Non-formal methods

Guide to empower youth

The "Guide to empower youth" was developed as a result of Erasmus+ Mobility of youth workers "Career Up!" ref. nr.: 2023-1-LT02-KA153-YOU-000147220 Training course that took place in 2023 in Lithuania with a great input from all the participating youth workers from Lithuania, Estonia, Poland, Slovakia and Romania. The goal of the project was to develop knowledge, abilities and attitudes of 30 youth workers from 5 non-profit organizations from Lithuania, Romania, Slovakia, Poland and Estonia on non-formal methods to empower young people to increase their employability. During the project we successfully reached the following objectives: increased the level of knowledge, abilities and positive attitudes of the participating youth workers in applying non-formal methods to facilitate the access of youths to the labor market as well as increased the capacities of the 5 partner organisations in organizing events, activities and workshops for youths that can higher their chances to access the labor market. We would like to thank our participants for making this project such a success!
Asociacija "Keliauk pirmyn", Lithuania

KELIAUK
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Energizing activities

Energizers - fast and funny activities which help liven up a group. They can be used when motivation is waning and energy is decreasing. These activities are essential for people to stay alert and active. They also can be used for people to get acquainted and feel more comfortable with each other.

1. **Impulse**

There are multiple versions of this energizer. First one, everyone is in a circle, holding hands and they are passing the impulse from a person to another by squeezing the hand a little bit harder. The purpose of the game is to be as fast as possible in passing the impulse.
What do you need for this version?
Nothing, only people who want to do it as fast as possible. It does not matter if it is done outside or inside or the number of people.
Time oriented: As fast as possible (it can take as much time as you need).

Another version of this energizer is when you can split the team in 2 groups, they are in a line holding hands. A volunteer can hold a random object in the front of the 2 lines or anywhere in the room and a volunteer stay in the back in order to send the impulse. In the line, only the first person has the eyes open in order to grab the object as soon as he/she feels the impulse. Everyone is staying with their eyes closed and they are squeezing hands as fast as possible in order to win. The team that grabs the object first wins.
What do you need for this version?
A random object that can be anything (a water bottle, a marker, a piece of paper, a phone, anything is in the room) and competitive people who want to win. It does not matter if it is done outside or inside or the number of people.
Time oriented: As many rounds as you want (you can choose how much time you want to spend).

2. **The hippodrome**

Everyone is sitting in a circle and one volunteer will give the commands. The people are in a horse race, everyone is riding their horse and they are going to follow the leader commands. It is more of an improvisation game but the commands can be like this: you are going to say hi to the queen and everyone stops and salute, now is a left turn and everyone is leaning into the left part, there is a tree in front of the horses so the players should jump over the tree and so on. There can be any commands that are related to a horse race.

What do you need for this?
Nothing, only imagination and energized people. It does not matter if it is done outside or inside or the number of people.

Time oriented: As many commands as possible (it can take as much time as you need).

3. **The Chain Game**

In this game, each person starts by saying something they like or a favorite activity/hobby. For instance, someone might say they enjoy reading books. That person extends their hand forward and anyone in the group who shares the same passion connects with them by placing their hand on their elbow.

The process continues with each participant adding to the chain by sharing their own preferences. Each link represents a connection between people with similar interests. This game not only builds a physical chain but also is a symbol of connections and affinities within the group. It's an interactive and enjoyable way to foster connections and learn more about each other in a friendly manner.

What do you need?

Nothing, only creativity. It does not matter if it is done outside or inside or the number of people.

Time oriented: It depends on the number of people. The more people you have, the more it will take. With 30 people takes 5-7 minutes.

4. Circle of compliments

Participants form two circles, one inside the other (an even number is required, but with a little creativity can be done with an odd number too). Within a 30-90 second timeframe, each person in the outside circle expresses compliments or positive observations about those standing in the inner circle. It is crucial that inner circle participants refrain from any verbal or physical interaction, except keeping an eye contact. After giving a sign the outer circle members (all at once) start giving compliments for the inner circle member they are facing. Individuals in the outer circle take one step clockwise creating new interactions. This rotation allows participants to engage with new people and share fresh compliments. The game continues in this manner, fostering positive feedback, until everyone faces everyone.

Then inner and outer circle members switch places – compliment givers become silent inner circle receivers.

What do you need? Nothing, only creativity and honesty. It does not matter if it is done outside or inside or the number of people.

Time oriented: It depends on the number of people. The more people you have, the more it will take. With 30 people took 5-7 minutes.

Things to discuss:

- Did you learn something new about yourself?
- What was harder, giving or receiving compliments? Why?
- What does it say about me?

5. **Musical chairs**

To this energizer you will need only chairs and eager participants. It is a social play in which you need to put chairs in a circle, to the outside (1 less than the amount of participants). Players are walking around the chairs with dancing movements, to the rhythm of music. When the music stops, people have to find a free chair and sit on it. The last person who is left standing without a seat simply drop out of the game. Then one chair is carried away and the next round starts. This section repeats till the penultimate person drops out of the game. The winner is the person who occupies the last chair.

Time oriented: It depends on the number of people. The more people you have, the more it will take. With 30 people took around 10-15 minutes.

6. **Mirrors: Learning Dance Movements by Imitations**

To this energizer you will only need good music and participants. Everyone has to make their pairs no matter what gender. It is advisable to find the person from another country or the one who you haven't worked with yet. When you finally find your pair, you have to stand in front of her/him as you stand in front of the mirror. Then the music starts. One of you starts dancing to the rhythm of music and the other person imitates her/his movements. Then you need to switch. The purpose of this energizer is to focus on the present moment. It is worth mentioning that imitation follows 3 crucial steps: observing, analyzing, and making experiments and it improves dancing undoubtedly.

Time oriented: As many rounds as you want (you can choose how much time you want to spend).

7. **Bring something** / **Do something**

The participants need to find a pair to play with in teams. The game starts and everybody has to bring a random object or do something. The first team that is bringing the object/is done doing the challenge wins. The purpose of the game is to work in teams, doing or grabbing as fast as possible and to have fun.
For example: The first pair to bring perfume wins.
What do you need?
Creativity.
Time oriented: As many rounds as you want (you can choose how much time you want to spend).

