notes; adapt examples to your participants.
3. Introduce voluntary participation, confidentiality limits and respectful discussion rules.
4. Run the activity, allow reflection, and connect insights to youth work practice.
5. Use a worksheet or action plan to document learning and agree on next steps.



2. PERMA in youth work

PERMA is a positive psychology framework associated with Martin Seligman. Its five elements describe different dimensions that may contribute to flourishing. It is a practical lens for designing supportive environments, not a diagnostic test or a guarantee of improved mental health.

Pillar	Meaning in practice	Example youth work method
P – Positive Emotions	Create space for gratitude, enjoyment and constructive perspectives	Possibility Brainstorm; gratitude reflection
E – Engagement	Encourage active participation, strengths and flow	Engagement group interviews; flow mapping
R – Relationships	Build trust, empathy and	Relationship interviews; peer

	belonging	mentoring
M – Meaning	Connect action to values, contribution and purpose	Finding Meaning interviews; service project
A – Accomplishment	Support goals, progress and recognition	Hope Mapping; small wins; SMART goals

The five pillars interact. A meaningful project may deepen relationships; supportive relationships can improve engagement; achievable goals can reinforce confidence. Avoid treating any one pillar as a universal solution.

3. Facilitation, inclusion and safeguarding

Psychological safety

- State that sharing personal experiences is optional; participants may pass or choose fictional scenarios.
- Do not request disclosure of trauma, diagnoses or private family circumstances.
- Agree on respectful listening, non-judgement and confidentiality, while explaining its limits where safety is at risk.
- If a participant becomes distressed, offer a break, check privately, and follow your organisation's safeguarding/referral procedure.
- Do not promise therapeutic outcomes; use local qualified services for urgent mental health concerns.

Inclusion by design

- Use plain language, visual prompts and translated keywords where helpful.
- Offer spoken, written, drawn and paired response formats.
- Provide extra thinking time and allow participants to observe rather than speak publicly.
- Check physical accessibility, sensory needs, breaks and accessible materials before delivery.
- Use examples relevant to different economic, educational, migration and cultural contexts; avoid stereotypes.

Suggested 90-minute session structure

Segment	Time	Purpose
Welcome and agreements	10 min	Safety, purpose and warm-up
Core activity	40 min	Small-group participation
Debrief	15 min	Extract learning
Transfer to practice	15 min	Design an adaptation for young people
Reflection and close	10 min	Document learning and next step

4. Six core POWER activities

The following guides preserve the objectives and methods of the supplied POWER training slide decks. Suggested timing is adjusted where the original slides contain conflicting estimates. Facilitators should test the timing with their group.

Activity 1 · Possibility Brainstorm

PERMA focus P · resilience

Suggested time 25–35 minutes

Group format 4–6 per group

Aim Reframe common youth work challenges into practical options without dismissing real constraints.

Materials Scenario cards, flipchart or paper, markers.

Facilitator steps

6. Introduce the shift from “Why won’t this work?” to “What could we do?” (3 min).
7. Give each group one scenario: disengagement/isolation; conflict between participants; lack of goals; language barriers (2 min).
8. Generate many possible responses without judging them; invite “yes, and…” thinking (7 min).
9. Select the three most promising options and identify the resources and partners required (7 min).
10. Each group shares its challenge, top three ideas and one feasible first step (8 min).
11. Debrief how a possibility mindset can coexist with realistic constraints (5 min).

Debrief questions

- Which ideas could be tested with little or no additional resources?
- What helped the group move beyond its first response?
- What support or safeguarding checks would be needed before acting?

Transfer to youth work Use anonymised situations from participants’ actual youth work settings; convert one solution into a small test.

Inclusion / safety adaptation Avoid asking participants to reveal identifiable young people’s personal information. Permit written idea contributions.

Activity 2 · Group Interview: Engagement & Relationships

PERMA focus E · R

Suggested time 35–45 minutes

Group format Groups of five

Aim Explore how meaningful activities and trusted relationships contribute to youth participation and wellbeing.

Materials Question cards, notes sheet, timer.

Facilitator steps

12. Assign interviewer, recorder, two panelists and observer/timekeeper; explain that roles can rotate (3 min).
13. Interview on Engagement: motivating activities, wellbeing benefits, barriers, engaging design and personal experiences of flow (10 min).
14. Interview on Relationships: trust, belonging, friendships, barriers and inclusive environments (10 min).
15. Recorder and observer prepare three engagement lessons, three relationship lessons and one immediate action (5 min).
16. Groups deliver two-minute summaries and compare recurring themes (8–12 min).

Debrief questions

- What common themes emerged?
- Which suggestions could improve your next youth activity?
- How do engagement and relationships reinforce one another?

Transfer to youth work Use role rotation to develop facilitation, observation and listening skills.

Inclusion / safety adaptation Allow panelists to speak about hypothetical cases; replace personal "flow" examples with observed youth activities if preferred.

Activity 3 · Building Strong Relationships

PERMA focus R

Suggested time 35–45 minutes

Group format Groups of 3–4

Aim Reflect on qualities of supportive relationships and identify practices that help young people belong.

Materials Interview prompts, flipchart, pens.

Facilitator steps

17. Explain optional personal sharing and invite participants to select a comfortable level of disclosure (3 min).
18. Rotate short interviews (3–4 minutes per person) on positive influences and valued qualities (12–16 min).
19. Discuss relationship barriers, including the opportunities and challenges of digital communication (6 min).
20. Explore youth work practices that encourage friendships, teamwork and inclusion (6 min).
21. Produce a flipchart naming five ingredients of strong relationships (5 min).
22. Share one skill to strengthen and one practice to use with young people (5 min).

