

Y UTHMINDS

YOUTHMINDS

*Promotion of Youth Mental Health through Awareness,
Prevention & Resilience Building*

ACTIVITY PACK

GUIDELINES & TEMPLATE FOR ACTIVITY PACK

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PROJECT INFORMATION

Project acronym:

YOUTHMINDS

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Promotion of Youth Mental Health through Awareness, Prevention & Resilience Building

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Key Action:

KA220-YOU - Cooperation partnerships in youth

KA2: YOUTH: Increasing quality, innovation and recognition of youth work

Website:

<http://youthminds.eu/>

CONSORTIUM:



TABLE OF CONTENTS

1. INTRODUCTION.....	4
2. DESIGN AND DEVELOPMENT OF THE ACTIVITY PACK.....	4
INSTRUCTIONS	5
TEMPLATE	Error! Bookmark not defined.



1. INTRODUCTION

ACTIVITY PACK, based on experiential learning approach, utilises the experience and know-how of key people/experts etc. activities designed to promote personal, social and emotional development that will help YP to develop their resilience and manage their thoughts, feelings and behaviour.

Although it's evident that well informed YW on the mental health subject can deliver distinctive outcomes for YP, many of them find it difficult to open discussions with YP on mental health issues, either because they don't have the skills to approach these kinds of topics, are worried that the topic might upset them, or that some personal topics might come up during the conversation, which they will not be able to address. **ACTIVITY PACK will equip YW with a ready-to-implement set of actions which will eventually help YP to improve a set of life skills that are fundamental to YP's health, wellbeing and future success.**

It will focus on teaching young people social/emotional skills through the organization of powerful and engaging activities based on NFE method (i.e., group work, discussion, role play, forum theatre, group drawings, icebreakers, simulations, circle game, etc.). Unlike structured, formal learning, non-formal learning utilizes a person's desire to learn and gives them the freedom to find knowledge by participating in alternative learning opportunities outside the formal education framework. Furthermore, it will allow the development of personal relationships not only among YP but also among the YW.

2. DESIGN AND DEVELOPMENT OF THE ACTIVITY PACK

The design and production of the pack must take into consideration the needs and characteristics of young people, the competence framework, previous training materials, as well as the type of learning, which in this case will be non-formal.

The template for each GROUP ACTIVITY should be divided into phases, in icebreakers, teambuilding activities, reflection time, etc. It should also consist of the description of main objectives, duration, requirements needed, etc.

Furthermore, handouts (ready-to-use materials prepared to conduct the activity with examples or images) should be provided to each activity. They might be in the form of separate attachments with text, images, ready-to-use exercises / tasks or other documents. They should also link to interactive tools that need to be used during the activity, videos or other creative resources.

The aim is to produce a set of activities focus on equipping young people with social-emotional (SE) competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making, necessary skills that will help young people to recognize and control their emotions and behaviours, establish and maintain positive relationships, make responsible decisions and solve challenging situations.

INSTRUCTIONS

Each partner is assigned to develop at least 3 main GROUP ACTIVITIES – TOOLS for a specific SOCIAL/EMOTIONAL SKILL (including an ice-breaker, teambuilding and reflection activities).

TOPIC / SOCIAL-EMOTIONAL SKILL	PARTNER IN CHARGE
Self-awareness & Self-management	Walk Together
Social awareness	Emphasys
Relationship skills	FSR
Responsible decision making	Tavo Europa
Recognizing and controlling of emotions and behaviours	Hellas For Us
Solving challenging situations	IRIS

All the texts written in italics are tips or instructions and most of them need to be refilled by the person creating the activity plan.

Use the template below to complete all the information regarding the activity in the topic / skill you are responsible for.

Copy and paste the table for each activity (at least 3).

Activity 1: Human Billboards

Topic / Skill covered	Skill
	<i>Social awareness</i>
Abstract	The first activity is separated into three components; the ice-breaking activity, the team-building activity and the reflection activity. However, all three tasks aim to enhance the participants social awareness, by encouraging the young individuals to share a few facts about themselves, whilst simultaneously learning about each other.
Aims / Objectives	<i>The objective of this workshop is to help participants comprehend the essence of recognising other individual's experiences, qualities and holistic perceptions, by allowing other individuals to share information about themselves, but to also learn to ask questions and cultivate awareness.</i>
Target group	<i>10-15 young individuals and 2 youth workers</i>
Duration	<i>35-40 minutes</i>
Venue	The activity can be executed in a classroom, an office room, outdoors and even an empty room.
Requirements	<i>Ice-breaking activity: 1 toilet-paper</i> <i>Team-building: Piece of papers – preferably A3, A4 & Speed-fix</i> <i>Reflection activity: Piece of paper – A4 & markers/pens (2 different colours)</i> <i>Moreover, the youth worker should prepare a few example questions to complete the team-building and the reflective activity. More information can be found on the activity-description table below.</i>
Suggested resources	Reflection Activity: https://www.clemson.edu/otei/documents/Reflection%20Activities%20r.pdf
Handouts	<i>The youth worker can write down a few of example questions that can help generate additional discussions when proceeding to the team-building activity: https://www.quizbreaker.com/ice-breaker-questions</i>