8. **Fast, Slow, Start, Stop**

This interactive game involves a person directing the speed and the movements. The volunteer says the commands will start with Start for start walking, stop to stop walking, fast to walk faster, slow to walk slower. The fun part is that the commands can be changed. For example when the participants hear slow, the command can be changed with fast and they have to walk faster and so on.

What do you need?
Creativity and space. It does not matter if it is done outside or inside or the number of people.

Time oriented: As many rounds as you want (you can choose how much time you want to spend).

9. **Follow the leader**

Everybody stands in a circle and there will be a volunteer that goes outside or somewhere where he/she can not see or hear what is happening. Then, a leader is chosen in order to start dancing and to change the moves whenever he/she wants to. Everybody has to follow the leader and the purpose is the person who went outside never guess who is the leader. They can have 3 guesses or as many as possible. The leader now is the person who goes outside and the remaining people choose another leader and so on.

What do you need?
Creativity and space. It does not matter if it is done outside or inside or the number of people.
Time oriented: As many rounds as you want (you can choose how much time you want to spend).

10. A Wave of Energy

Have all the participants stand in a circle. One person stands in the middle of the circle. Everybody in the circle holds their hands with a person beside them. The one person in the middle will touch a person who'll then raise their both arms up. People who feel one arm raise also raise their other arm.

The main goal is for the wave, which is coming from both sides, to reach a person at the same time. When one person's both arms raise at the same time they shout KABOOM, or another catch-phrase of your choice. Finish the game when everyone gets several KABOOM's in a row.

What do you need?
Attention from the participants and space. It does not matter if it is done outside or inside or the number of people.

Time oriented: As many rounds as you want (you can choose how much time you want to spend).

11. **Never have I ever**

All the participants sit on chairs in a circle, but one volunteer is standing. The person who is standing will have to say Never have I ever done something, for example: Never have I ever been to an Erasmus+ project. Everyone who identifies with the statement has to stand up and choose another chair. The catch is there will be one less chair than the total number of participants in order to always have someone not finding a seat and that has to continue with the phrase Never have I ever.

What do you need?
Creativity from the people and chairs. It is better to be done inside, but also outside if there are chairs or something the participants can sit on.

Time oriented: As many rounds as you want (you can choose how much time you want to spend).

12. **Hunter and the rabbit** (**Angels and Demons**)

Every person must pair up and find one chair for the two of them. Arrange the chairs in a circle, facing inwards. One person sits on the chair and their partner stands behind them, with their hands behind their back. One person will be with an empty chair and stand behind it.
The person alone will blink and the person sitting (angel/rabbit) who they blink at will need to escape to their chair. The hunter who's rabbit wants to escape needs to touch the rabbit to not let them escape.
Depending on the number of participants 2 chairs can be freed for an intense experience.
Finish whenever you've had everybody participate.
What do you need?
An even number of participants and chairs. It is better to be done inside, but also outside.
Time oriented: As many rounds as you want (you can choose how much time you want to spend).

Self-discovery activities

Self-discovery activities are designed to help people explore and understand themselves better. These activities can include journaling, goal setting exercises, personality tests and engagement in new experiences.

The aim is to foster personal growth by gaining new insights and understanding your beliefs, strengths and weaknesses.

Name: A 100 life wishes

Detailed description of the method:
Participants need to write down a 100 life wishes – it is required for a wish to be realistic, but of something important and specific to achieve or experience in their lifetime (hence LIFE wishes). Up to 20 min. can be given to complete the exercise.

Reflection:
The task is hardly possible to finish in a given time, but the key is to go to the extent, because it brings a deeper reflection of inner life goals. Life goals gives us direction, and a will to pursue.

Name: 3 influencers

Detailed description of the method:
Participants are asked to write down three names of the people (or fictional characters) who made the biggest impact / biggest impression on them in their childhood (up until now for children) and next to a name - the values or principles these people/characters had, that made the participants admire them.
Questions for reflection:
- Why do you like these principles/values?
- How many of these values/principles do you follow?

Reflection:
The exercise helps to discover your own values, as well as recognize influences that comes from others. Values are one of the key parts in self-knowledge and career choices to an extent.

Name: Ranking values

Author: Jonas Jadevičius, psychologist UAB "Baltic Personnel Strategy Project"

Detailed description of the method:
Participants are given a list of values in Table A and are asked to rank all of them in numbers 18 to 1 – least to most important, accordingly. Then are asked to do the same with values in Table B.

Reflection:
Table A shows your goal values (what you seek), while Table B shows the values that you practice (employ/use), your individual strengths.

Table A

Aesthetics (beauty in environment)	
Freedom (autonomy of decision & action)	
Entertainment (pleasant activities)	
Self-confidence (easiness, having no doubts)	
Self-development (physical and mental)	
Creativity (being able to create, fantasize)	
Active life (energetic, eventful, adventurous)	
Wisdom (mature decisions, experience)	
Material well-being (not experiencing shortage)	
Productiveness (maximum usage of skills)	
Health (physical and mental)	
Happy family life	
Interesting job	
Good and loyal friends	
Acknowledgement (respect from surrounding people)	
Happiness of others	
Discovery (being able to gather knowledge)	
Love (physical and emotional closeness with others)	

Table B

Upbringing (good manners)	
Tolerance (accepting others, forgiving mistakes)	
Open-mindedness (respect for other opinions)	
Joy of life (and sense of humor)	
Responsibility (a sense of duty)	
High aspirations (having ambition)	
Self-control (restraint, control of emotions)	
Efficiency (productiveness, effectiveness)	
Intolerance for flaws (your own, or others')	
Independency	
Education (vast knowledge, erudition)	
Persistency (braveness to defend your opinion/values)	
Empathy (sensitive and caring for others)	
Self-discipline	
Willfulness (being faithful to oneself, overcoming obstacles)	
Orderliness (tidiness, punctuality)	
Honesty (being sincere)	
Rationality (purposeful actions and decisions)	

Name: Competences

Author: DROP-IN project: Educ'action catalogue on non-formal education methods 2018-1-FR01-KA201-047884

Detailed description of the method:
1. The facilitator gives a copy of Table C "Values, Characteristics, and Skills" to the students and ask them to read the list.
2. The facilitator makes sure that students are aware of meanings and characteristics of the listed values, attitudes, and skills.
3. After that the facilitator gives a copy of Table D "My Competences" to each student and asks them to choose those they believe they already have and those they would like to develop and write them down on the sheets.
Reflection: Students are asked (on a voluntary base) to share their answers - what characteristics they have already and what they would like to gain and why. If there is enough time, the facilitator asks what one should do or need in order to develop the characteristics desired.