Debrief questions

- What makes a relationship trustworthy?
- Which relationship skill would you like to improve?
- What could your organisation change to make belonging easier?

Transfer to youth work Turn the five ingredients into a youth-group agreement or peer-mentoring principles.

Inclusion / safety adaptation Participants can use fictional or professional examples instead of naming people in their lives.

Activity 4 · Finding Meaning

PERMA focus M

Suggested time 35–45 minutes

Group format Groups of 3–4

Aim Connect purpose, contribution and community participation to youth work practice.

Materials Interview prompts, flipchart.

Facilitator steps

23. Invite reflection on when an activity feels worthwhile and when participants feel proud (5 min).
24. Rotate interviews about personal meaning, helping others and one community challenge worth addressing (12–16 min).
25. Discuss how youth workers can offer young people real responsibilities and opportunities to contribute (7 min).
26. Complete "Young people find meaning when they…" with several group responses (5 min).
27. Write three concrete youth work actions that foster purpose and belonging (5 min).
28. Share key insights with the full group (5 min).

Debrief questions

- What makes an activity meaningful rather than merely busy?
- How can young people choose the causes that matter to them?
- How do Relationships and Meaning connect?

Transfer to youth work Co-design a youth-led community service or volunteering opportunity with genuine decision-making.

Inclusion / safety adaptation Do not assume everyone finds meaning in the same values, beliefs, family roles or types of service.

Activity 5 · Hope Mapping

PERMA focus A · resilience · pathways and agency

Suggested time 55–65 minutes

Group format Individual work → pairs

Aim Use goal-setting, alternative routes and agency statements to strengthen flexible planning.

Materials Hope Map worksheet, pens, optional quiet reflection space.

Facilitator steps

29. Introduce pathways thinking (multiple routes) and agency thinking (motivation to act) from Snyder's Hope Theory (5 min).
30. Choose one meaningful goal and explain why it matters (5 min).
31. Invite optional visualisation of achieving the goal (3 min).

32. Map at least three pathways towards the goal (10 min).
33. Identify realistic obstacles and sources of support (10 min).
34. For each major obstacle, create an alternative route or contingency plan (10 min).
35. Complete an agency statement and name a next action (5 min).
36. Share in pairs; partner asks about additional pathways and needed support (7 min).
37. Debrief the value of backup plans (5 min).

Debrief questions

- Which obstacle feels more manageable after planning an alternative?
- What is one step you can take in the next 48 hours?
- How could you adapt this for young people facing structural barriers?

Transfer to youth work Apply the map to education, employment, participation or a youth-led project.

Inclusion / safety adaptation Avoid implying that motivation alone removes discrimination, poverty or other systemic barriers. Map external support and advocacy routes.

Activity 6 · Design a PERMA Community Wellbeing Project

PERMA focus P · E · R · M · A

Suggested time 60–75 minutes

Group format Groups of 4–6

Aim Design a small, realistic youth or community wellbeing initiative using one or more PERMA elements.

Materials PERMA Project Canvas, flipchart, markers.

Facilitator steps

38. Present the scenario: your organisation has a small grant for a local wellbeing initiative (5 min).
39. Define a specific target group and a relevant wellbeing or participation challenge (8 min).
40. Choose a project title and 2–3 objectives that respond to the challenge (7 min).
41. Select PERMA elements and explain how activities will promote each one (10 min).
42. Design three to five activities, including accessibility and safeguarding considerations (10 min).
43. Define realistic expected outcomes and evidence sources; distinguish outputs from outcomes (10 min).
44. Prepare a five-minute presentation and optional dissemination video concept (10 min).
45. Present, receive constructive feedback and revise one feature (10–15 min).

Debrief questions

- Are the proposed objectives matched to the actual activities?
- How will you know whether participants found the project useful?
- Which barriers could prevent participation, and what can you change?

Transfer to youth work Use the completed canvas as a draft concept for a youth-led pilot, subject to resources and partner agreement.

Inclusion / safety adaptation Offer an example project or visual canvas for participants less familiar with proposal writing; do not assume grant funding is available.

5. Supplementary toolkit activities

The following three exercises are editorial additions to balance coverage of all five PERMA pillars. They are not documented as activities delivered during the July 2026 POWER training.

Extension A · Gratitude and Strengths Exchange

PERMA focus P · R

Suggested time 25–30 minutes

Group format Individual → pairs

Aim Notice constructive experiences and strengths without denying difficulties.

Materials Paper, pens, strengths word bank.

Facilitator steps

46. Invite participants to name one small positive experience from the past week (3 min).
47. Ask them to identify a personal strength used in that situation (5 min).
48. In pairs, exchange stories and reflect back strengths heard (8 min).
49. Brainstorm how a youth worker can make strengths visible in everyday sessions (6 min).
50. Choose one inclusive practice to try and close with optional sharing (5 min).

Debrief questions

- How can strengths feedback be specific rather than generic?
- How can gratitude be invited without pressuring someone to be positive?

Transfer to youth work Use a voluntary strengths wall or peer-appreciation round.

Inclusion / safety adaptation Never require gratitude about hardship; a participant may opt out or use a fictional example.

Extension B · Finding Your Flow

PERMA focus E

Suggested time 30–40 minutes

Group format Individual → small groups

Aim Identify conditions that support attention, motivation and active participation.

Materials Flow mapping worksheet, markers.