Activity 2: Active Listening

Topic / Skill covered	Skill
Abstract	<i>Social awareness</i>
Abstract	Similarly, the second activity is again subdivided into three components; the ice-breaking activity, the team-building activity and the reflection activity. The first activity includes stating facts, one that corresponds to each letter of their name. The team-building task is to learn how to listen and ask through a variety of scenarios and the reflective activity will be executed by stating what was felt and experienced through the use of verbs and adjectives.
Aims / Objectives	The ice-breaking task will inform young people about each other's names, whilst simultaneously learning an additional fact about that individual, that is corresponding to each letter of their name. The team-building task is to help young people practice and improve their listening skills, whilst the reflective activity is to educate them about the significance of recognising and identifying what was felt and experienced throughout a moment.
Target group	10-15 young individuals and 2 youth workers
Duration	35-45 minutes
Venue	A classroom, office room or conference room or even an empty room can be utilized to execute the activity.
Requirements	No equipment needed.
Suggested resources	Team building activity: <ul style="list-style-type: none"> • https://www.mcgill.ca/engage/files/engage/active_listening_and_effective_questioning.pdf • https://www.thebalancecareers.com/active-listening-skills-with-examples-2059684
Handouts	Team-building activity: https://virtualspeech.com/blog/active-listening-skills-examples-and-exercises

Activity 3: Altering Perceptions

Topic / Skill covered	<i>Social awareness</i>	
Abstract	<i>Finally, the third activity is again subdivided into three components; the ice-breaking activity, the team-building activity and the reflection activity. Initially, the ice-breaker includes a fun interactive technique of allowing everyone to share their interests in a progressive activity. Then, the team-building will include the alteration of perceptions, by changing experiences amongst the group and finally, the reflective activity will require the participants to write down that they think, feel, say or do when considering a specific emotion.</i>	
Aims / Objectives	<i>Initially, the ice-breaker will benefit the participants, in learning how to respect other people's preferences, but simultaneously identifying their own likes. Then, the team-building activity will ensure that young people improve their empathy and social awareness levels, by reincarnating another individual's story as their own. Finally, the reflective activity will verify what was learnt in the team-building task.</i>	
Target group	<i>10-15 young individuals and 2 youth workers</i>	
Duration	<i>45 minutes</i>	
Venue	<i>A classroom, office room or conference room or even an empty room can be utilized to execute the activity.</i>	
Requirements	<i>Whiteboard – if there isn't a whiteboard, a big A3 paper can be used, in addition to markers, pens and post-it notes.</i>	
Suggested resources	<i>Reflection</i>	<i>Activity: https://www.oakland.edu/Assets/Oakland/galileo/files-and-documents/Empathy%20in%20Your%20Classroom%20Teachers%20Guild.pdf</i>
Handouts	<i>Materials prepared to conduct the activity (in the form of separate attachments or some text below; add images, ready-to-use exercises / tasks or other documents, also link to interactive tools that need to be used during the activity)</i>	

CONTENT / DESCRIPTION OF THE ACTIVITY

Use the table below to introduce all the phases within the activity (icebreakers, team-building activities, reflection time, etc.), time and requirements needed for each phase / part of the activity, the role of the youth worker and the role of the participants.

Description should take approximately 2-3 pages.

Do not forget about fixed activity elements like: introduction to the activity, explanation of tasks, warm up/energizer, evaluation methods, etc.