Table C
Values, Characteristics, and Skills

Values	Characteristics	Skills
Trust	Open	Decision making
Truthfulness	Enthusiastic	Concentration
Honesty	Polite	Strategic planning
Humility	Inspiring	Problem solving
Excellence	Self-confident	Conflict resolution
Compassion	Self-controlled	Project planning
Fairness	Determined	Motivating others
Loyalty	Open-minded	Communication
Independence	Balanced	Negotiation
Simplicity	Self-aware	Organization
Patriotism	Friendly	Goal setting
Devotion	Curious	Positive thinking
Respect	Flexible	Critical thinking
Responsibility	Reliable	Practicality
Generosity	Persistent	Resourcefulness
Courage	Perseverant	Creativity
Selflessness	Full of initiative	Listening
Equality	Hard working	Persuasion
Faith	Tolerant	Delegation
Honor	Reliable	Time management
Dignity	Kind	Stress management
Prestige	Ambitious	Media literacy
Career	Disciplined	Teaching
Justice	Authoritative	Teamwork
Intelligence	Strict	Risk management

Table D
My Competences

	I have already:	I would like to develop:
My values	26	
My attitudes		
My skills		

Name: "I don't want to brag/to be too proud, but…"

Several adaptations of the method are possible:

1. *The goal is to get to know each other; ice breaker*
People stand in a circle. The first person says the one's name and describes a unique quality/ability the one has. If there is a person among the participants who has the same quality/ability, the one joins hands with the first one, says their name and introduces their unique quality/ability. The exercise is repeated until all participants introduce themselves (join). If the characteristic/ability of one of the participants is extremely unique, another option is sought until a pair appears.
For example: my name is Sigita, I don't want to brag, but I have written a book … My name is Aistė, I have written a book, I don't want to brag, but…

2. *The goal is to understand whether one has the necessary qualities for a specific profession.*
A group of students/jobseekers is presented with a specific profession (e.g. doctor) and then asked to indicate the qualities/skills/knowledge they think is needed.
For example: My name is Sigita, I don't want to brag, but I'm excellent at chemistry…My name is Aistė, I don't want to brag, but I have great verbal skills…

3. The goal is to discover existing strengths, to strengthen confidence in professional activities/work experience.

The process is similar, but the participants are invited to tell a circumstance related to their positive work experience and achievements.

For example: my name is Sigita, I am a recruitment consultant, I don't want to brag, but I have received a bonus for quality work... My name is Aistė, I am a career consultant. I received a client's thanks for helping him choose the field of re-qualification.

4. The goal is to find out/understand whether/how much specific values are relevant to a person (e.g. ecology, sustainable lifestyle).

The process is similar, but participants are invited to name one action/habit that reflects a specific value.

For example: my name is Sigita, I don't want to brag, but I go to work by public transport ... My name is Aistė, I go to work by public transport. I don't want to brag, but I like to sew/mend my clothes ...

* If there are up to 10 people in the group and the main purpose is just to get to know each other, each participant is encouraged to repeat names and/or ability of the first speakers before introducing themselves.*

Name: Perceptual map

Detailed description of the method:
1. People are divided into pairs and their first task is to write 6 facts about how they see themselves from the other side (their qualities) and in the future (1- 3 proposed professions). This piece of paper will remain with him until the end of this method.
For example: I am a kind, understanding and hardworking person, I like to communicate with people, I have a good memory and I like to help others, in the future I see myself as a doctor, psychologist or lawyer.
2. After a person has written about himself, partners write the same thing about the other person, what he is like and who could become in the future.
For example: (it seems to me that...) he is cheerful, knows how to support and will always find a topic for conversation, he is patient, kind and smart, I see him as a comedian or TV presenter.
3. The pairs randomly change 5 times, and each person writes something about the other person.
4. At the end, a person must have a description about himself that he made and 5 other descriptions from other people.
5. Having this information, a person can compare what first or just impression he makes on other people. Compare what he wrote about himself.
6. The person analyses this and due to this method, can look at himself in different roles.

Name: 10 values

Detailed description of the method:
Participants receive a list of 10 values provided below. Values are supposed to be all important and hard to cross out. People are asked to cross out (sacrifice) three of them. Few minutes are given to think and execute the task. After that participants are asked to cross out another three. Again – few minutes are given to think and execute the task. Then participants must do the final elimination of another three values, so they are left with only one. Reflection in any form is recommended.

Career

Family

Friends

Faith (**religion**)

Freedom

Self-development

Creativity

Hobbies (**interests**)

Financial well-being

Health

Reflection:

Results say a lot of what your core values are, what values were most difficult to sacrifice etc. In career planning you have to make sure, that your future occupation wouldn't conflict with core values, moreover it should complement them. Basing your career choices only on bigger salary is considered to be one of most common mistakes people make, etc.

Name: Clock

Detailed description of the method:
Each participant is given a piece of paper with a clock drawn on it (given below). Participants must arrange one-on-one meetings at given hours in the clock with chosen people from the group.
*For example:* participants A and B can arrange to meet at 3, so they write each other's name on a side of the line pointing at number 3 in their sheet. Meetings cannot be repeated with same person, If somebody is left alone, this person joins another pair. Each meeting is 2 minutes long. Each round players will be asked to answer different questions. Both members of the meeting must talk about given question in turns, while another one is listening, so 1 minute per person.
The examples of questions that could be asked during exercise:
1. What is your biggest fear?
2. What is your proudest accomplishment?
3. What really makes you angry?
4. Where do you see yourself in 5 years?
5. What or who would you sacrifice your life for?
6. What is your favourite memory from childhood?
7. If you could change something about yourself, what would it be?
8. Who has inspired/influenced you the most?
9. Who gave you support when you most needed it?
10. If you meet your younger self, what would you say to them?