Facilitator steps

51. Recall a task that felt absorbing or satisfying (5 min).
52. Map challenge level, skills, autonomy, feedback and distractions (8 min).
53. Compare examples and identify conditions that made engagement possible (8 min).
54. Redesign one youth activity to improve choice, challenge and support (10 min).
55. Share one design change and test criterion (5 min).

Debrief questions

- When does challenge become overwhelming?
- What role do choice and accessibility play in engagement?

Transfer to youth work Offer tiered tasks, choices of roles and feedback moments.

Inclusion / safety adaptation Allow participants to analyse an observed activity rather than disclose personal experiences.

Extension C · Small Wins and Achievement Ladder

PERMA focus A

Suggested time 30–40 minutes

Group format Individual → pairs

Aim Break an ambitious goal into observable, achievable steps and meaningful recognition.

Materials Achievement ladder worksheet.

Facilitator steps

56. Define a youth work or personal goal (5 min).
57. Write three to five progressive steps and identify needed resources (10 min).
58. Specify what evidence would show each step was completed (5 min).
59. Identify a supportive person and one response to setbacks (5 min).
60. Discuss how to recognise effort and learning without ranking participants (10 min).

Debrief questions

- What counts as progress for different young people?
- How do we celebrate effort while keeping goals realistic?

Transfer to youth work Use individual progress boards or learning portfolios rather than competitive leaderboards.

Inclusion / safety adaptation Offer different achievement indicators for different starting points and support needs.

6. From workshop to organisational practice

30-day PERMA action cycle

Period	Action	Suggested evidence
Days 1–7	Identify one youth group need; consult young people; select one PERMA pillar	Short needs note; youth input
Days 8–14	Adapt one activity; check access and safeguarding; agree roles	Facilitation plan; accessibility checklist
Days 15–21	Pilot the activity and gather voluntary feedback	Attendance count; anonymised feedback
Days 22–30	Review findings; adjust; decide whether and how to repeat	Learning note; revised session plan

From individual learning to organisational change

- Hold a short internal knowledge-sharing session after the training.
- Select one pilot aligned with existing youth work priorities rather than launching an unsupported new programme.
- Ask young people to co-design activities and define what success looks like for them.
- Document changes to facilitation methods, accessibility and participation, not just attendance.
- Use peer exchanges among partner organisations to compare adaptations and lessons.

7. Monitoring, evaluation and recognition

Evaluation should be proportionate, voluntary and privacy-conscious. Collect only the information needed to improve activities. Self-reported confidence or enjoyment does not establish clinical improvement in mental health.

Evaluation question	Possible indicator	Simple method
Was the activity accessible?	Participants report being able to contribute in a suitable format	Anonymous exit ticket
Did participants understand the PERMA focus?	Can explain one relevant pillar in their own words	Reflection prompt
Can learning transfer to practice?	Can identify one concrete youth work adaptation	Action card
Did the pilot reach the intended group?	Participation against planned reach; barriers reported	Aggregate attendance and feedback
What should change next time?	Specific suggested improvements	Facilitator debrief

Learning reflection and Youthpass

For Erasmus+ youth worker mobility, Youthpass can support recognition of non-formal learning where applicable. Use regular reflection, peer feedback and concrete examples of developed competences. Certificate issuance and the number of certificates awarded should be reported only from verified project records.

- What did I learn about wellbeing and youth work?
- Which facilitation skill did I practise?
- How did intercultural collaboration change my assumptions?
- What will I apply in the next 30 days?
- What evidence could demonstrate that application?

8. Reproducible worksheets

Worksheet 1 · Possibility Brainstorm

Challenge / scenario:

_____

_____

Six possible responses:

_____

_____

_____

_____

_____

_____

Our three strongest options and why:

_____

_____

_____

First feasible step, owner and support needed:

_____

_____

Worksheet 2 · Engagement & Relationships Interview

Engagement prompts: What motivates participation? What are barriers? When do people experience flow? What can youth workers change?

Relationships prompts: What builds trust? What creates belonging? What challenges friendships? What inclusive action can we take?

Three lessons about Engagement:

_____

_____

_____

Three lessons about Relationships:

_____

_____

_____

One action we can implement immediately:

_____

_____

Worksheet 3 · Strong Relationships

Five ingredients of strong relationships:

_____

_____

_____

_____

_____

One relationship skill I want to practise:

_____

_____

One youth work activity that strengthens belonging:

_____

_____

Worksheet 4 · Finding Meaning

Young people find meaning when they...

_____

_____

_____

_____

_____

Three concrete opportunities for youth contribution:

_____

_____

_____

How young people will help decide what matters:

_____

_____

Worksheet 5 • Hope Mapping

My goal (within a realistic timeframe):

_____

_____

Why it matters / who benefits:

_____

_____

Pathway 1 — steps and resources:

_____

_____

Pathway 2 — steps and resources:

_____

_____

Pathway 3 — steps and resources:

_____

_____

Most likely obstacle:

_____

_____

Alternative route / backup plan:

_____

_____

Who can support me?

_____

My next action and date:

_____

_____

Worksheet 6 • PERMA Community Project Canvas

Element	Write your project response
1. Project title	
2. Target group and inclusion needs	
3. Problem / participation need	
4. Two or three objectives	
5. PERMA pillars and why	
6. Three to five activities	
7. Expected outcomes	
8. Evidence and evaluation	

Safeguarding and accessibility adjustments:

_____

_____

_____

First step / partners / resources:

_____

_____

_____

Worksheet 7 • 30-Day Action Plan

Action	Who?	By when?	Support / evidence
Consult young people			
Adapt one activity			
Check inclusion and safety			
Deliver a pilot			
Collect feedback			
Review and share learning			

What would success look like after 30 days?