Activity 1: Human Billboards

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
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<p>Ice-Breaker: The T.P Game: Prior the initiation of the team-building task, YW should introduce an “ice-breaking” activity. The essence of this task, is to help the participants (young people) become comfortable with each other and achieve familiarization amongst them. This activity is known as the TP Game. The only item needed is a toilet paper. The activity begins by passing around the toilet paper and asking each individual to take as much as they need. Then, after everyone has took as much toilet paper as they needed, for each square they took, they will need to share one fact about themselves. You can complete this activity with a big group of individuals i.e., 20.</p>	<p>10 minutes</p>	<p>The youth worker will join in this activity with the young individuals and also take a few squares from the toilet paper.</p>	<p>The role of the young individuals will be to participate in this activity and share information that they feel comfortable with.</p>	<ul style="list-style-type: none"> • No specific requirements. • 1 toilet paper.
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<p>Team building task: Human Billboards: This particular activity is a great team-building task, that can help individuals familiarize with each other and learn to unwind and connect with each other, through an interactive and fun process. Initially, provide the participants with a piece of paper and colored markers. This specific activity can be completed with a maximum of 10 people. More people can join, but it might result in a poorer exchange of information amongst the participants. Nonetheless, proceeding to the activity, each individual will be asked to utilize words, pictures or any type of written form to describe themselves on the piece of paper i.e., the billboard. The time granted for describing themselves on the billboard is 6 minutes. After the 6 minutes, ask them to tape it on their torso with a speed-fix and ask everyone to mingle and ask each other questions about the facts/symbols/ pictures they display on their billboards.</p> <ul style="list-style-type: none"> • Example of questions: https://www.quizbreaker.com/ice-breaker-questions 	<p>10-15 minutes</p>	<p>The youth worker should facilitate the activity by stating a few examples of ice-breaking questions, to help the participants initiate the activity.</p>	<p>The participants must try to think about a few ice-breaking questions, to initiate a discussion with another person and try learn about each other’s likes and dislikes, based on their billboard.</p>	<ul style="list-style-type: none"> • Piece of papers (A4). • Speed-fix.
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<p>Reflection Time: Once the ice-breaking and the team-building activities are completed, the youth worker should ask all the participants to write down on a piece of paper what they believed they learnt from this activity. Two colours can be used to report the different insights that the participants have gained through this workshop; red colour - can be used to write what the young individual has gained for themselves and with the a yellow or green colour – they can report the knowledge/attitudes/skills that they have gained that they believe they can benefit other people as well.</p>	<p>10 minutes</p>	<p>The YW should help the participants report the benefits that can be provided from these interactive workshops and enable them visually learn the importance of cultivating social awareness.</p>	<p>Young people should trust these activities and aim to report the skills/attitudes/knowledge that they have gained from listening other young individuals' experiences and self-presentations.</p>	<ul style="list-style-type: none"> • Piece of papers (A4) • Markers – any 2 colours
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Activity 2: Active Listening

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
<p>Ice-Breaker: My N.A.M.E: This activity is effective in helping all the participants share accurate and discrete information about themselves, whilst simultaneously learning facts about other individuals. Specifically, this activity asks the participants to share a fact about themselves, corresponding with the letters of their name e.g., <i>Hi am Alice – A is for apricot, my favorite animal.</i> Give the participants 3-5 minutes to think about a few facts and once the activity is completed, it will hopefully prompt conversations. This task can be completed with a group of 5-20 individuals.</p>	8-10 minutes	For this activity the youth worker should explain what needs to be done and circulate around the room to ensure that everyone has comprehended the activity.	This specific activity does not require any preparation. The participants should just share one fact about themselves, each fact corresponding with the letter of their name.	<ul style="list-style-type: none"> No requirements

<p>Team building task: Active Listening: A great team-building activity for young individuals is to practice ‘active listening’. It is very common to zone out when an individual starts talking, hence it’s vital to learn how to apply focus, be proactive in the conversation and essentially, actively participate in the discussion. The activity can be initiated by asking each participant to select one topic they would like to talk about. Then, once the topics are shared, break the participants into groups of two and ask each individual to start talking about their topic.</p> <p>The second person's job is to carefully listen to the story while pausing occasionally to reiterate the first person's statements in their own words. Consider the first person describing how a podcast host and a guest had a dispute on the program: <i>"So they got up and left? Like that only?"</i> The second person should ask the first for more details when it's suitable; <i>"Wow. What was said by the host?"</i> Change roles after the first person has done telling their story. Each</p>	10-15 minutes	Young people will be responsible for re-acting and responding to the other individual’s story. The aim is not to only learn how to actively listen to other individuals, but to also comprehend others’ perspectives, whilst hearing their side of the story.	The youth worker will be responsible for helping the young people learn how to ask the right questions, in order for the individual to comprehend what the essence of active listening is. In addition, the youth worker should provide a few example topics, for the young people to understand the essence of the activity. <u>A few example topics to initiate a discussion are:</u> <ul style="list-style-type: none"> • A funny experience with their friends • What they did the past weekend • Their latest favorite singer/movie/tv-show 	<ul style="list-style-type: none"> • No requirements
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<p>individual should be able to recount the other's story after they are through.</p>				
<p>Reflection Time: The three-minute break: This activity offers students a time to pause, consider the ideas and concepts that have just been introduced, draw connections to their earlier learning or experiences, and ask questions. <u>Examples of possible prompts are:</u> "I have a different perspective on" "I am more aware of" "I was shocked by" "I felt" "I related to" "I empathized with"</p>	<p>10 minutes</p>	<p>The youth worker should explain to the participants that this reflection-task is to verbalize what they believed they've experienced from this workshop by using a adjectives and verbs to describe their perception.</p>	<p>Young people should share what they enjoyed and what they disliked from the workshop.</p>	<ul style="list-style-type: none"> • No requirements