Reflection:
The exercise helps understand self and learn about another on a deeper level. Given questions are oriented towards finding your strengths, weaknesses, influences from social surroundings and formulate goals. It's an interactive alternative to writing a career plan.
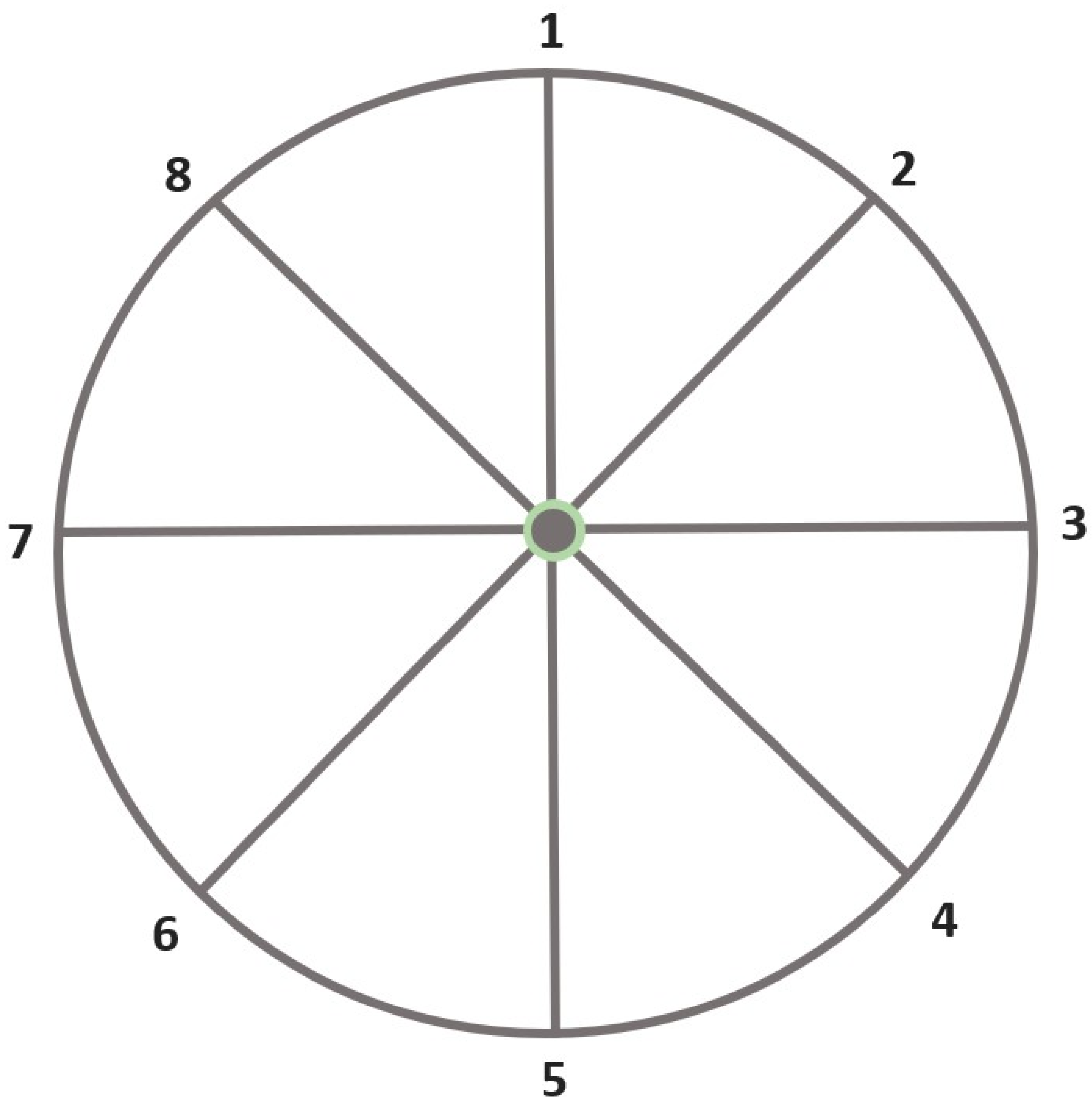
Self-development activities

Self-development activities are intended to enhance skills, knowledge, and overall personal growth. These activities can include reading, attending workshops, taking courses, setting and achieving goals, getting feedback and engaging in reflective practices.

The goal of self-development activities is to improve many aspects, such as emotional intelligence, leadership skills, various competencies, communication abilities and so on.

Name: Two truths, one lie

Detailed description of the method:
1. The class gets split in pairs.
2. The first partner has to think of three things about themselves, two of which have to be true, and one has to be a lie.
3. After that, the first partner has to tell these things to the second partner.
They have to carefully listen and try to guess which statement is a lie.
4. Then, the second one has to introduce the person to others, and they have to guess which statement is a lie.
5. The pairs then switch to other partners until they have paired up with every participant.
6. In a round table discussion everyone shares which statement is a lie and discuss among themselves about whether it was expected or not.

Name: Attitude matters

Detailed description of the method:
The purpose of the activity is self-knowledge, practicing communication skills and socio-emotional skills. The activity highlights the idea that in important life situations, the attitude with which we relate to facts makes the difference between success and failure.
Methodology:
1. Participants are divided into groups. Each group receives a sheet with a quote that must be analyzed.
2. The participants must discuss and support their opinions with arguments regarding the message conveyed by the text.
3. A representative of each group presents their opinions.
4. Finally, participants can be asked to give examples from their personal experience of situations that highlight the messages expressed in the quotes.
5. The final conclusion is that attitude matters: a positive attitude supports youth workers on the way to success, a negative attitude generates difficulties, prevents overcoming obstacles, and achieves goals.