_____

_____

_____

Worksheet 8 • Quick Reflection / Exit Ticket

Today I understood this PERMA pillar better:

_____

One activity or idea I found useful:

_____

_____

One adaptation I will use in youth work:

_____

_____

One change that would make the session more inclusive:

_____

_____

Optional rating: I felt able to participate in a way that worked for me. 1 2 3 4 5 / Prefer not to answer

9. Facilitator checklists and references

Before the activity

- Define a clear learning outcome and suitable group size.
- Check venue accessibility, materials, language support and breaks.
- Review safeguarding contacts and response procedures.
- Prepare opt-out routes and alternative forms of participation.
- Avoid collecting unnecessary personal or sensitive information.

During the activity

- Explain voluntary participation and respectful group agreements.
- Balance contributions and watch for exclusion or pressure.
- Keep time but allow reasonable flexibility.
- Connect discussion to real youth work settings.
- Close with a specific, achievable action.

After the activity

- Invite feedback and review access barriers.
- Record anonymised learning and improvements.
- Share follow-up resources and agreed next steps.
- Reflect on what can be repeated, changed or discontinued.

Source materials and further reading

POWER training materials (2026): “Possibility Brainstorm”; “Group Interview Activity: Engagement & Relationships”; “Group Interview Activities: Building Strong Relationships / Finding Meaning”; “Hope Mapping Activity”; and “Designing a PERMA Community Wellbeing Project”. The activity guides in Chapter 4 are adaptations, not verbatim reproductions of the slide decks.

Conceptual foundations: Seligman, M. E. P. (2011), Flourish: A Visionary New Understanding of Happiness and Well-being; Snyder, C. R. (2002), Hope Theory: Rainbows in the Mind, Psychological Inquiry, 13(4), 249–275. These are background references; no claims of clinical effectiveness are made.

POWER • Promoting Overall Wellbeing & Empowerment through Resilience

Positive Psychology

Founder: Martin Seligman (1998)

Psychology is not only the study of weakness and harm, but also the study of strength and virtue.

paradigm shift in psychology



alternative to the traditional "deficit-oriented" perspective

scientific approach to promoting well-being

https://www.dgpp-online.de/forscherinnen/prof-dr-martin-e-p-seligman "Dieses Foto" von Unbekannter Autor ist lizenziert gemäß CC BY-SA-NC

Dimension Positive Emotions

P

Positive emotions Experiencing and promoting positive emotions



Think about this:

What have you been annoyed about today?

What went really well today?

Negative aspects usually come to mind immediately.

We have to think about the positives.

Change your view, focus on the positive!

Train your optimism, because gratitude brings happiness.

Dimension Positive Emotions

P

Positive Emotions
Experiencing & promoting positive emotions

Barbara Fredrickson describes ten positive emotions that are said to have a particularly positive effect on happiness and well-being:

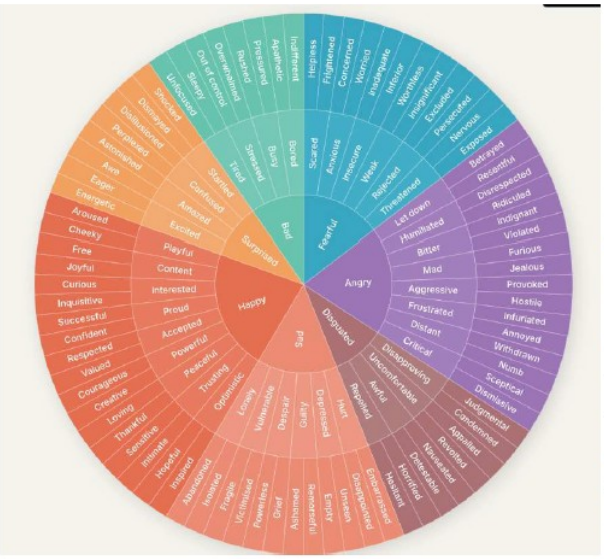
1. Joy
2. Gratitude
3. Cheerfulness
4. Interest
5. Hope
6. Pride
7. Inspiration
8. Fun
9. Awe
10. Love

Which of your daily acitivities spark these emotions?

How can they be even more so included in daily life?

Quelle: Barbara Fredrickson „Die Macht der positiven Gefühle"

Dimension Positive Emotions

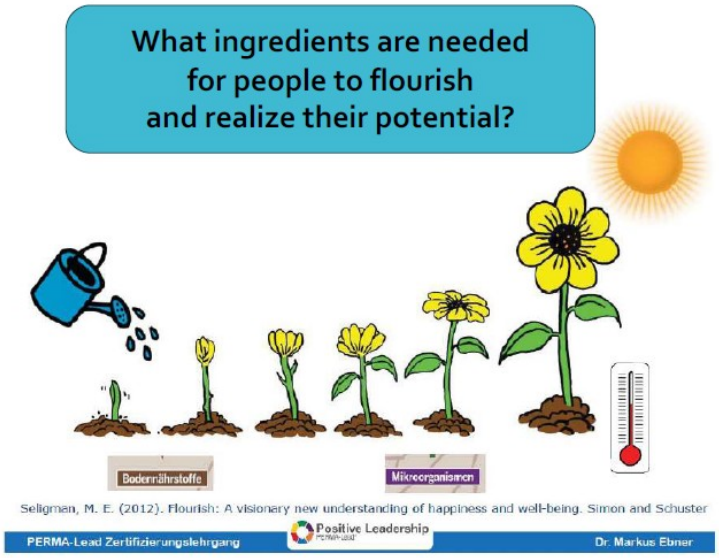


Center:
This core layer contains the basic feelings such as happiness, sadness, anger, fear, surprise, disgust and badness. These are considered fundamental building blocks of our emotional experience.