Activity 3: Altering Perceptions

Description of each phase / part of the activity	Duration	The role of the youth worker	The role of the participants	Requirements
<p>Ice-Breaker: Rather than: This particular activity is aiming to help participants learn new facts about each other, but simultaneously comprehend and recognize other individuals' preferences. The objective is to promote social awareness, by listening to other people's preferred activities, but also learning to recognize one's own needs. The activity is initiated by asking everyone to sit next to each other, preferably in a circle. Then, the youth worker can initiate the activity by sharing one thing that you like to do e.g., go hiking. Then, the person to the left should restate what the first person said, and then add what they would prefer ('rather') do e.g., <i>go hiking, eat ice-cream</i>. Then, again the next person restates what was said until now, and adds their own preference e.g., <i>go hiking, eat ice-cream, go shopping</i>. The game can include 5-12 individuals and is completed until everyone has stated the whole list and then added their own preferred activity.</p>	3 – 8 minutes	For this task, the youth worker should explain the rules of the task and then initiate the game, by sharing the first activity that he/she likes to do. Then, they should facilitate the game by asking the person to their left, to repeat what the youth worker shared and then add their own preference of what they would like to be doing.	Young individuals will just be required to sit comfortably, preferably in a circle and just repeat what the person before them stated, and proceed by adding what they would rather be doing.	<ul style="list-style-type: none"> • No requirements

<p>Team building task: Altering perceptions: This activity is a fun and interactive method to cultivate social awareness, by portraying and incarnating another individual’s personal experience. The activity is initiated by asking each individual to share a personal experience that affected them. Prior that, ensure that each individual is comfortable with what they are sharing and inform them that it can both be a positive or negative experience. Hence, ask your participants to sit in a circle and initiate the activity. Each person will take on the story of the person to their left and pair in groups of two. The essence, is to act as if the other person’s story is your story and comprehend their experience, from the other person’s questions. Hence, once the group is divided in pairs, the first person should try to explain the story they were assigned, to the other person and the second person should ask a few questions (5-10) about the story. Then, the first person should try to realistically respond to these questions, by using their imagination. Essentially, the objective is to maintain the essence of the story, and comprehend what the other person went</p>	<p>15-25 minutes</p>	<p>The youth worker should explain to the participants that the essence of this activity is to experience someone else’s experience i.e., to put themselves into someone else’s shoes. Hence, the youth worker should join the activity by also sharing a personal experience and demonstrate the activity with another student as an example.</p>	<p>The participants should comprehend that the objective of this task is to place themselves into someone else’s shoes, by sharing a personal experience that they feel comfortable with, either positive or negative.</p>	<ul style="list-style-type: none"> • No requirements
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<p>through from that experience. Once every pair has completed this task, the participants should return to the circle and discuss what they identified from the internalization of another individual’s story.</p>				
<p>Reflection Time: Empathy Map: Draw a circle with the words "our team" in the center on a whiteboard or a bulletin board. Create four circles on the board and label them with these: “Think”, “Feel”, “Say”, and “Do”. Four post-it notes should be distributed to each young individual. Ask students to list an emotion they experienced throughout the workshop, a thought they usually associate with that emotion, an action they conduct when they experience that emotion, and a possible statement. Posting on the board is rotated among the participants. Establish a tone to ensure attentive, kind listening at the outset of the activity.</p>	<p>10 – 15 minutes</p>	<p>The youth worker should ensure that the individuals share emotions and statements that the participants feel comfortable with. In addition, if one participant does not want to share a specific emotion, the youth worker should ensure them that they can describe a different feeling.</p>	<p>The young people should elaborate on their mental, physical and behavioural state when experiencing a particular emotion. The essence of this activity is to recognize that everyone experiences a variety of emotions, so we should ensure that we are kind and empathetic to everyone.</p>	<ul style="list-style-type: none"> • Whiteboard – if there isn’t a whiteboard, a big A3 paper can be used, in addition to markers, pens and post-it notes.