Name: Improvement of decision-making

Detailed description of the method:
The main goal of this method is to improve decision-making abilities while at the same time improving the ability to work in teams and brainstorm.
1. The participants are randomly divided into groups, preferably 4-5 people in each.
2. Each group is given a sheet of paper. In this paper, there is a certain problem, which has to be extremely hard to solve, if not unsolvable at all.
3. The participants have a limited amount of time.
(preferably 3 minutes) to establish a solution to the problem, which would be the most efficient.
4. Afterwards, the groups are randomly mixed again, each group is, again, given a certain problem, and the cycle repeats.
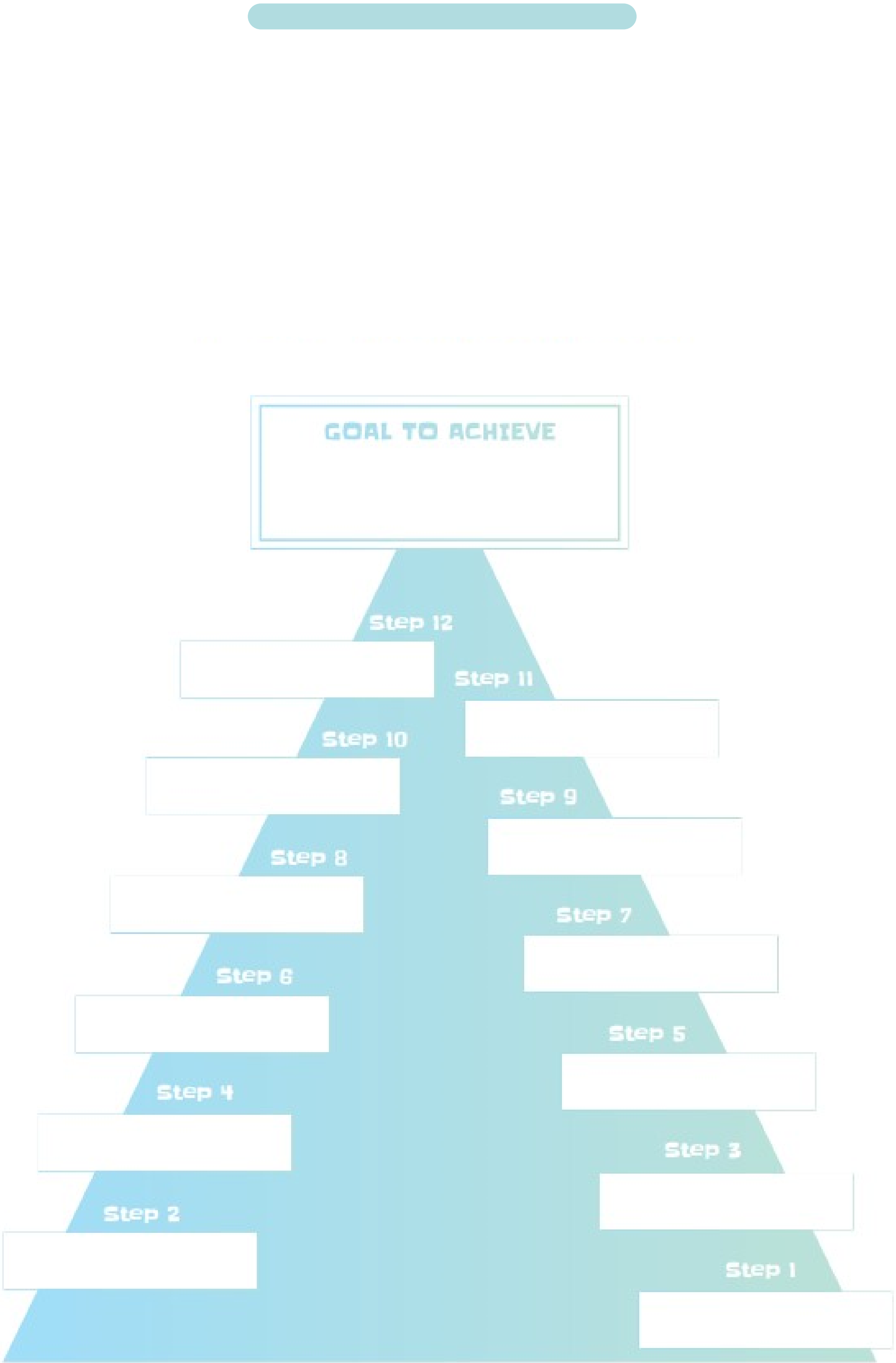
Name: Mountain Peak

Author: DROP-IN project: Educ'action catalogue on non-formal education methods 2018-1-FR01-KA201-047884

Detailed description of the method:
The activity aims to promote understanding of the terms: short-term/long-term thinking, dreams, goals, plans, needs, desires, wishes, responsibilities.

Methodology:
1. Start the activity with a discussion on the terms: aims, dreams, desires, needs, wishes, planning, acting, to raise awareness on the topic and to warm up. Terms can vary depending on the aim of the activity.
2. Give the students a blank piece of paper. Ask the students to think of a specific long-term goal each student would like to achieve and tell them to write it down. If students are not ready yet to define an exact goal, let them choose a dream or a wish for the future.
3. Once everybody is done, tell the students to think of the steps they need to take to accomplish the goal/dream.
4. After a few minutes of reflection provide the students with a copy of Goal to achieve "Mountain Peak" and ask them to write down the steps they think they would have to undertake in order to achieve the goal/ make the wish come true.
5. Once the students have completed the task, ask everyone who is willing to present to the group his/her goal/wish and the steps to achieve it.

GOAL TO ACHIEVE

Step 12

Step 11

Step 10

Step 9

Step 8

Step 7

Step 6

Step 5

Step 4

Step 3

Step 2

Step 1

Name: Memory is the key

Detailed description of the method:
This method is about developing our memory, because memory is very important especially in learning, but in everyday life too.

First activity
1. Choose 3 volunteers, who will go behind the door.
2. Then change few things in the room like moving chairs or opening the window.
3. When you are finished then 3 volunteers can come back.
4. They need to guess what is different.

Second activity
1. Put a few things on the table like a pen or a book or a mobile.
2. Then pick 3 people who will play this game.
3. Let them watch on those things for 10 seconds.
4. After that, cover up the things and change the order or take one or two things away.
5. Players need to guess what is different and what is missing.

Name: Self assurance

Detailed description of the method:
This method is focused on teaching youngsters to recognise and understand their strengths and abilities, followed by enhancing their self – confidence thus raising their chances of being employed.