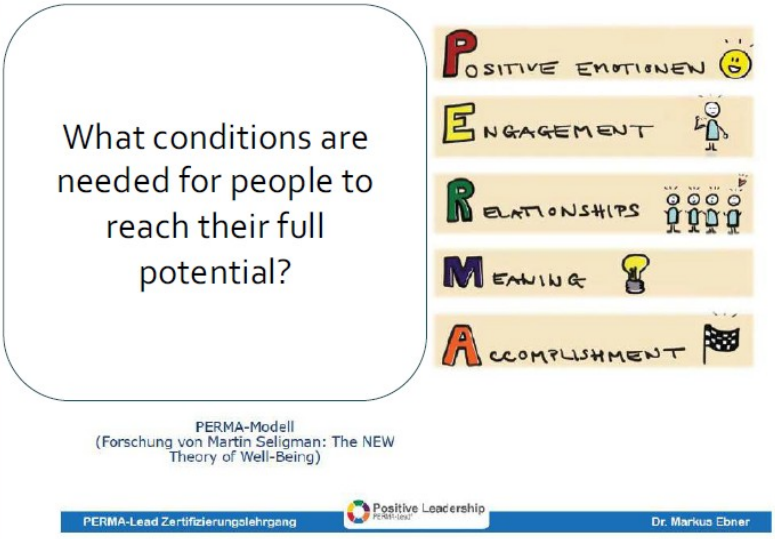
Middle layer:
In this layer, the basic feelings are further subdivided to offer more specific terms. For example, sadness could be described as loneliness, vulnerability, or despair.

Outer layer:
The outermost layer contains even more nuanced feelings and offers a rich vocabulary to express subtle differences in emotions. For example, anger could be further divided into resentful feelings, furiousness or indignation.

Positive Leadership



Positive Leadership



Dimension Engagement



Engagement
Fostering individual strenghts, flow experience

Engagement refers to becoming deeply absorbed or engrossed in an activity. This is described as experiencing 'flow', where someone is truly present. Its deep involvement is highly beneficial for one's emotions and skill development.

Engaging in activities that one enjoys contributes to overall well-being. The type of activities depends on the person and their interests.

For example, someone might love playing guitar and feeling immersed in music, while others may prefer baking and trying new recipes. Engaging in such activities is very beneficial, fostering personal growth and emotional satisfaction.

Dimension Relationships



Relationships
Building and maintaining positive relationships, forming networks

Relationships encompass all types of interactions people have with partners, friends, family members, colleagues, mentors, and the wider community.

The PERMA model includes relationships because humans are fundamentally social beings. This need for social connection becomes especially significant as we grow older. Research shows that a strong social environment is crucial for preventing cognitive decline and that robust social networks contribute to better physical and mental health.

Studies also suggest that sharing positive experiences and celebrating successes can strengthen bonds. Moreover, responding enthusiastically, especially in close relationships, boosts intimacy, well-being, and satisfaction.
Methods to build positive relationships include:

- Asking questions to learn more about people
- Celebrating people's wins and successes
- Making sure people feel valued

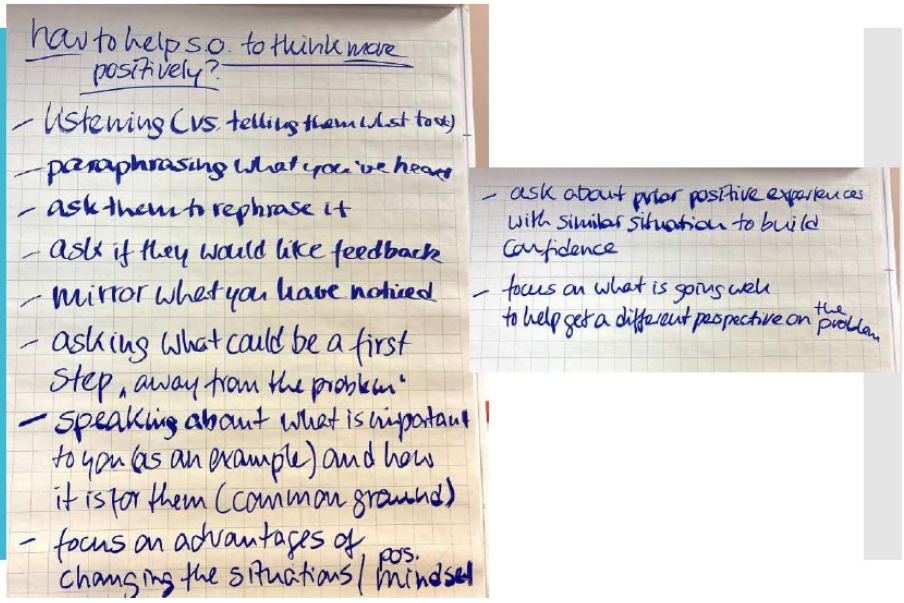
Positive relationships build a sense of belonging, acceptance and personal growth.