Methodology:
1. Tell about the reasons standing behind this method (low awareness of one's skills and strengths, etc).
2. Hand out sheets with valuable vocabulary describing a person.
3. Divide youngsters into pairs. Each pair will be working with each other for a duration of 6 minutes.
4. First two minutes are for one teen describing themselves to the other as to a potential employer, using the vocabulary from the handout.
5. The next one minute is devoted to feedback from a "potential employer", what was good and what could be improved.
6. Then they switch roles and process repeats.
7. The pairs switch and the process repeats.
8. The number of pair switches is up to the facilitator, but it's recommended to have at least 3-4 switches.
9. In the end there is a nice opportunity for an evaluation, but it's not mandatory.

Name: Learning together

Detailed description of the method:
This method can be implemented in the classroom to learn about subjects and topics that the students are interested in or from the curriculum. Can be performed in almost all school subjects providing active learning, participation and learning together.

Methodology
1. Divide the class into teams preferably using a team-sharing activity to provide mixed teams.
2. Each team has to invent its title, the facilitator writes them down on a large sheet of paper or whiteboard.
3. Each group should write 4-6 questions about the given topic, subject or task defined by the activity leader. The number of questions for each team depends on the total number of teams. The more teams, the fewer questions to prepare.
4. The questions will be handed over to another team, so make sure that the questions are written in a clear, legible, and specific way.
5. Teams exchange questions and time is given to prepare answers.
6. Teams one by one answer the received questions loudly, the rest of the students listen to their answers. The team that prepared the questions then informs whether the answers are correct, incorrect, or partially correct or if it was helpful.
At the end of this activity mutual evaluation is performed and the best team is picked – the team with the best presentation and the most helpful or informative answers.

Name: Tower of innovation

Author: Developed by Dr. Adam Weinert from UEP University

Detailed description of the method:
The "Tower of Innovation" project is a dynamic challenge that integrates elements of collaborative structure-building and the development of leadership skills. This project emphasizes creativity and constructional abilities, tests different leadership styles and the ability to make strategic decisions within a team.
Methodology:
1. Team Formation:
Participants are divided into teams, each consisting of a maximum of 5 members. Game takes from 10-20 minutes depending on the idea of the project. Different leadership styles are assigned to each leader.
2. Tower Construction:
Teams are tasked with building the tallest tower using the provided materials: spaghetti and tape or paper and tape. The construction time is set at 20 minutes.

3. Leadership Styles:
• Leaders are tasked with effectively directing their teams according to their assigned leadership styles.
• Observation and analysis take place to understand how different styles impact team effectiveness.

4. Additional Activities:
• Throughout the project, teams have the opportunity to acquire extra materials by solving additional tasks. However, the decision to undertake these tasks affects the amount of time and resources directed toward tower construction.

5. Wrap-Up:
• After the tower construction, teams present their structures, followed by a debriefing where participants share their experiences and insights gained from the project.

Name: Geeks' guide for self development.

Author of the recommendations: Miłosz Rekiel

Detailed description of the method:
The aim is to give you tools to gain crucial competences demanded on the job market.
The toll set is perfectly balanced, so you could gain nearly every competence and ability. The scope starts from learning different languages, through financial management and ends up on quantum physics.

Khan Academy - it's a vast online academy, teaching such branches. You can find full courses on physics, maths, economics and management. This base was founded as a help for the students but because of its clarity of explaining diverse fields it started growing fast.
The next tool is *Coursera*. Its international base contains self development certified courses from all around the world. Most of the courses are free, but some of them have certificates that need to be paid after finishing the course.
Platform *Edx* provides access to an enormous base of courses provided by best specialists and PhD from best universities such as Oxford, Yale, MIT, or Harvard University.
The last course platform worth mentioning is *Udemy*. It's working on pretty similar rules.

Non-formal methods to enhance youth employability

Non-formal methods to enhance youth employability include vocational training programs, apprenticeships, mentorship initiatives, and skill-building workshops. These approaches provide practical experience and foster the development of soft as well as hard skills sought by employers, contributing to the overall employability of the youth. They can be implemented to help and support youth to find their desired job and be valued in the job market.

Name: Agent quest

Detailed description of the method:
The "Agent Quest" project is an engaging adventure designed to foster logical thinking and teamwork through a challenging game of puzzle-solving. Participants will be divided into teams, each tasked with unraveling logical mysteries to locate agents strategically placed on a city map.

Methodology:
1. Team Formation:
• Participants will be organized into teams, promoting diversity in skills and perspectives.
• Each team will be assigned a unique set of logical challenges to solve.

2. Agent Hunt:
• Teams embark on a citywide quest to locate hidden agents by solving a series of logical puzzles.
• Puzzles may vary in complexity, testing participants' ability to think critically and solve problems efficiently.

3. Team Dynamics:
• The game encourages teamwork and collaboration, requiring participants to share insights and collectively brainstorm solutions.
• Team members will learn to adapt to various problem-solving styles within their group.

4. Strategic Thinking:
• Unraveling the logical mysteries will require strategic planning and resource allocation.
• Participants will engage in discussions to devise optimal strategies for uncovering agent locations.

5. Debriefing and Reflection:
• Following the game, a debriefing session will provide an opportunity for teams to reflect on their experiences.
• Participants will discuss the effectiveness of their strategies and share insights gained from the challenges they faced. "Agent Quest" is not only an entertaining and interactive experience but also a platform for developing essential skills such as logical reasoning, effective teamwork, and strategic thinking in a dynamic and time-pressured environment.

Name: Music industry

Detailed description of the method:
The whole point of this game is music industry simulation. This method allows participants to develop their creativity, sense of pace, problem-solving, lyrics-writing, singing and teamwork skills.

Methodology:
Participants are split into groups of 4-5 people. At least 1 person is a judge.
Some type of object is given to every group. For example, tape, marker, piece of paper, cup etc.
Every group is given one music genre. For instance, country, pop, hip-hop etc.
In 10 minutes groups have to come up with 30–60 seconds song fragments. One participant could be a drummer, second is a melody maker, third one is a singer and fourth one could write lyrics or help the drummer. There is no proper role division as some music genres don't require any vocals. Given earlier to the groups objects must be applied during performance. All electronic devices are prohibited to use.
Every group presents their song and the judge rates it with the help of the audience. If they feel that track could be done better, then the team is given extra 3 minutes to remake it.
The winner is the team that has come up with the most creative performance and song.

Name: Bunker

Detailed description of the method:
This method allows participants to improve their skills of working in a team while thinking through strategy, communicating with other teams, as well as presenting information in the best possible way.

Methodology:
1. Participants are divided into teams, ideally 4-8 people.
2. All participants are told the plot of the game, the events take place in the world of the apocalypse, a single bunker can only accommodate one team, and each team must prove that they are worthy of taking this place.
3. Each team is given a description of their team with their pros and cons.
4. First round – each team has 1 minute to introduce their team to the rest of the participants.
5. Second round – discussion, everyone can put forward their idea or ask something from the other team.
6. Third round – negotiations between team leaders.
7. The fourth round is voting, each team must give its vote to the team they want to save, you cannot vote for yourself.

TEAM 1

You are a team of scientists, everyone has extensive experience and a huge store of knowledge. Agree, this is a very good statement, so that the capsule is given to you? But there is one thing, you are scientists in the field of astrology and esotericism. Average age is 25-30 years. You have also received information that one person from other capsules has been diagnosed with AIDS. It is up to you to decide what to do with this information.

TEAM 2

You are professional scientists in the field of chemistry and physics, with extensive experience and knowledge. Age: 35-45 years. But there is one thing - one person on your board is diagnosed with AIDS, the disease is severe and the person slowly but surely loses the ability to function on an equal basis with his teammates. You have also received information that one of the other teams has a pregnant woman on board who will absorb twice as much supplies compared to an ordinary person, and you are also not sure that there is a person on board this team who can take childbirth. It's up to you to decide what to do with this information.

TEAM 3

You are a team of stand-up comedians. Age: 20-30 years old. Each of you has a huge stock of jokes, although this is unlikely to be a convincing reason for other teams. But you have an advantage - there are 2 people on board who are in their 3rd year of studying different cultures and languages. Theres just one thing-one of your teammates is a severely addicted drug addict-not the best reasons to convince other teams to choose you. You have also received information that on one of the capsules there is a person with a severe manic disorder, which is why he often has attacks of aggression during which he can harm his teammates. It's up to you to decide what to do with this information.

TEAM 4

You are youth , the average age of your team is 17-22 years. Despite your age, you were brought together by the social work major at the university. Of course, despite this, you have the advantage that most of you grew up on a farm and know how to grow food and care for animals. But there is one thing, there is a pregnant girl on your board who is 7 months pregnant. You have also received information that on one of the other ships there is a highly addicted drug addict who cannot last more than a couple of days without satisfying his addiction. It's up to you to decide what to do with this information.

TEAM 5

You are a team with a high chance of survival, since on your board there is a surgeon with extensive experience, as well as two veterinarians who have worked in medicine for quite a long time. Average age of your team : 40 years. There is one thing – among you there is a person with a manic disorder who can at a random moment have an attack of aggression and attack any of the crew on board. You have also received information that in one of the other teams there is a person with AIDS. It's up to you to decide what to do with this information.

Name: Personality and occupational guidance test

Author: LLC "My Education"

Detailed description of the method:
Throughout this method participants will dive more deeply in themselves and will analyse their characteristics as well as identity in general. Based on their character type, which they will get as they finish the test, participants can have new insights or some description in which field it will be most useful for them to work and develop.

Methodology:
1. The person conducting the test first reads the question out loud, then dictates the answers A B C or D. After everyone has written down their answer on paper, the questioner dictates how many points each answer gives.
2. After participants finish the test, they need to count how many points in summary they have. The questioner reads results based on the points. Each participant writes down which result they got (which personality type).
3. When participants have got their results, the questioner gives each result (personality type) a description. After participants will know their personality type, the questioner gives examples and suggests the work fields which the participant can look up.
4. At the end, based on the results, there will be a reflection time. It will be the time to discuss whether the personality type / career field suits the individual or not and share some insights and thoughts about the activity.

Personality and occupational guidance test

1. Choose a more accurate description of your usual mood.
A. +2 I usually have unstable mood
B. +3 I usually have really stable and calm mood
C. +1 I usually feel too much as I'm on a rollercoaster.
D. +4 I always have an optimistic, happy, excited mood.

2. Which behaviour describes you the most?
A. +4 I am always active and energetic.
B. +3 I am a reserved and calm person, I speak slowly and briefly.
C. +1 I usually feel timid and shy. My voice is quiet and weak.
D. +2 I am a tornado! Sharp gestures, fast speech.

3. What statement describes you the most?
A. +4 Even failure does happen, i will go till the end
B. + 1 I always feel worried about failures and mistakes, I can end things because of that.
C. +2 I always search for the easiest way of solving the problem
D. +3 I don't take my problems and failures seriously. I always move to the next activity.

4. Which of the following statements describes you the most?
A. +1 I get tired really fast, i always dive into fantasies and dreams really quickly.
B. +2 I quickly take action and start a new activity, but then I get tired really fast.
C. +4 Persistence is my thing! I always finish my duties.
D. +3 I am always happy to take something new upon my shoulders, I can do many things at one time.

5. Which statement most accurately describes your way of acting towards others?

A. +3 I communicate emotionally, laugh really loudly and actively gesticulate

B. +4 I start communicating really easily, always trying to wake people up energetically.

C. +1 I'm humble and shy

D. +2 I don't really try to communicate with people.

6. How do you usually show your emotions? Do you share them with others?

A. +4 I am prone to share exciting and sad moments with others

B. + 1 I am a private person, I don't really open up to people.

C. +2 I keep everything to myself and I am going through everything alone.

D. +3 I am usually an over emotional person. Sometimes I even share my emotions with strangers.

7. How do you usually react to any comment towards yourself?

A. +3 Really calmly, but I can't promise that I won't do that again.

B. +1 What?! I will argue till the very last moment.

C. +4 I will listen to it and improve myself

D. +2 It will be really hard for me to process, I will worry about it.

8. How do you feel about work?

A. +1 After i have done some work i need to rest, I won't take another one.

B. +3 I don't get tired, but it's hard for me to start something new right after.

C. +2 I can easily change between duties and can even end the first thing I started.

D. +4 It's very easy for me to take up something new.

9. How do you handle hurting feelings?
A. +3 I tolerate grief really emotionally, but I quickly move on.
B. +4 I handle them really easily and simply, I don't take them deeply.
C. +1 It's really hard for me to handle and they always stay in my mind.
D. +2 I have a hard time tolerating them, but I won't ever show it to others.