Dimension Relationships

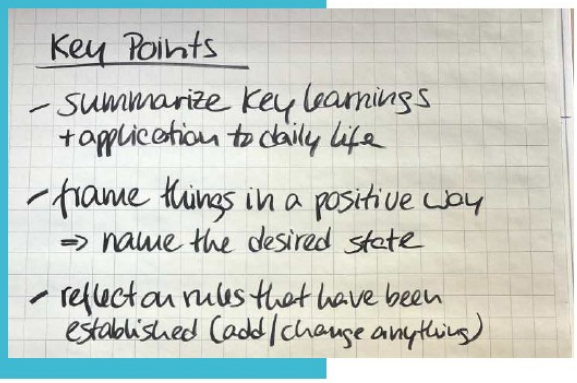
Relationships
Building and maintaining positive relationships, forming networks

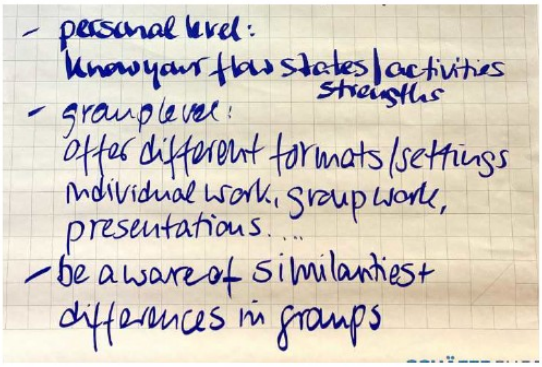
- **Communicate openly and honestly:**
  Open communication is critical to understanding and solving problems in relationships (Markman, Stanley, & Blumberg, 2010).
- **Show interest in others:**
  Listen carefully and ask questions to make others feel valued and understood.
- **Time with friends and family:**
  Regular meetings with friends and family members strengthen bonds and promote well-being (Cohen, 2004).

How to help others to think more posititvely



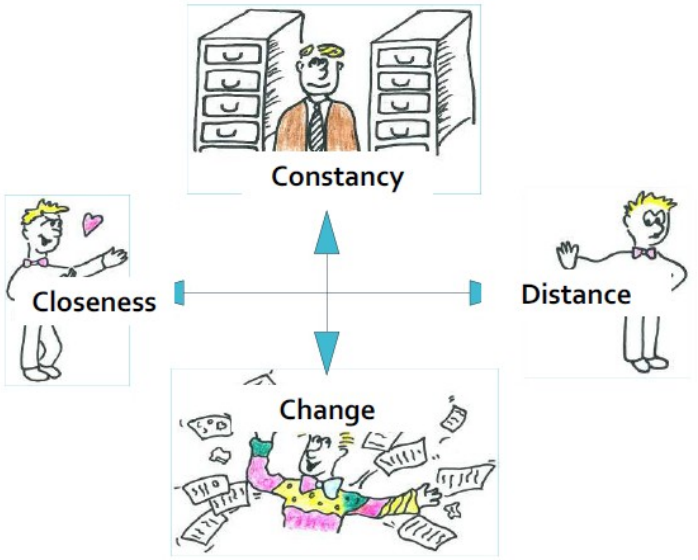
Key points of our learnings





The Riemann-Thomann model
On needs and communication in groups

People's needs regarding
- relationships
- time / structure





Constancy

Security
Order
Planning
Control

Have the hang of it
Principles
Reliability
It should be like this



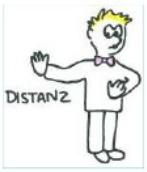
Harmony
Cooperation
Conviviality
Together

Closeness

Loving
closeness
Feelings
Trust
Me for you –
You for me!

Independence
Autonomy
Freedom
Individuality
Being alone

Distanz



Spacing
Intellect
Respect
Everyone for
themselves!

Change
Variety
Surprise
Spontaneity

Flexibility
Liveliness
Development
Here and Now
I feel like it!

Change



The group-Dynamics

Constancy

Community
Commitment
Sense of togetherness
Warmth
Merger
Forced solidarity
Hypocrisy

Troop
Success orientation
Self-discipline
Factual orientation
Mercilessness
Intolerance
Cold

Closeness — **Distance**

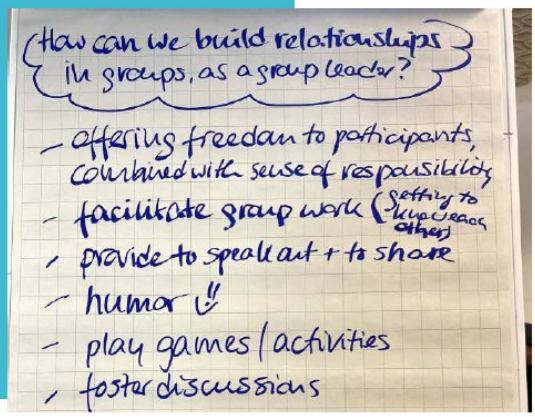
Team
Liveliness
Creativity
Flexibility
Lack of structure
Inconsistency
Indiscipline

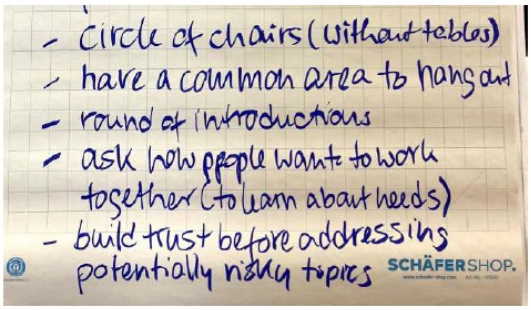
Heap
Stubbornness
Freedom
Autonomy
Egocentricity
Lack of commitment
Self-sufficiency

Change

Christoph Thomann, 2004

How to help groups to build relationships





Dimension Meaning



Meaning
Finding meaning in what we do and growing from it

Having a sense of purpose helps people focus on what truly matters, especially when facing significant challenges or adversity.