10. How do you feel about humour?
A. +3 I usually joke about some things, but not all the time.
B. +1 Don't ever try to joke about me. I will take it to heart.
C. +2 I appreciate good humour, but pranking someone is not my thing.
D. +4 Joking around is totally my thing and I don't really care if anyone is hurt by them.

11. How do you manage to plan things?
A. +2 I analise all the risks and plan everything.
B. +4 I don't overthink, I just do it. If anything happens I will easily change according to circumstances.
C. +3 I create plans as I dive into work. It's easy for me to change plans.
D. +1 It's hard for me to plan anything. I am very indecisive and can't stick to one thing.

12. How do you feel about new experiences?
A. +1 It's really easy to impress me and I strive for new experiences.
B. +2 I'm not searching for any new experiences.
C. +3 I adore new impressive experiences, but I don't wait for them all the time.
D. +4 I always seek more and more experiences in my life. It's never enough for me.

RESULTS:

12-19 points - melancholic

A passive type of temperament with a tendency to deeply analyse and experience current events, a vulnerable nature that takes situations that happen to him or loved ones to heart.

Melancholic people are excellent creatives and performers, but it is difficult for them to get used to a new team and find a common language with managers. It is easy for them to develop and implement their own ideas with minimal outside control and to accept praise and admiring reviews after the completion of the project.

Suitable professions: teacher, designer, composer, vet doctor, art critics, poet, psychologist - creative professions that require sensitivity, creativity, empathy suit them the most.

20-26 points - choleric

Cholerics achieve great success in those professions that require increased concentration and energy. They quickly restore their strength. Feeling of tiredness does not arise from the amount of work, but from the need to constantly restrain their energy. Cholerics cope well with stress. This makes them excellent leaders. The more energy a profession needs, the more it is suitable for them.

They mind find themselves in jobs as:

artist, television and radio reporter, presenter, director, journalist, diplomat, merchandiser, supplier, pilot, entrepreneur, manager, trainer, dispatcher, surgeon, cook, driver, builder, electrician, investigator, geologist.

27-32 points - phlegmatic

It can be very difficult for phlegmatic people to make a choice, but if they have decided, they immediately proceed to implementation. A phlegmatic person loves order in everything, so he really appreciates a calm and familiar environment. Excessive fuss tires him. He is the only one who can perform even the most monotonous work. After all, in any position from time to time you will need composure, the ability to analyse the situation and make important decisions.

The best professions for a phlegmatic person are system administrator, doctor, accountant, engineer, mathematician, physicist, economist, astronomer.

33-48 points - sanguine

This is a person with a high level of mental activity, vigor of action, efficiency, speed and strength of movement, fast pace of speech. Sanguine people are sociable, full of positive emotions, prone to change quickly, expressive. It is in their blood the ability to win over their interlocutor and persuade them to accept their point of view. High performance is about them. They can also focus on one task for a very long time. A sanguine person needs to live in a place where there are new tasks every day and where there is no routine. Sanguine people are suitable for bright, lively professions in which they can satisfy their communication needs, open new horizons, and show creativity. Best jobs: journalists, guides, managers, executives, reporters, teachers, educators, organizers, administrators, waiters.

Reflective activities

Reflective activities involve deep thinking about experiences, thoughts, or emotions. These activities encourage self-awareness and insight. They may include journaling, meditation, and discussing experiences with others.
The aim of reflective activities is to allow people to gain a deeper under-standing of their thoughts and feelings, fostering personal growth and learning from past experiences.

Group meditation
Mindfulness meditation can be a great tool to reflect on your emotions and ground yourself.
This type of meditation is made within a circle sitting down and while holding each other's hands. Participants have to concentrate on the person to their right and share their energy. They squeezed their hands after their finished, going in a circle.

Letter to ourselves for the end of the project.
This exercise takes place at the beginning of the project, where participants are given the assignment to write a letter to themselves, by answering simple, but deep questions. The act of writing allowed them to express their expectations, intentions and goals for the Erasmus+ experience. The letter serves as a time capsule encapsulating their thoughts and emotions at the start of the journey. They will read the letters at the end of the project, which will help them appreciate their growth and how much they have changed throughout the Erasmus+ experience.
Examples of questions are:
- How do you feel after the first day of the project?
- What are your expectations of the project?
- What are your expectations from yourself from this project?
- What are your fears about the project?
- What knowledge do you want to share?
- What will be your contributions to the project?

Feedback about the project

Participants have to write on sticky notes what they liked and didn't like about the project. The notes were put on a table and were being explained and how the project could improve.

Feeling expression

There are two leaders who read the questions. The whole group needs to sit down on the ground in a circle. Everyone has to close their eyes and then leaders choose (by touching their shoulders) two people who have to open eyes, stand up and go to the middle of the circle and listen to the prompt.

For example: touch the person who made you feel better today. During this time, all the participants keep their eyes closed - only people who are in the middle have their eyes open. You can touch more than one person, because maybe more people made you feel better about yourself. Everyone gets to be in the middle of the circle and choose others. After the game, people must answer the most important question - "How do you feel now?".

Sample prompts:
- Touch the person who made your day better.
- Touch the person who needs to be more appreciated.
- Touch the person who you want to say thank you.
- Touch the person who you will be missing the most.
- Touch the person who should be more confident.
- Touch the person who have to spend more time with you.

- Touch the person who taught you something important.
- Touch the person who you want to meet after the project.
- Touch the person who inspires you.
- Touch the person who is a good listener.
- Touch the person who influenced you the most.
- Touch the person who became your friend.
- Touch the person who you want to know closer, but you are scared to talk with.
- Touch the person who made you laugh the hardest.

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