Purpose and meaning vary for each person. It can be pursued through a profession, a social or political cause, a creative project, or religious/spiritual beliefs. It may also be found through volunteer or community activities.

Personal values guide a sense of purpose, and people who feel they have a purpose tend to live longer, experience greater life satisfaction, and experience fewer physical and mental health challenges.

Dimension Meaning



Meaning
Finding meaning in what we do and growing from it

Ways to cultivate meaning include:

• Getting involved in a cause or organisation that is important to you

• Exploring new creative activities to discover what resonates with you

• Considering how you can use your passions to benefit others

• Spending quality time with people you care about

Dimension Meaning



Meaning
Finding meaning in what we do and growing from it

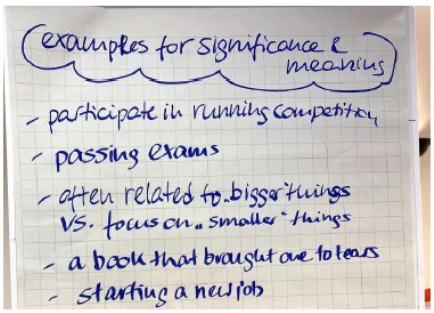
Think:
Please note for yourself:

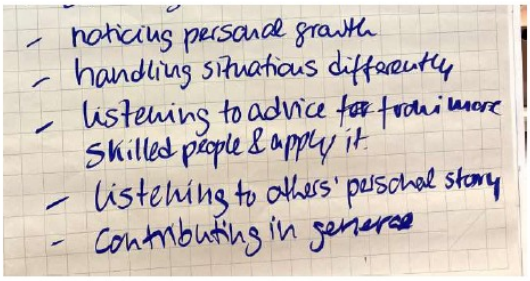
When was the last time I did something that felt really significant? What exactly was it?

Pair: In duos, experiences are shared and common patterns are sought. Please note on cards.

Share in the large group

Dimension Meaning





Meaning
Finding meaning in what we do and growing from it

Dimension Accomplishment



A sense of accomplishment comes from working towards and achieving goals, learning a task, and being self-motivated to complete your goals. This feeling contributes to well-being by feeling and experiencing a sense of pride.

Accomplishment involves perseverance and passion for achieving goals.

However, true flourishing and well-being are achieved when accomplishments are driven by internal motivation or pursuing goals for personal growth and improvement, rather than external rewards.

Focusing on intrinsic goals, such as personal development and connection, often results in greater well-being compared to pursuing external goals like wealth or fame.

Accomplishment
Setting and achieving goals, expanding own boundaries

Dimension Accomplishment: Success is good for you



A

Accomplishment
Setting and achieving goals, expanding own boundaries

If we keep reminding ourselves of our successes, we create an important basis for our personal well-being.

The completion of a project, the completion of all the to-dos of the week or the fact that you have finally motivated yourself to do yoga again - all these are successes to celebrate!

Dimension Accomplishment: Success is good for you



A

Accomplishment
Setting and achieving goals, expanding own boundaries

Tip for recording your successes:

Start by writing down things you want to do (appointments, assignments, books & movies you want to watch, etc.)

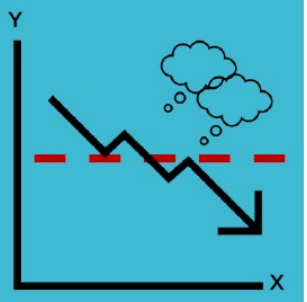
Cross them out when you've done them and experience a sense of achievement!

OR

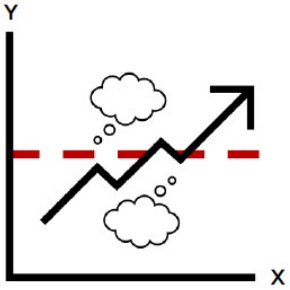
Write things down, that you have completed (appointments, assignments, books & movies that you want to watch, etc.). Collect them on a list.

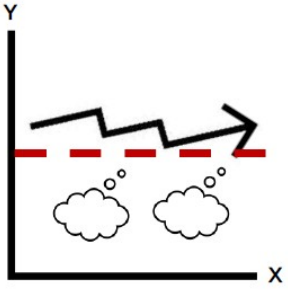
... and experience a sense of achievement!

Emotiogram of an exam situation



- y-axis = emotions
- x-axis = time



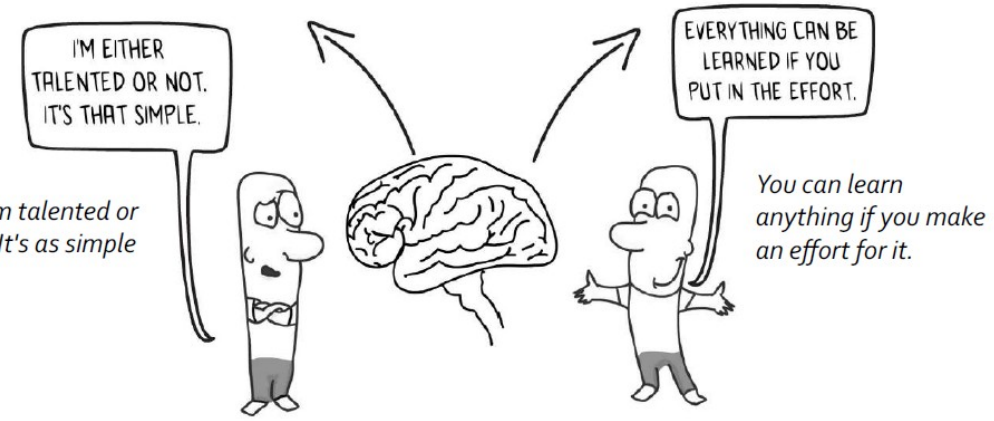


Remember a "trial situation" and draw your emotion of the situation

4-Evening-Questions (Markus Ebner)



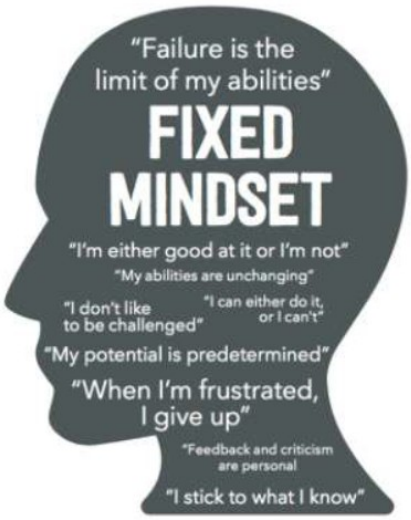
1. What gave me joy yesterday?
2. Where did I feel alive yesterday?
3. What and who can I be grateful for yesterday?
4. What strengths were I able to live out yesterday?



Dweck, Carol: Growth Mindset (2017)

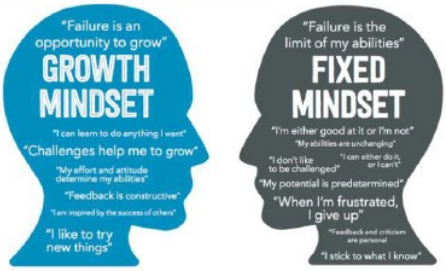
Growth & Fixed Mindset





Dweck, Carol: Growth Mindset (2017)

In pairs



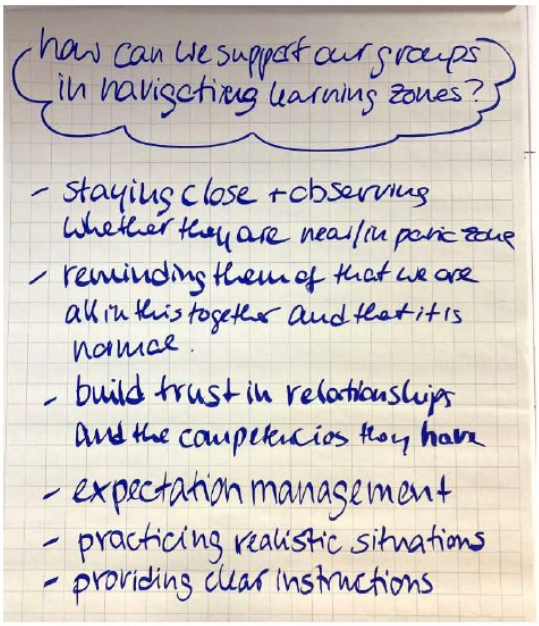
Austausch zu zweit
10‘ Minuten

1. In which places/areas/tasks can you recognize the beginnings of a growth mindset in you?

2. In which situations do you find it difficult and look at it with a "fixed mindset"?

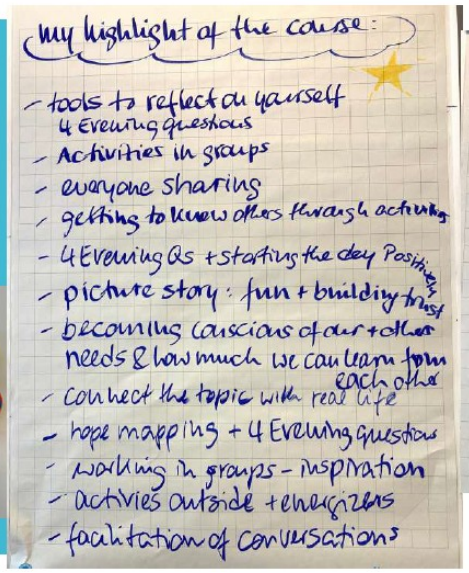
3. What can you change or do in your everyday life to develop a stronger growth mindset?

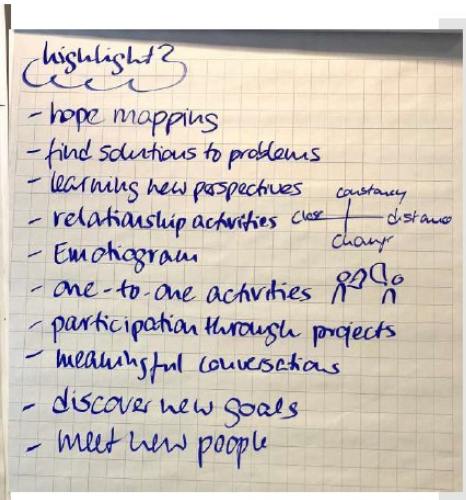
Navigating learning zones



Feedback Highlights of the course







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WHO CAN USE THIS TOOLKIT

Youth organisations and youth centres; non-governmental and civil society organisations; community groups; schools, universities and training providers; youth workers, educators, social workers, mentors and facilitators; migrant and refugee support organisations; volunteering and European Solidarity Corps projects; Erasmus+ partnerships; local authorities and other institutions working in youth inclusion, wellbeing and non-formal education.

USE AND ADAPTATION

The activities and reproducible worksheets are intended to support educational workshops, mentoring, youth exchanges, training and community initiatives. Facilitators are encouraged to adapt them to local needs, safeguarding requirements and accessibility considerations. Please acknowledge the POWER project and publication authors. Reuse of any third-party images or training illustrations remains subject to their respective rights and permissions.

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